Teacher Survey
RESPONSES

Early Progress

Interim Research on Personalized Learning

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To download the *Early Progess* report, visit http://collegeready.gatesfoundation.org/article/early-progress-interim-report-personalized-learning.

November 2014

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Introduction

RAND Corporation researchers obtained and analyzed both qualitative and quantitative data from each school to create a broad picture of the schools' efforts to implement personalized learning and to understand the outcomes that resulted from the adoption of these new teaching and learning practices.

RAND collected the following information to conduct its analyses:

STUDENT PERFORMANCE DATA: Students generally took the Northwest Education Association's Measures of Academic Progress (MAP) math and reading assessments online at least twice per school year in the fall and spring. MAP is an adaptive online test, which means the test software adjusts the consecutive difficulty of questions in response to an individual student's answers: If a student responds incorrectly, the next question is easier; if a student responds correctly, the test software skips ahead to a more complex question. The MAP assessment can provide information about how much progress a student makes over the course of a school year.

TEACHER LOGS: Teachers completed logs online describing their daily instructional practices over a 10-day period. Each day, teachers focused on the perspective of one student during the first 45 minutes of math or reading instruction. Teachers were asked to focus on a different student for each day that they kept the log. Researchers collected the log data compiled by teachers for one period in the spring of the 2012–13 school year and three periods during the 2013–14 school year, and they will collect logs for two periods during the 2014–15 school year.

STUDENT SURVEYS: These surveys asked students to describe their study habits, attitudes toward learning, opinions about their school, the level of access to technology, and other topics. The student surveys were administered by RAND researchers in the spring of the 2012–13 school year and the fall and spring of the 2013–14 school year. For the 2013–14 school year, RAND distributed the surveys online to more than 1,600 students in grade 6 or above, and the response rate was 84 percent. RAND developed many of the items specifically for this study, but the surveys also included original or modified versions of items from surveys developed by the University of Chicago Consortium on Chicago School Research (CCSR); the High School Survey of Student Engagement, developed by the Center for Evaluation and Education Policy at Indiana University; and the Tripod survey, developed by Harvard University's Ronald Ferguson to measure student opinions of teacher quality.

TEACHER SURVEYS: These surveys asked teachers to provide their opinions about various aspects of the models, including professional training and support, access to resources, the quality of instructional and curricular materials, use of different models of classroom instruction, use of technology in the classroom, use of data to assess student progress, and obstacles to implementation. For the 2013–14 school year, the surveys were distributed online to a sample of 93 teachers in 17 of the schools, and the response rate was 58 percent. Although most of the survey items were developed specifically for this study, a few were adapted from other RAND surveys or from surveys developed by the CCSR. Teachers received a $50 gift card for completing the survey.

This companion report to *Early Progress: Interim Research on Personalized Learning* documents the teacher survey results for the 2013–14 school year.

Teaching Context

1 **Please indicate your current title.**

WRITTEN RESPONSES (N=52)			
Teacher **(10 Responses)**	Classroom Teacher **(2)**	English Teacher **(2)**	Math teacher **(2)**
Resource Specialist **(2)**	Special Education Teacher **(2)**	Third Grade Teacher **(2)**	4th Grade Lead Teacher
4th Grade Literacy Teacher	4th Grade Math Teacher - Flex Space	4th grade teacher	5th grade Math and Science teacher
6th and 7th Grade Math Teacher	6th Grade Teacher	7th Grade Math Teacher	7th Grade Teacher
7th Math/Science Teacher	8th grade ELA teacher	8th Grade Teacher/Blended Learning Specialist	8th Math
Behavior Specialist, Special Education Teacher	Biology teacher	ELA	English 10 Teacher
English Language Arts Teacher	Fifth Grade Guided Reading teacher	Fourth grade mathematics teacher	High school English 2 Teacher for sophomores
History Teacher	Literacy Learning Lab Teacher	Math & English teacher	Mathematics Blended Learning Instructor
Reading Learning Lab Teacher	Spanish teacher	Special Education Coordinator/Teacher	Special Educator
Tutor			

2 In addition to your work instructing students, do you also serve in any of the following formal roles this year? (N=48)

Multiple selections allowed.

Department head or lead teacher	13%
Coach or mentor for other teachers	11%
Master teacher	6%
PD provider	6%
Guidance counselor or provider of nonacademic support to students	6%
Technology support provider	4%
Administrator (e.g., assistant principal)	0%
None of the above	46%
Other (see below)	15%

Written responses for *Other:* Run a once a week S.T.E.M. after school program & on recruitment team; Case Manager; Co-Teacher; Instructional Leadership Team; Interventionist; Special education coordinator

3 Which of the following best describes your teaching arrangement this year? (N=52)

I teach several classes of different students during the day in a particular subject or perhaps two subjects. (Traditional secondary arrangement; sometimes called "subject-specific," "subject matter specialist," or "departmentalized")	76%
"Pull-Out" or "Push-In" Instruction: I mainly teach selected students released from (or in) their regular classes in specific skills or to address specific needs (for example, special education, reading, English as a second language, gifted and talented).	10%
I teach a single group of students all or most of the day in multiple subject areas. (Traditional elementary arrangement; sometimes called "self-contained")	8%
Co-teaching or Job Share: I am one of two or more teachers who are jointly responsible for teaching the same subject(s) to a group of students (for example, in the same classroom), all or most of the day and/or in a majority of classes.	4%
I work with individuals or small groups of students under the supervision of another teacher.	2%
I primarily supervise the work of other teachers rather than directly instructing students.	0%
I teach students exclusively online, with no in-person interaction.	0%
Other, please describe.	0%

4 What subject area(s) are you teaching (or supervising) this year (2013–2014)? (N=52)

Multiple selections allowed.

English/language arts/reading/writing	61%
Mathematics	54%
Science	22%
Social studies	22%
Other subject area(s)	10%
Foreign language	2%
Career/technical education	2%
Visual or performing arts	0%
Physical education/health education	0%

Written responses for *Other:* Advisory; Online Learning Programs; Study skills.

5 Please indicate the grade levels of the students you teach. (N=52)

Multiple selections allowed.

Kindergarten	2%
1st grade	2%
2nd grade	4%
3rd grade	6%
4th grade	15%
5th grade	19%
6th grade	15%
7th grade	20%
8th grade	9%
9th grade	20%
10th grade	15%
11th grade	7%
12th grade	6%
Our school doesn't use grade levels	0%

6 What percentage of the students you teach:

Have individualized education programs (IEPs) for special education services? _____%
Are considered English Language Learners (ELL) or Limited English Proficient? _____%
Participate in a gifted and talented program? _____%

	N	MAXIMUM	MEAN	MEDIAN
IEP	48	100%	21%	10%
ELL	43	99%	35%	20%
Gifted program	40	10%	1%	0%

Your Background

7 Including this school year (2013–2014), how many total years have you been teaching, regardless of location?

	N	MINIMUM	MAXIMUM	MEAN	MEDIAN
Years teaching	51	1	17	4.5	3

8 Prior to teaching, did you have a career outside the field of education?

N	YES	NO
51	24%	76%

9 Was your previous career focused on technology?

N	YES	NO
51	6%	94%

10 Do you hold a regular or standard certificate to teach in this state?

N	YES	NO, BUT I AM CURRENTLY ENROLLED IN A CERTIFICATION PROGRAM	NO, AND I AM NOT CURRENTLY ENROLLED IN A CERTIFICATION PROGRAM
51	78%	16%	6%

11 In what content area and grade range does your certificate allow you to teach? (N=40)

Multiple selections allowed.

At least one of grades 6–8	63%
Early childhood, preschool, or at least one of grades K–5	46%
At least one of grades 9–12	37%

12 Through which of the following types of programs did you enter teaching?

	N	ANSWERED *YES*
Through an alternative teacher preparation program (for example, Teach for America or a program aimed at mid-career changers)	27	53%
Through an undergraduate teacher preparation program	11	22%
Through a graduate teacher preparation program	10	20%
No formal preparation program	2	4%
Courses taken after attainment of undergraduate/bachelors degree, but not as part of a formalized graduate or alternative teacher preparation program	1	2%
Other, please describe	0	0%

13 To what extent did each of the following influence your decision to accept a teaching position in your current school?

	N	MODERATE OR LARGE EXTENT
Fit with your background, education, experience, and/or interests	50	66%
Opportunity to work with disadvantaged students	50	60%
Friendliness of the staff you met	50	48%
Opportunities for career advancement	50	48%
Location	50	48%
Salary level or benefits (for example, vacation time, retirement plan)	50	46%
It was the first or only job you were offered	50	44%
Supports available (for example, mentoring, professional development)	50	44%
Interest in an environment that emphasizes personalized learning	50	40%
Interest in working in a technology-rich environment	49	39%
You were placed in the school by your teacher preparation program	51	33%
You were recruited by, or previously worked with, an administrator or teacher in this school	50	30%
Working conditions (for example, length of work day, autonomy to run your own class)	50	20%
Opportunities to earn additional compensation	50	20%
You were asked to move from another school in your current charter management organization (CMO) to this school	49	2%

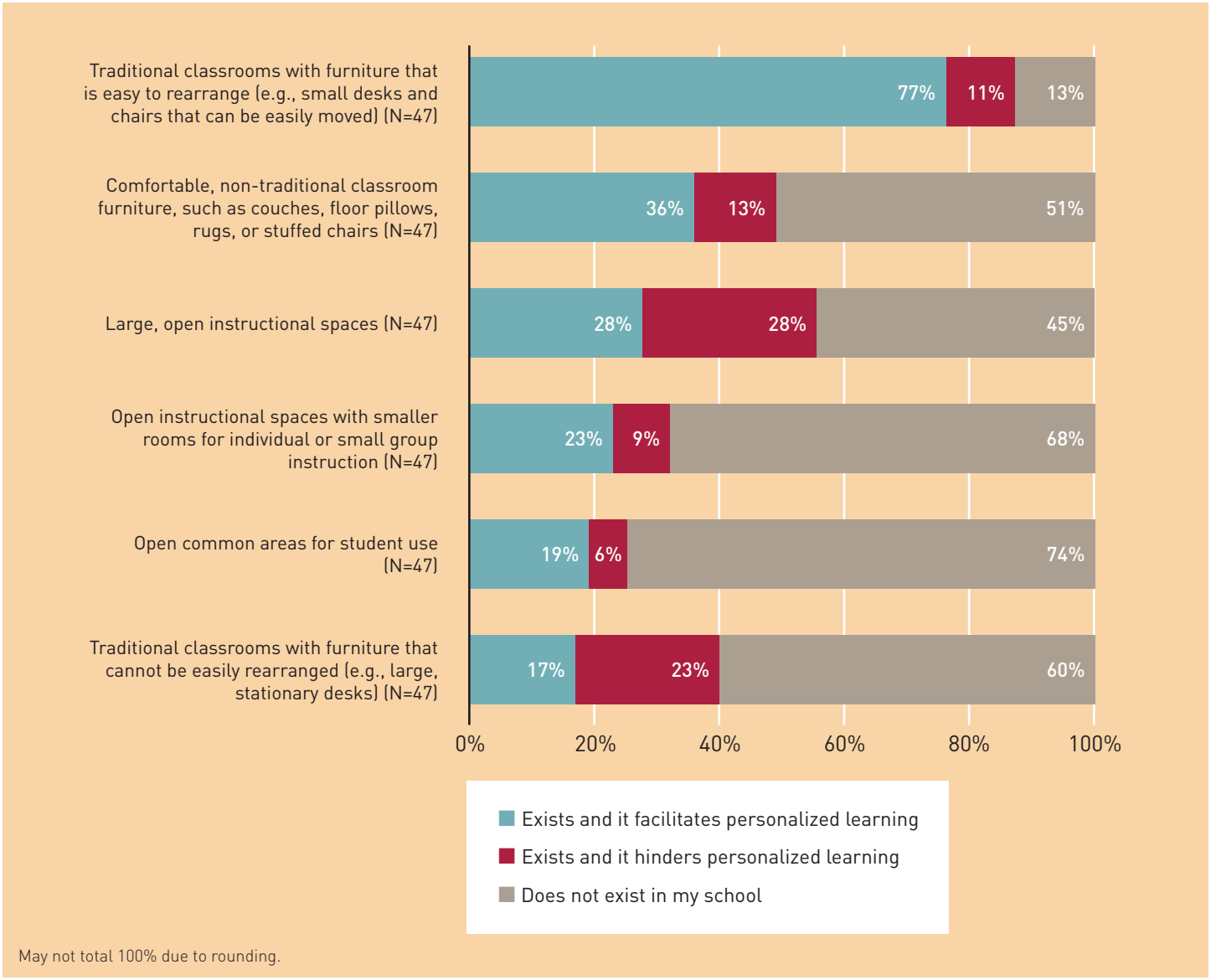
14 To what extent do you feel that your teacher preparation program and prior experience prepared you (or is preparing you, if you are currently enrolled) for each of the following?

	N	MODERATE OR LARGE EXTENT
Assessing students' mastery of academic content	47	77%
Offering a variety of approaches to instructional delivery	48	71%
Using data on student performance to inform your instruction	48	65%
Providing instruction that meets individual students' needs	48	63%
Classroom and behavior management	48	60%
Finding and creating curricular resources and/or lesson plans	48	58%
Teaching the content of the subject area(s) you are teaching this year	48	56%
Setting personalized goals for students	48	48%
Collaborating with students and families to develop instructional goals and approaches	48	44%
Using technology-based curriculum resources	48	40%
Assessing/monitoring non-academic outcomes	47	38%
Teaching project-based courses	47	26%

School Environment and Supports for Teaching

15 **Please indicate whether the following characteristics, or layouts of physical space, exist in your school. For each that does exist in your school, please indicate the extent to which it facilitates or hinders personalized learning.**

Note: While 32 respondents checked the *Other* box, only one provided a written description: "Access to wifi and power outlets virtually everywhere on campus" exists and it facilitates personalized learning.



May not total 100% due to rounding.

16 Are there other staff who share instructional duties with you while you are teaching? Consider staff who provide instruction in the same classroom or space as you, not staff who provide pull-out instruction in another location.

N	YES	NO
46	54%	46%

17 In what areas do these staff provide support?

Note: Results are limited to those who answered *Yes* to Question 16 (N=25).

Providing instruction on academic content to small groups of students	92%
Providing support targeted toward students with disabilities or English language learners	88%
Providing extra academic support for students who are performing below expectations	88%
Providing advice, guidance, or coaching support to me and/or other staff	72%
Working with students to improve their motivation	68%
Helping students access social supports	68%
Providing whole-class instruction on academic content	56%

Written responses for *Other:* Support with technology

18 To what extent do you find these staff helpful for improving the learning outcomes of your students?

N	EXTREMELY HELPFUL	SOMEWHAT HELPFUL	MINIMALLY HELPFUL	NOT AT ALL HELPFUL
25	64%	36%	0%	0%

19 Please indicate whether, in the past year, you received each of the following kinds of supports and the extent to which you found it helpful for improving your instruction.

	N	SUPPORT WAS SOMEWHAT OR VERY HELPFUL	I DID NOT RECEIVE THIS SUPPORT
Observation of and feedback on your lessons by administrators	45	87%	7%
Common planning time (formally scheduled) with other teachers	46	83%	11%
Access to professional learning communities where you can discuss concerns or engage in instructional planning with other teachers	46	76%	20%
Formally assigned mentor or coach	46	74%	22%
Informal mentor	46	43%	50%
Release time to observe other teachers	46	41%	57%
Observation of and feedback on your lessons by other teachers	45	38%	60%

20 Please indicate your level of agreement with each of the following statements about all of your professional development experiences during the current school year (2013–2014, including summer 2013).

	N	AGREE OR STRONGLY AGREE
Have encouraged me to study my own practice and try to improve it	46	91%
Have been useful for improving my instruction	46	89%
Have been designed to address needs revealed by analysis of student data	46	83%
Have been well aligned with the Common Core State Standards or other standards that my state or district has adopted	46	78%
Have helped me implement the technology used in my classroom	46	76%
Have been well aligned with the curriculum materials I use	46	72%
Have familiarized me with a variety of approaches to instructional delivery	46	70%
Have helped me understand how to personalize goals for students	45	69%
Have helped me understand how to offer instruction that addresses individual students' needs	45	64%
Have addressed ways to collaborate with students and families to develop instructional goals and approaches	46	63%
Have taken more time than they were worth*	46	50%
Have tried to cover too many topics*	46	48%

* Note negative framing.

21 Rate your level of agreement with each of the following statements about your school.

	N	AGREE OR STRONGLY AGREE
The teachers at my school are highly focused on the mission of improving student learning.	45	100%
The teachers at my school are effective at improving student learning.	44	100%
The teachers at my school have high expectations for all students.	45	98%
I feel accepted and respected as a colleague by staff members at my school.	45	96%
The teachers at my school collaborate well with one another.	45	93%
Teachers at my school support each other in their efforts to improve teaching.	45	93%
There is someone at my school I can turn to if I need help improving my teaching.	44	93%
Administrators at my school are highly focused on student learning.	45	91%
Administrators at my school are highly supportive of teachers.	44	86%
Parents and other family members are involved in students' education.	45	84%
Students in this school are motivated to achieve.	45	84%
If I had concerns about my school, I would feel comfortable raising them with administrators at the school.	45	82%
Students in this school respect the school staff.	45	78%
Administrators at my school trust teachers to make decisions about their own instruction.	45	78%
Students in this school respect one another.	45	73%

22 **Please indicate the extent to which each of the following conditions is an obstacle to your efforts to promote student learning using technology such as computers, smartphones, or tablets. If the condition does not exist in your school, please mark *Not applicable.*** (N=44)

Note: Respondents who marked *Not applicable* are included in the denominator for the percentages shown below.

	CONDITION IS MINOR OR MAJOR OBSTACLE
Inadequate technology skills among students	55%
Inadequate opportunities for teachers to provide input on how technology is used	50%
Inadequate opportunities to participate in professional development related to technology use	45%
Excessive amounts of time I need to spend developing content for technology-based instruction	41%
An inadequate number of computers or devices to accommodate all students	39%
Lack of high-quality content for technology-based instruction	39%
Lack of support from technology specialists or other staff who can provide technical support	39%
Lack of alignment between the content students learn online and the content that I am trying to teach	36%
Slow Internet connection or inadequate bandwidth	27%
Lack of flexibility in deciding how I can use technology in my instruction	20%
Problems with hardware, such as insufficient computing power or lack of compatibility with software	20%
My own limited technology skills	18%

23 **Please indicate the extent to which each of the following conditions is an obstacle to your efforts to promote personalized learning for students. If the condition does not exist in your school, please mark *Not applicable.***

Note: Respondents who marked *Not applicable* are included in the denominator for the percentages shown below.

	N	CONDITION IS MINOR OR MAJOR OBSTACLE
Too much diversity in achievement levels among my students	43	63%
An inadequate amount of time to prepare personalized lessons for all students	43	60%
Excessive amounts of time I need to spend developing personalized content	42	60%
High levels of student disciplinary problems	43	53%
Too many students for whom I am responsible	42	50%
Lack of high-quality content or materials	43	49%
Pressure to cover specific material as a result of state or district standards or testing requirements	43	47%
My own limited knowledge of how to effectively personalize instruction	43	44%
Lack of flexibility in the curriculum I am required to teach (i.e., need to teach specific material in a specific timeframe)	43	42%
Scheduling constraints	43	40%
Inadequate opportunities to participate in professional development related to personalizing learning	43	40%
Too much variation in age or maturity among my students	43	37%
High levels of student absenteeism	43	26%
Lack of support from school administration	43	23%
Inadequate data to help me personalize students' instruction	43	14%

24 **Does your school focus support and professional development more on the mechanics of how to use technology or more on how to integrate technology into the curriculum?**

N	MECHANICS OF USING TECHNOLOGY	INTEGRATING TECHNOLOGY INTO CURRICULUM
43	23%	77%

25 **Which would be more useful to you: focusing on the mechanics or focusing on how to integrate technology?**

N	MECHANICS OF USING TECHNOLOGY	INTEGRATING TECHNOLOGY INTO CURRICULUM
43	7%	93%

Use of Student Assessment Data

26 **In general, how frequently do you receive the following types of information about the performance of your students?**

	N	AT LEAST WEEKLY*
Identification of specific students who have achieved mastery	34	79%
Identification of specific students who need extra assistance	31	72%
Scores on assessments in mathematics or language arts	29	67%
Information about student performance on specific concepts or skills	29	67%
Non-achievement outcomes (for example, student behavior, attitudes, or motivation)	25	60%
Scores on assessments in subjects other than mathematics or language arts	14	33%

* Combined results from *Approximately weekly, A few times per week,* and *At least daily.*

27 This year, to what extent have you used student achievement/mastery data for each of the following purposes? (Consider data provided by instructional software, interim assessments or quizzes, unit or end of course tests, state accountability tests, district benchmark or interim tests, and other standardized tests.) If the activity is something that your school doesn't do (for example, if you never tailor the pace of instruction), please mark *My school doesn't do this.*

Note: Respondents who marked *My school doesn't do this* are included in the denominator for the percentages shown below.

	N	USED DATA TO A MODERATE OR LARGE EXTENT
Assigning or reassigning students to groups within my class(es)	43	84%
Reflecting on and discussing learning with my students	43	84%
Developing recommendations for tutoring or other educational support services for particular students	43	79%
Tailoring the content of instruction to individual students' needs	42	79%
Identifying topics requiring more or less emphasis in instruction	43	74%
Identifying areas where I need to strengthen my content knowledge or teaching skills	43	74%
Reflecting on and discussing teaching and learning with other teachers	43	74%
Tailoring the pace of instruction to individual students' needs	43	60%
Assigning students to extended learning opportunities (for example, extended-day programs, Saturday classes, or an extended school year)	43	51%
Providing college/career advice or guidance	43	33%
Assigning students to college courses	43	9%

28 This year, have you used data on non-achievement outcomes (for example, student behavior, attitudes, or motivation)?

N	YES	NO
43	72%	28%

29 This year, to what extent have you used data on non-achievement outcomes (for example, student behavior, attitudes, or motivation) for each of the following purposes.

Note: Results are limited to those who selected *Yes* to Question 28.

	N	USED DATA TO A MODERATE OR LARGE EXTENT
Reflecting on and discussing learning with my students	31	74%
Developing recommendations for tutoring or other support services for particular students	31	65%
Assigning or reassigning students to groups within my class(es)	31	55%
Tailoring the pace of instruction to individual students' needs	31	48%
Tailoring the content of instruction to individual students' needs	31	48%
Assigning or reassigning students to classes or to content	30	47%
Providing college/career advice or guidance	30	23%

30 Please indicate your level of agreement with each of the following statements.

	N	AGREE OR STRONGLY AGREE
Our school's data system includes achievement measures that provide information about students of varying achievement levels.	43	91%
I have access to high-quality assessment data that help me adapt the pace or content of instruction to meet students' needs.	43	86%
I have the necessary skills and experience to use data to guide my instruction.	43	84%
Our school's data system provides information at a level of detail that helps me inform my instruction (e.g., breakdowns for specific skills or topics).	43	79%
Our school's data system is easy to use.	42	76%
It is easy to create custom assessments that evaluate what students are learning.	43	72%
I can use the school's data system to easily produce the views or reports I need.	42	71%
I need additional training or professional development to interpret and make use of all of the data I receive.*	43	63%
The assessment data in our school's data system are not useful for decision making because they do not provide good information about students who are far above or below what would be expected based on their ages or grade levels.*	43	44%
There is too much data in our school's data system to be of use.*	43	37%

* Note negative framing.

31 **Does your school focus support and professional development more on the mechanics of generating student data (e.g., running reports) or more on how to use student data to inform your instruction?**

N	MECHANICS OF GENERATING DATA	USING DATA TO INFORM INSTRUCTION
43	12%	88%

32 **Which would be more useful to you: focusing on the mechanics or focusing on how to use student data?**

N	MECHANICS OF GENERATING DATA	USING DATA TO INFORM INSTRUCTION
43	14%	86%

33 **Does your school use frequently updated shared documents, either paper or electronic (such as learner profiles and learning plans), to document each student's strengths, weaknesses, and goals along with individualized plans to accomplish those goals?**

N	YES	NO
43	63%	37%

34 Do your school's learner profiles or learning plans have these attributes? (By learner profiles and learning plans, we mean documents about student strengths, weaknesses, and goals, and individualized plans to accomplish those goals.)

Note: Results are limited to those who selected *Yes* to Question 33.

THESE DOCUMENTS ...	N	TRUE TO SOME EXTENT OR TO A GREAT EXTENT
Summarize the student's strengths, weaknesses, and progress, drawing on multiple sources of information, including standardized tests and other information	27	96%
Are frequently updated to incorporate new information	27	89%
Set forth a personalized plan for students to accomplish instructional goals	27	89%
Are routinely accessed/updated by teachers	26	88%
Exist for every student	27	81%
Summarize the student's goals, interests, and aspirations	27	74%
Are routinely accessed/updated by parents or guardians	26	69%
Are routinely accessed/updated by students	27	67%

Curriculum and Instructional Practices

35 **On average throughout the school year, for approximately what portion of instructional time do students use technology for educational purposes? Please consider time students spend using a device such as a computer or smartphone, but not time that they spend watching you or another student use a device. Please include time during which students are simultaneously using technology and engaging in more traditional activities (e.g., taking notes on a tablet while you present a lesson to the class).**

Share of instructional time that students use technology

N	MEAN	MINIMUM	MEDIAN	MAXIMUM
43	50%	10%	45%	99%

36 **On average throughout the school year, during the times when students use technology, approximately what percentage of that time are they engaged in the following activities? For this question, please consider only the time students spend using technology such as a computer, smartphone, or tablet throughout the school year. Please estimate the percentage of that time during which students are engaged in the following types of activities.**

Note that the results presented here give the average overall instructional time that students are using technology for each of the activities reported on page 24. These results were calculated by taking the product of the overall instructional time spent using technology (Question 35) and the midpoint from the range of time spent on the various activities posed in Question 36. For example, if a teacher reported that students spend 50% of instructional time using technology (Question 35) and 31% to 50% of that time was allocated to Reading, then we estimate that 20.25% of total instructional time was allocated to students using technology for reading (50% × 40.5%, which is the mid-point between 31% and 50%). The results are then averaged across all teachers who responded to both questions 35 and 36. It is important to note that Question 36 is intended to identify the activities that dominate the time dedicated to technology. The question is not intended to provide a precise measure of the allocation of classroom time.

The share of instructional time allocated to the activities listed on page 24 exceeds 100%. This may be explained by three factors: First, the activities are not mutually exclusive. Several of the activities could occur simultaneously, in which case we would expect the total to be greater than 100%. Second, respondents might have overestimated the time spent on the various activities in Question 36 (for example, indicating that 31% to 51% of time was spent on each of the 15 categories, resulting in an over-allocation of time). And third, some of the over-allocation of time may have resulted from our use of the midpoint in the calculation explained above; we would tend to overestimate the time spent on each activity if teachers' estimates are at the low end of the response range but we assign the midpoint value. For these reasons, we do not believe it is appropriate to interpret the percentages in the table on page 24 as indicators of the average amount of instructional time allocated to each activity. Instead, they provide a general sense of relative emphasis on different activities.

36 continued

Average share of instructional time that students are using technology for the following activities

	N	AVERAGE SHARE OF INSTRUCTIONAL TIME
Using structured curriculum materials online	43	22%
Receiving immediate feedback on problem solutions	43	21%
Reading	43	16%
Solving problems with clear solutions (e.g., multiple-choice math problems or vocabulary drills)	43	14%
Taking assessments	43	13%
Solving multi-step, open-ended problems or conducting investigations	43	12%
Watching videos, animations, or simulations	42	10%
Using online reference materials	43	10%
Receiving feedback about strengths and weaknesses from an automated system	43	9%
Receiving problem solving help from an automated tutoring system	43	9%
Engaging in discussions or collaborative problem solving with other students in the school	43	8%
Searching for relevant materials on the web	42	8%
Receiving help from an online human acting as a teacher, tutor, or mentor	43	7%
Adjusting parameters of simulations and observing the results	43	5%
Engaging in discussions or collaborative problem solving with other students not from the same school	43	3%

37 Please indicate the extent to which you agree with each of the following statements about your curriculum and instruction.

	N	AGREE OR STRONGLY AGREE
When students are working independently, I require them to get through a certain amount of material even if they are working at their own pace.	43	93%
I frequently adapt course content to meet students' needs by providing additional assignments, resources, and activities for remediation or enrichment.	43	88%
When students are working on an assignment or activity, they know what the goals of the assignment or activity are.	43	88%
I provide a variety of materials or instructional approaches to accommodate individual needs and interests.	42	88%
I give students the chance to work through instructional material at a faster or slower pace than other students in this class.	43	86%
I frequently regroup students for instruction to address changing learning needs and interests.	43	86%
I am usually accessible to students via electronic communication when I am not available face-to-face.	43	86%
I clearly present the goal or objective for each assignment.	42	86%
Students are able to access instructional materials both in and outside of the classroom.	43	84%
I connect what students are learning with experiences they have throughout the rest of the school day or outside of school.	43	84%
I have devised strategies that allow students to keep track of their own learning progress.	43	81%
Students have opportunities to review or practice new material until they fully understand it.	43	81%
If students have trouble understanding the material when they are using technology, they are able to get help quickly.	43	74%
Different students work on different topics or skills at the same time.	43	72%
I require students to show that they understand a topic before they can move onto a new topic.	43	63%
Students keep track of their own learning progress using technology (for example, by using an online gradebook or portfolio).	43	47%
Students have opportunities to choose what instructional materials (such as books or computer software) they use in class.	43	40%
Students have opportunities to choose what topics they focus on in class.	43	35%

38 **I have adequate access to technology-based curriculum materials that:**

39 **I have adequate access to non-technology-based curriculum materials that:**

Agree or strongly agree regarding access to technology-based or non-technology-based curriculum materials (Questions 38 and 39)

	N*	TECHNOLOGY-BASED CURRICULUM MATERIALS (QUESTION 38)	NON-TECHNOLOGY-BASED CURRICULUM MATERIALS (QUESTION 39)
Are easy for my students to use	43	84%	–
Are easy for me to use in the classroom	43	81%	–
Are of high quality	43	81%	58%
Do not require frequent technical support	43	81%	–
Contribute to my efforts to promote college and career readiness	43	74%	60%
Support anytime/anywhere learning by being accessible at other times and in other places	43	72%	37%
Address the learning needs of all of my students	43	60%	51%

* The same 43 respondents answered both questions.

40 **Approximately what proportion of the curriculum and instructional materials you use was provided to you by your school or district?**

41 **Approximately what proportion of the curriculum and instructional materials you use consists of existing material that you searched for (e.g., from websites) to supplement the curriculum that was provided to you?**

42 **Approximately what proportion of the curriculum and instructional materials you use consists of original material you created to supplement the curriculum that was provided to you?**

	N	NONE	LESS THAN HALF	ABOUT HALF	A MAJORITY	ALL OF THE MATERIALS
Proportion of the curriculum and instructional materials **provided to you** by your school or district **(Question 40)**	43	14%	23%	28%	28%	7%
Proportion of the curriculum and instructional materials **you searched for (Question 41)**	43	5%	35%	21%	37%	2%
Proportion of the curriculum and instructional materials **you created (Question 42)**	41	2%	39%	27%	24%	7%

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