<u>**Competency-Based Education Administrator Survey**</u>

Introductory Statement—

Hello,

This survey is being conducted by Michigan State University's Education Policy Innovation Collaborative to study how districts across Michigan are implementing competency-based education into their schools. Thank you in advance for your participation.

Your responses are confidential. Survey results will be combined, summarized, and reported as averages. Your participation in this survey is voluntary, and you may refuse to answer any specific questions.

1. Which of the following best describes your position at your school?

○ Principal

○ Assistant Principal

○ Executive Director

○ Academic Director/Dean

○ Other (Please Describe) _____

2. How many years have you worked as an administrator at your school? *[numeric entry]*

3. How many years have you served in an administration role at any school? *[numeric entry]*

4. How many years have you served in an administration role at any other schools in your district? *[numeric entry]*

5. How many years did you serve as a teacher? *[numeric entry]*

6. Does your school serve students in grades 9-12?

○ Yes

○ No

Please select the response that best corresponds with the amount of influence you have within each of the following areas.

		No influence	Minor influence	Moderate influence	A great deal of influence
7.	Setting performance standards for students of this school	○	○	○	○
8.	Establishing curriculum at this school	○	○	○	○
9.	Determining the content of in-service professional development programs for teachers of this school	○	○	○	○
10.	Determining how teachers are evaluated	○	○	○	○
11.	Hiring new full-time teachers at this school	○	○	○	○
12.	Setting discipline policy at this school	○	○	○	○
13.	Deciding how our school budget will be spent	○	○	○	○

14. How knowledgeable are you of the practices associated with competency-based education (CBE)?

○ Not at all knowledgeable

○ Somewhat knowledgeable

○ Knowledgeable

○ Very knowledgeable

15. What other terms do you use to describe competency-based education? _____

16. To the best of your knowledge, in what year did your school first start implementing their CBE program? [*numeric entry*]

17. Which grades and subjects are implementing competency-based education practices?
  (select all that apply)

	English / Language Arts	Mathematics	Science	Social Studies	Career / Technical Education	Other
Kindergarten	☐	☐	☐	☐	☐	☐
1st Grade	☐	☐	☐	☐	☐	☐
2nd Grade	☐	☐	☐	☐	☐	☐
3rd Grade	☐	☐	☐	☐	☐	☐
4th Grade	☐	☐	☐	☐	☐	☐
5th Grade	☐	☐	☐	☐	☐	☐
6th Grade	☐	☐	☐	☐	☐	☐
7th Grade	☐	☐	☐	☐	☐	☐
8th Grade	☐	☐	☐	☐	☐	☐
9th Grade	☐	☐	☐	☐	☐	☐
10th Grade	☐	☐	☐	☐	☐	☐
11th Grade	☐	☐	☐	☐	☐	☐
12th Grade	☐	☐	☐	☐	☐	☐

Below is a list of practices that are commonly associated with competency-based education. Please indicate the degree to which these practices that are implemented in your school.

		Not implemented in any classrooms	Implemented in the grades and subjects selected above	Implemented schoolwide
18.	Project-based learning	○	○	○
19.	Competency-based credentialing	○	○	○
20.	Mastery-based/standards-based grading	○	○	○
21.	Flexible scheduling/self-pacing (not seat time)	○	○	○
22.	Technology-assisted instruction (e.g., Summit Learning, Blackboard)	○	○	○
23.	Interdisciplinary (cross-curricular) instruction	○	○	○
24.	Personalized learning goals for students	○	○	○
25.	Teaching socio-emotional skills	○	○	○
26.	Self-pacing (students can advance at their own pace once they demonstrate mastery of a competency)	○	○	○
27.	Performance-based assessments (e.g., presentations, projects)	○	○	○

Indicate how often each of the following types of professional development and supports for teachers are part of your school's professional development plan.

		Did not provide	Less than once per month	At least once per month	At least once per week	Almost every day
28.	Mentorship and coaching	○	○	○	○	○
29.	Release time to observe other teachers	○	○	○	○	○
30.	Observation of and feedback on a lesson by another teacher	○	○	○	○	○
31.	Observation of and feedback on a lesson by an administrator	○	○	○	○	○
32.	One-on-one meeting with an administrator to discuss their teaching	○	○	○	○	○
33.	Common planning time (formally scheduled) with other teachers	○	○	○	○	○
34.	Access to a professional learning community to discuss concerns or engage in instructional planning with other teachers	○	○	○	○	○

35. Does your school's current professional development plan address any of the following topics? *(select all that apply)*

☐ Setting personalized learning goals for students

☐ Strategies to challenge (high-achieving/gifted and talented) students

☐ Strategies for teaching socio-emotional skills/non-academic skills and behaviors

☐ Integrating learning management software (LMS) in the classroom

☐ Learning new approaches to instruction

☐ Differentiating instruction

☐ Using assessment data to identify students' learning needs

☐ Classroom management

☐ Teaching state standards

☐ Project-based learning

36. How often do administrators in your school meet with teachers one-on-one to discuss their instructional practice?

○ Never

○ Less than once per month

○ At least once per month

○ At least once per week

○ Almost every day

37. Have you received any formal training on competency-based education practices in the past two years?

○ No

○ Yes (please describe) _____

How true are the following statements?

		Not at all true	Somewhat true	Mostly true	Very true	I don't know
38.	My district has a clear vision of what students should know and be able to do upon graduation from high school.	○	○	○	○	○
39.	Students at this school have to master specific competencies (skills, knowledge, abilities) in order to graduate from high school.	○	○	○	○	○
40.	Our school offers courses where students can earn credits that count towards a professional certificate or licensure (e.g., dental assistant, automotive servicing, certified nurse assistant).	○	○	○	○	○
41.	High school graduates' transcripts include information on the (credentials/licenses/certificates/badges) they earned.	○	○	○	○	○
42.	My school/district has a written set of learning objectives or standards that articulate the skills and knowledge students are expected to have mastered in each grade/subject area/course.	○	○	○	○	○
43.	The amount of credit students earn in each class is primarily based on the amount of seat time (class hours) required per semester.	○	○	○	○	○
44.	Students can move on to more advanced content whenever they have mastered the material.	○	○	○	○	○
45.	Students must demonstrate that they have met ALL required course-specific learning targets to pass and get credit.	○	○	○	○	○

How true are the following statements?

		Not at all true	Somewhat true	Mostly true	Very true	I don't know
46.	My school/district has a written set of learning objectives or standards that articulate the skills and knowledge students are expected to have mastered in each grade/subject area/course.	○	○	○	○	○
47.	The amount of credit students earn in each class is primarily based on the amount of seat time (class hours) required per semester.	○	○	○	○	○
48.	Students can move on to more advanced content whenever they have mastered the material.	○	○	○	○	○
49.	Students must demonstrate that they have met ALL required course-specific learning targets to pass and get credit.	○	○	○	○	○

Rate your level of agreement with each of the following statements about your school's instructional practices.

		Strongly Disagree	Disagree	Agree	Strongly Agree
50.	Students can move on to the next topic, unit, or competency area along with their classmates, regardless of whether they achieved mastery.	○	○	○	○
51.	Students can earn credit for courses or activities they take outside of school (e.g., summer courses, college courses, volunteer opportunities).	○	○	○	○
52.	Students can earn course credit for doing an independent study (i.e., an educational activity customized for an individual student and supervised by a teacher).	○	○	○	○
53.	Students can earn credit by completing an online course (in lieu of a in-person course).	○	○	○	○
54.	Students can earn credit by completing an internship.	○	○	○	○
55.	Students can earn credit by completing a job shadow experience.	○	○	○	○

To what extent do you agree with the following statements?

		Strongly Disagree	Disagree	Agree	Strongly Agree
56.	There is an atmosphere of trust and mutual respect within this school.	○	○	○	○
57.	Teachers receive the support they need to be successful with their students.	○	○	○	○
58.	I receive adequate support from district leadership in my role as a school leader.	○	○	○	○
59.	My school receives sufficient resources to successfully implement our vision for instruction.	○	○	○	○
60.	Teachers in this school work hard to make sure all students are learning.	○	○	○	○
61.	Teachers in this school have high expectations for all students.	○	○	○	○
62.	Teachers in this school are prepared to effectively implement the competency-based education program.	○	○	○	○
63.	Our school has adequate staffing to effectively implement the CBE program.	○	○	○	○