

Appendix B2.

Teacher CBE Practices Survey

CBE Survey Modification Guidelines

Areas for Modifications

1. **Survey introduction/purpose.** Districts and schools are encouraged to modify the survey introduction to reflect local purposes for survey administration, how survey data will be used, and the extent to which confidentiality of responses is ensured.
2. **Respondent demographic and other information.** Items 1 through 4 ask general demographic and background questions about the respondent. Consider what types of comparisons you may want to make across groups (e.g., by grade level, academic department) to ensure that you include the appropriate identifying background questions in your surveys. You may want to modify or add to the existing questions to allow for an analysis by groups (e.g., you may want to explore whether changes in practices are associated with participation in a specific professional learning program; therefore, you may want to ask whether teachers participated in that program).
3. **Academic focal area.** You have the option of allowing teachers to select a course or asking teachers to respond to questions about a particular academic area/course.
4. **Competency-Based Education (CBE) feature area.** Surveys can be modified to focus on specific CBE feature areas of interest (i.e., you do not have to ask questions for all six feature areas). For example, schools and districts may be particularly interested in collecting data about learning targets but less interested in personalized learning supports. Please refer to the CBE Survey Construct Map (Appendix C) when selecting items for each selected CBE feature area.

Modifications to Survey Item Wording

1. We recognize that schools and districts often refer to CBE and related practices using many different terms. Although we have designed the surveys to accommodate some common differences in terminology, some modifications to terminology may need to be made. For example, schools and districts may want to replace the term *CBE* with *proficiency-based education* or replace the term *individual learning plan* with *personal learning plan*.

Please contact the CCRS Center (CCRScenter@air.org) for more information. .

American Institutes for Research Competency-Based Education Teacher CBE Practices (TCP) Survey

Thank you for taking this survey. The survey asks about your experiences as a teacher and about your school's educational policies and practices. The purpose of this survey is to understand and describe the variation in educational approaches used [*within our school/or across schools in our district/state*]. We are NOT evaluating you, your students, or your school.

The survey will take approximately 30 minutes to complete.

This survey is voluntary and confidential. We will not share your responses with anyone. If you do not want to answer a question, you may skip it, but your perspective is important to us, so we hope you will answer as many questions as you can.

Thank you for your input!



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Key Terms

First, we would like to define a few key terms that will appear in this survey.

Formative Assessment: Assessments used to gauge or monitor students' progress toward meeting required learning targets or other course requirements.

Learning Targets: We use the term *learning targets* to refer to measurable competencies, proficiencies, and other required skills, knowledge, and abilities that students are expected to meet.

Competency-Based Education: This term refers to a set of educational policies and practices that may include setting specific learning targets for what students should know and be able to do to get credit; assessing, supporting, and monitoring individual student progress as they work toward meeting these targets; and allowing students to advance and earn credit once they have demonstrated that they have met or mastered these learning targets.

Mastery and Proficiency: We use the terms *mastery* and *proficiency* interchangeably for when students have demonstrated that they have met learning targets or key competencies at a satisfactory level.

Course: An opportunity for students to participate in a set of learning tasks and other activities designed to advance their knowledge and skills in a specific subject or predetermined skill area. (Also known as class, seminar, or seminar series; online course; etc.)

Teacher: An adult who facilitates student learning in school settings. This includes adults who may be called *educators*, *content experts*, or *learning coaches*.

Credit: A unit of measure indicating whether a student has successfully satisfied course requirements and/or met learning competencies or proficiencies.

This survey is divided into four sections:

Section 1 asks about you.

Section 2 asks about your experiences as a teacher for ALL of the courses you teach.

Section 3 asks about schoolwide policies and practices.

Section 4 asks about your experiences as a teacher for just ONE course that you teach.

Informed Consent. Please select “Yes” and click "Next" to continue on to the survey. By doing so, you give us your permission to use your responses for district/school improvement purposes. *[Note: Districts and schools should modify this language to reflect the purpose for which teacher survey responses are being sought.]*

- Yes *[skip to beginning of the survey]*
- No

[If no] Are you sure you do **not** want to continue?

- Yes *[skip to end of survey]*
- No. I would like to continue on to the survey. *[By doing so, you give us your permission to use your responses in our study.]*

Section 1: About You

First, we would like to learn more about you. *[The following questions represent sample demographic information that you may wish to collect from teacher respondents. Feel free to remove or add additional areas to fit your school/district context.]*

1. What grades of students do you teach? (Check ALL that apply.)

- 9
- 10
- 11
- 12

2. Please write in the number of individual classes you are currently teaching:

3. How many years have you been teaching at this school?

- One year or less
- Two to three years
- Four to five years
- Five or more years

4. How many years have you been teaching at any school?

- One year or less
- Two to three years
- Four to five years
- Five or more years

Section 2: Your Experiences as a Teacher—All Courses

We would like to learn more about your own experiences and approaches as a teacher for ALL the courses you teach.

5. Most teachers use a variety of instructional approaches across the multiple courses they teach. To what extent is each of the following statements true for the courses you teach? (Note: If you teach multiple sections of a course, please answer based on the number of individual sections or classes you teach.)

	NOT true for any courses I teach	True for SOME courses I teach (fewer than half)	True for MANY courses I teach (half or more)	True for ALL the courses I teach
a. Students are given a set of specific learning targets, competencies, or proficiencies for the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students must demonstrate that they have met ALL required course-specific learning targets to pass and get credit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I meet individually with each student to discuss his or her work and progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students have the option of moving through course material faster or slower than other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I work individually with each student to determine how he or she will demonstrate mastery of learning targets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Students can choose to retake or redo a final course assessment (without any points off).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Students can pass and get credit as soon as they meet all required learning targets, even if the course isn't over yet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Do you have formal meetings with students (individually or in small groups) to discuss how they are doing in school overall (i.e., not just how they are doing in your specific course)? Some schools call this an *advising period* or *advisory meeting*. (Check ONE response.)

- Yes, I have formal advising meetings with students regardless of how well they are doing in school.
- Yes, but I only have advising meetings with students who are struggling academically, or having other difficulties in school.
- No, I do not have any formal advising meetings with students. (*skip to question 8*)

7. (*if answer to #6 is yes*) When you have individual or small-group advising meetings with students, what kinds of things do you talk about?

We talk about	Never	Some of the Time	Most of the Time	All of the Time
a. The student’s academic goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. How the student is doing in specific courses (e.g., grades, assessment results).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Changes the student would like to make to his or her own learning goals, courses, or assessment plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The student’s interests and strengths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The student’s learning preferences (e.g., whether the student works better in a quiet room).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. What the student would like to do after high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3: Schoolwide Policies and Practices

For this section of the survey, we would like to ask you some questions about schoolwide policies and practices. Keep in mind that now we are asking about the whole school, not just the classes you teach.

8. Please read the following statements and tell us how much they reflect current schoolwide policies and practices in your school.

At our school	Never	Some of the Time	Most of the Time	All of the Time
a. Students earn full course credit for courses they take outside of school (like summer courses or college classes).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students earn full course credit for activities they do outside of school (e.g., volunteering or attending a conference).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students earn full course credit for doing an independent study (e.g., writing a play or building a website).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students take an online course for credit in lieu of an in-person course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Do the students in your school have written, individualized learning plans (sometimes called *personalized learning plans* or *individual learning plans* [ILPs])?

- Yes, all or most students in our school have learning plans.
- Yes, but only the students who need extra support have learning plans (e.g., struggling students and/or students with disabilities).
- No, students in our school do not have learning plans. (*skip to Section 4*)
- Other (please explain) _____

10. Think about **other teachers** in your school. To what extent do you agree with the following statements?

Teachers in our school	Don't Agree	Agree a Little	Mostly Agree	Agree a Lot
a. Think it's important that all students do well in their classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Encourage all students to keep trying even when the work is challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Challenge all students to work harder than they thought they could.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4: Your Experiences as a Teacher—One Course

We'd like to know more about your instructional approaches and practices in the classroom. High school teachers often teach multiple courses or subjects, so to keep things simple, we want you to think of just **one specific course** you teach as you answer the questions in this section. *[Schools/Districts: You can determine your priorities related to the subjects/grades for which you would like teachers to report on their classroom practices. See the sample set of questions, below, that help teachers decide which classroom to focus on when responding to survey questions.]*

First, we will help you figure out which course to think about.

11. Please think of one course you teach in which you feel you use the most competency-based approaches. Please select the following subject area for this course. Check ONE answer.
- Math
 - English
 - Science
 - Social Studies/History
 - Other subject (please indicate subject)
12. Is the course you selected offered multiple times (i.e., has multiple sections)?
- Yes
 - No
13. Does the course you have selected have a specific topical focus or subtopic area? If so, please write the name of this topic or subtopic here:
14. To what extent do you consider the course you have selected to be competency-based?
- Fully
 - Partially
 - Not at all

(Optional) Please explain your answer here: _____

For this next section of the survey, we would like you to focus on just this one course you selected as you answer survey questions.

A. Instructional Approaches in Your Selected Course

15. Please indicate how often students typically engage in the following activities **in the specific course you selected.**

	Never	Less Than Once per Month	At Least Once per Month	At Least Once per Week	Every Day
a. Students give presentations in front of the class or a group (i.e., student presentation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students review and discuss another student's work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students work together in groups on a project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students participate in applied learning activities in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Students work on an independent study or project as part of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Students participate in course activities, or an applied learning experience, outside of the school building <i>during</i> the school day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Use of Technology

16. How often do students use **technology** to support their learning in this course?

Students in my course use <u>technology</u> to	Never	Less Than Once per Month	At Least Once per Month	At Least Once per Week	Every Day
a. Learn new topics, material, or skills (e.g., watch an educational video online).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Expand or deepen their understanding on a topic, unit, or competency area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Catch up on a topic, unit, or competency area that they haven't finished yet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Move ahead to the next topic, unit, or competency area before other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Do you use any technology-based systems to help assess, track, or customize instruction and supports for student learning in your course? Some teachers refer to this as a *learning management system*.

- Yes
- Not sure
- No (*skip to question 19*)

18. (*if yes or not sure*) What do you use a technology-based system for? (Check ALL that apply.)

- To track student progress or proficiency
- To track assignment completion
- To track student grades or credits
- To post course resources and materials for students to access

(Optional) Feel free to share additional comments on your—or your students’—technology use here.

C. Selected Course Learning Targets and Grading Practices

Some teachers set learning targets that all students must meet in order to pass and get course credit. These are sometimes called *competencies* or *proficiencies*.

19. For this course, do students need to demonstrate proficiency (or mastery) of a specific set of learning targets (i.e., specific skills, knowledge, or abilities) in order to pass and get credit?
- Yes
 - No
20. (if yes) How do you communicate required learning targets to your students? (Check ALL that apply.)
- Students receive a list of learning targets, competencies, and/or proficiencies they must meet to pass and get credit.
 - Students receive a list of learning targets, competencies, and/or proficiencies for each assignment.
 - All students have learning targets and/or requirements listed in an individual or personalized learning plan.
 - I meet one-on-one with each of my students to discuss learning targets.

21. As a teacher, when determining a student's grade or whether a student will pass and get credit for this specific course, how much do you count the following?

	Doesn't Count at All Toward Grade or Credit	Counts a Little Toward Grade or Credit (Less Than 25%)	Counts Some Toward Grade or Credit (Between 25–50%)	Counts Substantially Toward Grade or Credit (More Than 50%)
a. Attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Participation in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Tasks and assignments completed outside of class (e.g., homework)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Completion of tasks or assignments within a specific period of time (e.g., hand in work by the due date)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Student performance on formative assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Mastery or proficiency in meeting course learning targets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Optional) Feel free to share additional comments or explanation about learning targets and grading practices here.

D. Managing Student Learning, Pacing, and Progression

22. Teachers use many approaches to managing student learning, pacing, and progression. Please indicate how often you use the following practices in your classroom for the course you selected.

	Never	Some of the Time	Most of the Time	All of the Time
a. Students move on to the next topic, unit, or competency area along with their classmates, regardless of whether they achieved mastery.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students can take extra time to finish a topic, unit, or competency area if they need to, even if other students have already moved on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students who show that they understand a topic, unit, or competency area can move ahead of other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students are required to complete the same assigned coursework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Optional) Feel free to share additional comments or explanation about student learning, pacing, and progression here.

E. Decision Making

23. Teachers have many perspectives on student and adult roles in the classroom. We are interested in who makes decisions about student learning and participation in your course. Please read the following statements and tell us how decisions typically are made in this course.

In your course, who decides	I (teacher) decide.	I (teacher) decide with some student input.	The student and I (teacher) decide together.	The student decides with some teacher input.	The student decides on his/her own.
a. Which topics each student learns in class every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Which activities or coursework each student does during class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. What activities or coursework each student does outside of class or learning time (e.g., homework)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. How fast or slow each student moves through the course content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The due date for each student's coursework?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. What kinds of help and support each student needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. <u>How</u> each student will show what he or she learned (e.g., whether students will take a test, write a paper, make a presentation, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. <u>When</u> each student will take a final exam or assessment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Optional) Feel free to share additional comments or explanation about teacher and student decision making here.

F. Assessment of Learning

24. Now we'd like to learn about how you assess student learning. How do you assess student progress toward learning goals or targets? Please rate how often you use the following formative assessment approaches to track student learning in the course you selected.

	Never	Less Than Once per Month	At Least Once per Month	At Least Once per Week	Every Day
a. Students make a formal or informal presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. You ask students to indicate their level of understanding of material or skills covered (e.g., thumbs up/down, exit slips).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students formally self-assess their own work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students assess their peers' work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. You meet individually with students to discuss their progress in your course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Students take a practice test or quiz to see if they are ready to take a final exam or assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We are interested in what you do with formative assessment results.

25. Please tell us which of the following actions you take when students perform poorly or do not meet minimum performance levels on formative assessments in your course.

When a student takes a formative assessment and performs poorly, how often do you	Never	Some of the Time	Most of the Time	All of the Time
a. Meet one-on-one with the student to discuss the assessment results?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Have the student work with another student who understands the material well?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Give the student more help/support?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Help the student learn the material in a different way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Adjust course pacing for that student (i.e., give the student more time to work on the topic/unit or competency area?)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Optional) Feel free to share additional comments or explanation about formative assessment practices here.

We are interested in your policies and practices related to student performance on summative course assessments.

26. Please tell us which of the following actions you take when students do not meet minimum performance levels on (i.e., do not pass) the summative assessments in your course.

When a student does not pass a summative assessment, how often do you	Never	Some of the Time	Most of the Time	All of the Time
a. Allow the student to demonstrate understanding in another way (e.g., a different type of assessment)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Arrange for the student to receive additional instructional support (e.g., during or after school or during the summer)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Allow the student to retake or redo the assessment at a later date (without any points off)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Optional) Feel free to share additional comments or explanation about summative assessment practices here.

G. Student–Teacher Relationships

27. How well do you understand your students' individual learning needs? Please indicate the extent to which you agree with the following statements.

<i>Remember: Answer these questions for just the one course you selected, above.</i>	Don't Agree	Agree a Little	Mostly Agree	Agree a Lot
a. For each student, I really understand which things in this course are easy for them to understand and do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. For each student, I really understand which things in this course are more difficult for them to understand and do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I know when to give each student more challenging material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students feel comfortable talking to me about their learning when they have <u>not</u> been doing well in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Optional) Feel free to share any additional comments or explanation on your relationships with students here.

This is the end of the survey.

Thank you very much for sharing your opinions and experiences!