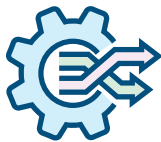


AixEd Network Common Measures

The AixEd Network @ AIR identified a shared set of common survey measures to gather data consistently across projects in the network, compare findings, and identify patterns in implementation outputs, educator outcomes, and student outcomes. This handout presents the network's common measures and the survey items associated with each measure.



Implementation Outputs

Gather information about how educators distribute their time across various professional responsibilities—from lesson prep to community duties—and which responsibilities are being transformed by AI-enabled tools.



Educator Outcomes

Capture educators' perceived proficiency in using AI to optimize instruction, ability to differentiate content, and ability to leverage data for decision making.

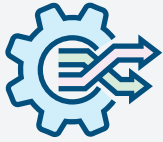


Student Outcomes

Measure student engagement and motivation in AI-supported learning environments.

Read on to learn more about the network's common measures and the corresponding survey items.

Citkowicz, M., & Pruitt-Britton, T. (2026). *AixEdu common measures*. American Institutes for Research. <https://www.air.org/project/ai-schools-demand-how-it-working-aixed-research-network>



Implementation Outputs

Time use

Measures collected for each activity:

Time Spent (Workday) | Time Spent (Outside) | AI Tool Used (Y/N)

- Planning and preparation (e.g., selecting instructional materials, preparing assignments)
- Assessment, grading, and feedback (e.g., grading homework or exams, providing student feedback)
- Data analysis and instructional decision-making (e.g., analyzing student data, using data to refine instruction)
- Family and caregiver communication (e.g., messaging parents/caregivers, parent-teacher conferences)
- Professional learning and collaboration (e.g., participating in workshops or coaching sessions, collaborative planning with colleagues)
- Administrative and compliance tasks (e.g., entering attendance records, responding to administrative emails)
- Student support and coordination (e.g., coordinating with counselors or specialists, mentoring students)
- School and community responsibilities (e.g., attending staff meetings, serving on committees)

Implementation of instructional materials

Frequency of using AI-enabled tools to support the following activities:

Planning and Preparation

- Establishing objectives aligned to standards
- Designing assessments related to learning objectives
- Selecting instructional materials to use
- Selecting instructional strategies to implement
- Identifying supplemental extension activities for students

Implementation with Students

- Engaging students in discussion
- Providing differentiated content
- Gathering information to assess student learning
- Offering support to bolster student learning

After Instruction Reflection

- Reflecting on student progress using student data or work products
- Creating/using visualizations based on student data to summarize patterns across students
- Working collaboratively with one or more colleagues to review the data and decide how to respond instructionally



Educator Outcomes

Self-efficacy in using AI for instruction¹

Items:

- I am capable of using AI to enhance my pedagogy.
- I am able to apply AI appropriately in various teaching activities.
- I have the capacity to use AI to sustain student motivation and interest.
- I can apply AI to assess the learning outcomes of students.
- I am proficient in using AI to optimize my classroom instruction.
- I am able to explain information derived from AI to provide students with real-time feedback.

Ability to differentiate instruction²

Items:

- I can adapt the learning objectives in the curriculum to suit different student needs.
- I can break down curriculum objectives into topics at different levels of difficulty.
- I can create different resources for students with varying prior knowledge.
- I can prepare classroom activities according to students' interests.
- I can differentiate lesson topics according to students' areas of interest.
- I can prepare differentiated lesson plans by taking students' individual needs into account.

Ability to leverage data for decision making³

Items:

- I can effectively use educational data to support classroom teaching decisions.
- I can develop specific educational improvement plans based on data results to enhance students' academic performance.
- I can apply data to identify students' learning needs and provide personalized educational support.
- I can use data to evaluate the effectiveness of different teaching methods and resources and make corresponding adjustments.
- I can apply data to curriculum decisions to ensure the alignment of content and objectives with student learning needs.



Student Outcomes

Engagement⁴

Items:

- When I'm in this class, I listen very carefully.
- I pay attention in this class.
- I try hard to do well in this class.
- In this class, I work as hard as I can.
- When I'm in this class, I participate in class discussions.
- When we work on something in this class, I feel interested.
- This class is fun.
- I enjoy learning new things in this class.
- When I'm in this class, I feel good.
- When we work on something in this class, I get involved.

Motivation⁵

Items:

- I do my schoolwork because I want to understand the subject.
- I work hard at school because I am learning about interesting things.
- I complete my classwork because I enjoy the tasks I work on.
- I try to answer questions in class because it's fun.

Note. All educator and student survey items are on a scale of 1 (Strongly disagree) to 4 (Strongly agree).

ENDNOTES

- ¹ Adapted from Ning, Y., Zhang, C., Xu, B., Zhou, Y., & Wijaya, T. T. (2024). Teachers' AI-TPACK: Exploring the relationship between knowledge elements. *Sustainability*, 16(3), 1–23. <https://doi.org/10.3390/su16030978>
- ² Adapted from Mutlu, N., Öztürk, M., & Aktekin, S. (2019). Development of self-efficacy scale of differentiated instruction. *Trakya Üniversitesi Sosyal Bilimler Dergisi*, 21(1), 185–202. <https://doi.org/10.26468/trakyasobed.466734>
- ³ Adapted from Qiao, S., Li, L. X., & Chen, D. (2025). Teachers' data-driven decision-making: Developing and validating a measurement scale. *Educational Research*, 67(3), 286–308. <https://doi.org/10.1080/00131881.2025.2517619>
- ⁴ Adapted from Jang, H., Kim, E. J., & Reeve, J. (2016). Why students become more engaged or more disengaged during the semester: A self-determination theory dual-process model. *Learning and Instruction*, 43, 27–38. <https://doi.org/10.1016/j.learninstruc.2016.01.002>
- ⁵ Adapted from Gomes, M., Monteiro, V., Mata, L., Peixoto, F., Santos, N., & Sanches, C. (2019). The Academic Self-Regulation Questionnaire: A study with Portuguese elementary school children. *Psicologia: Reflexão e Crítica*, 32(8), 1–9. <https://doi.org/10.1186/s41155-019-0124-5>