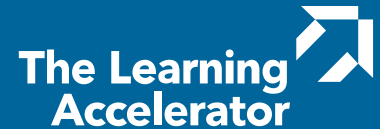


District Stakeholder Blended Learning Readiness Assessments



FRAMING

Considering whether to embrace a comprehensive, district-wide approach to blended learning is not an insignificant decision. Although nearly all teachers, students, parents and administrators agree that we must better prepare students for a challenging future, actually making the decision to move forward - and following through on the 1000 ensuing details - can be difficult. Gathering key information, opinions and perspectives from important stakeholders up front can put districts in a far stronger position to implement blended learning. This is the purpose of the following stakeholder readiness assessments.

Enclosed are six separate, complementary surveys for the following stakeholder groups: teachers, principals, parents, students, central office senior staff/technology leads, and community members. The table below outlines question areas for each group, and if they are either a primary or secondary provider of that information, as compared to other stakeholders.

AUDIENCE	GENERAL ATTITUDES	TEACHING	LEARNING	DATA USE	STUDENTS	PD & SUPPORT	TECH.	LEADERSHIP
TEACHERS	Primary	Primary		Primary	Primary	Primary	Primary	
PRINCIPALS	Primary	Primary		Secondary	Secondary	Primary	Primary	Primary
PARENTS	Primary	Secondary	Primary		Primary			
STUDENTS	Primary		Primary		Primary		Primary	
SENIOR STAFF & TECH. LEADS				Primary			Primary	Primary
COMMUNITY MEMBERS	Primary							

IMPLEMENTATION TIPS

- Within these stakeholder groups, survey as many people as possible!
- Ensure the pools within each segment are appropriately diverse (gender, age, race, experience, income level, etc.)
- Conduct the survey in SurveyMonkey, or a similar service, to easily track responses and to access analytics.
- Among other things, view this as an opportunity to create a baseline for a longitudinal data collection that tracks attitudinal shifts throughout your implementation effort.
- To generate comparative data ask your different stakeholder groups (e.g. parents, teachers, principals, students, etc.) many of the same questions. To compare apples-to-apples, word these questions in exactly the same way.
- Ask demographic questions up front to provide helpful perspectives, context and comparative data.
- Include comment boxes as often as is appropriate while encouraging participants to comment as frequently as possible.
- When holding focus groups, consider using some of these questions as prompts or as the follow-up survey.
- If you are a smaller district in which survey responses could easily be tied to individual principals or teachers, consider having a trusted, outside organization administer the survey for you (and make the responses anonymous).
- Secure expert advice on how to analyze the data to make the smartest decisions.
- Provide a basic definition of blended learning (BL) at the top of the survey. Doing this will serve three key purposes: 1) it will explain to parents and others who likely don't know much about BL what it is; 2) it creates an opportunity to begin to land on a common definition of BL; and 3) it will help ensure respondents representing different stakeholder groups are relying on the same BL definition as they reflect on their survey responses. A sample working definition can be found below.
- Sample definition: Blended learning is a formal educational method that combines teacher-led instruction in the classroom with online instruction that includes some element of student control over time, place, path and/or pace of learning. Blended learning allows teachers to use real-time data to personalize learning for students, and students progress based on mastery of content.

SURVEY FOR TEACHERS

Demographics

Q How many years have you been teaching?

< 2

between 2-5

between 5-8

between 8-12

12 or more

Q What is your highest level of education?

2-year degree

4-year degree

Masters

PhD

Q At which of the following K-12 levels do you most often teach?

Elementary

Middle

High

Q Do you teach a common core subject?

Yes

No

Q What is your gender?

Male

Female

Q Please specify your ethnicity.

White

Black

Hispanic

Latino

Asian

Other

N/A

General

Q How well do you think *America's* schools are doing at preparing students for post-secondary learning and careers?

Very 1 2 3 4 5 Not at all

Comment

Q How well do you think *your school* is doing at preparing students for post-secondary learning and careers?

Very 1 2 3 4 5 Not at all

Comment

Q How well do you think the learning that's happening in *your classroom* is preparing students for post-secondary learning and careers?

Very 1 2 3 4 5 Not at all

Comment

Q How familiar are you with various blended learning models such as Station Rotation, Flex, A La Carte, Enriched Virtual?

Very 1 2 3 4 5 Not at all

Comment

Q How confident are you that the effective use of classroom technology will better prepare students for a bright future than the traditional model of teaching and learning?

Very 1 2 3 4 5 Not at all

Comment

Q How comfortable are you with technology?

Very 1 2 3 4 5 Not at all

Comment

Q How enthusiastic are you about the potential for your school to move to a blended learning model?

Very 1 2 3 4 5 Not at all

Comment

Q Taken as a whole, how clear are you about your district's vision for what blended learning would look like in your classroom, your school and across the district?

Very 1 2 3 4 5 Not at all

Comment

Q To what degree has your district fostered a culture of innovation (as you define it)?

Very 1 2 3 4 5 Not at all Not Sure

Comment

Q Please share what you think is the most important reason your district is considering moving to a blended learning model of teaching and learning. (Required question)

Comment

Q If you were to select two schools in your district in which to begin blended learning, which would you choose and why (in a paragraph or less). (Required question)

Comment

Teaching

Q How confident are you that blended learning will improve your teaching effectiveness?

Very 1 2 3 4 5 Not at all

Comment

Q How receptive are you to the potential evolution of your role from its traditional construct to one in which you're more like a learning coach?

Very 1 2 3 4 5 Not at all

Comment

Q How open are you to the idea of shifting more control (and responsibility) from teachers to students regarding the time, place, path and pace of student learning?

Very 1 2 3 4 5 Not at all

Comment

Q How often do you work with your students to create individualized learning paths?

Very 1 2 3 4 5 Not at all

Comment

Q How confident are you that you have the necessary amounts of collaborative planning time, role flexibility and classroom autonomy to implement blended learning?

Very 1 2 3 4 5 Not at all

Comment

Q In a blended learning environment in which teachers, devices and software are working together to help accelerate student learning and achievement, what primary role do you think the *teacher* should play?

- Instructional lead
- Instructional partner to the software/devices
- Other
- Instructional lead and data progress interpreter to the software/devices
- Classroom manager

Comment

Data Use

Q Have you received professional development on how to use student-level data?

- Yes
- No

Comment

Q Within a given week, how often do you currently use data to assess a student’s academic strengths and weaknesses and/or for planning purposes?

- Very 1
- 2
- 3
- 4
- 5
- Not at all

Comment

Q In a given week, how many hours do you spend creating, accessing and managing data?

- >2 2-4 4-6 6-8

Comment

Q How open are you to using data on a daily/weekly basis to assess student progress?

- Very 1 2 3 4 5 Not at all

Comment

Q What concerns do you have about using student data to drive achievement strategies?

Comment

Q How often are students' work products captured in a cloud-based student portfolio?

- Very 1 2 3 4 5 Not at all

Comment

Students

Q How often do your students work on content outside of their assigned grade level?

Very 1 2 3 4 5 Not at all

Comment

Q How receptive do you think students in your classroom(s) would be to learning much more via software/devices?

Very 1 2 3 4 5 Not at all

Comment

Q To what degree do you believe blended learning will improve student achievement?

Very 1 2 3 4 5 Not at all

Comment

Q In terms of the availability of devices and broadband at home, how able do you think your students would be to engage in 24/7 learning?

Very 1 2 3 4 5 Not at all

Comment

Q How receptive do you think the parents/guardians of the students in your classroom(s) would be to their children learning much more via software/devices?

Very 1 2 3 4 5 Not at all

Comment

Professional Development & Support

Q How many times per month do you engage in structured professional development?

0 1 2 3 Other

Comment

Q Does your school/district currently provide professional development you believe would help you teach in a blended learning environment?

Yes No

Comment

Q Do you access professional development from outside your district? If yes, from whom/where?

Yes No

Comment

Q To what degree do you think your principal would support you and your students in transitioning to a blended learning environment?

Very 1 2 3 4 5 Not at all

Comment

Q Do you think you district's senior leaders would provide you with the right kinds and amounts of support for you and your students to make this shift?

Very 1 2 3 4 5 Not at all

Comment

Q How confident are you that the district's senior leadership can lead it through a successful district-wide blended learning implementation?

Very 1 2 3 4 5 Not at all

Comment

Technology

Q How involved are you in selecting the software and devices used in your classroom?

Very 1 2 3 4 5 Not at all

Comment

Q What is the student-to-device ratio in your class?

- | | | |
|-------------------------------|------------------------------|--------------------------------|
| <input type="checkbox"/> >1:5 | <input type="checkbox"/> 1:4 | <input type="checkbox"/> 1:2 |
| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 1:3 | <input type="checkbox"/> 1:1 |
| | | <input type="checkbox"/> other |

Q How often is the WiFi in your classroom reliable, fast and able to support all devices?

- | | | | | | | |
|------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Very | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Not at all |

Comment

Q Do you have exclusive access to a fully functioning, district-issued device that you feel comfortable and confident in using?

- Yes No

Comment

Q How robust is the blended learning software you're currently using?

- | | | | | | | | |
|------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 | | N/A |
| Very | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Not at all | <input type="checkbox"/> |

Comment

Q In a blended learning environment in which teachers, devices and software are working together to help accelerate student learning and achievement, what role do you think *technology* should play?

Instructional lead

Instructional lead and data progress interpreter

Instructional partner to the teacher

Classroom manager

Other

Comment

Q What additional feedback, advice, thoughts or concerns might you share that could be helpful as your district considers moving forward with blended learning?

Comment

SURVEY FOR PRINCIPALS

Demographics

Q For how many years have you been a principal in this district?

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> < 2 | <input type="checkbox"/> between 10-15 |
| <input type="checkbox"/> between 2-5 | <input type="checkbox"/> 15 or more |
| <input type="checkbox"/> between 5-10 | |

Q At present, which of the following K-12 levels are you a principal?

- | | | |
|-------------------------------------|---------------------------------|-------------------------------|
| <input type="checkbox"/> Elementary | <input type="checkbox"/> Middle | <input type="checkbox"/> High |
|-------------------------------------|---------------------------------|-------------------------------|

Q Which category best identifies your school's free/reduced lunch percentage?

- | | |
|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> 0 – 25% | <input type="checkbox"/> 51% - 75% |
| <input type="checkbox"/> 26 – 50% | <input type="checkbox"/> 76% - 100% |

Q What is your gender?

- | | |
|-------------------------------|---------------------------------|
| <input type="checkbox"/> Male | <input type="checkbox"/> Female |
|-------------------------------|---------------------------------|

Q Please specify your ethnicity.

- | | |
|-----------------------------------|--------------------------------|
| <input type="checkbox"/> White | <input type="checkbox"/> Asian |
| <input type="checkbox"/> Black | <input type="checkbox"/> Other |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> N/A |
| <input type="checkbox"/> Latino | |

General

Q How well do you think *America's* schools are doing at preparing students for post-secondary learning and careers?

Very 1 2 3 4 5 Not at all

Comment

Q How well do you think *your school* is doing at preparing students for post-secondary learning and careers?

Very 1 2 3 4 5 Not at all

Comment

Q How familiar are you with various blended learning models such as Station Rotation, Flex, A La Carte, Enriched Virtual?

Very 1 2 3 4 5 Not at all

Comment

Q In what percentage of your school’s classrooms would you say high-quality blended learning is being implemented with fidelity (e.g. formative assessments, devices, data informs learning plans, high-quality instruction, online courses, lesson plans include digital content, students progressing at their own pace, etc.)?

0 – 10%

51 – 75%

11 – 20%

76 – 100%

21 – 50%

Comment

Q How confident are you that the effective use of classroom technology will better prepare students for a bright future than the traditional model of teaching and learning?

Very 1 2 3 4 5 Not at all

Comment

Q How clear are you about your district’s vision for what blended learning would look like in classrooms, your school and across the district?

Very 1 2 3 4 5 Not at all

Comment

Q How comfortable are you with technology?

Very 1 2 3 4 5 Not at all

Comment

Q How enthusiastic are you about the potential for your school to move to a blended learning model?

Very 1 2 3 4 5 Not at all

Comment

Q In the event that you have tried, how successful has your school been at raising grant/ flexible dollars to implement innovative practices within your school?

Very 1 2 3 4 5 Not at all Not Sure

Comment

Q To what degree has your district fostered a culture of innovation (as you define it)?

Very 1 2 3 4 5 Not at all Not Sure

Comment

Q Please share what you believe is the most important reason your district is considering adopting a blended learning model of teaching and learning. (Required question)

Comment

Q If you were to select two schools in your district in which to begin blended learning which would you choose and why? (Required question)

Comment

Data Use

Q In a given week, how often do your teachers currently use data to assess students' academic strengths and weaknesses?

Very 1 2 3 4 5 Not at all

Comment

Q How receptive are you to teachers using data on a daily/weekly basis to assess students' progress?

Very 1 2 3 4 5 Not at all

Comment

Professional Development & Support

Q How many times each month do *you* engage in structured professional development?

0 1 2 3

Comment

Q How confident are you that your teachers have the necessary amounts of collaborative planning time, role flexibility and classroom autonomy to implement blended learning with fidelity?

Very 1 2 3 4 5 Not at all

Comment

Q How willing are you to provide teachers with the requisite kinds, and amounts, of support they and their students will need to effectively embrace blended learning?

Very 1 2 3 4 5 Not at all

Comment

Q How prepared are your district’s senior leaders to providing your school with the requisite kinds, and amounts, of support they and their students will need to effectively transition to a blended learning model?

Very 1 2 3 4 5 Not at all

Comment

Q Historically, how effective has the district been at implementing major change initiatives across the district?

Very 1 2 3 4 5 Not at all

Comment

Teaching

Q How receptive are you to the potential evolution of your teachers’ roles from its traditional construct to one in which they’re more like a learning coach/facilitator?

Very 1 2 3 4 5 Not at all

Comment

Q To what degree do you believe blended learning will improve teacher effectiveness?

Very 1 2 3 4 5 Not at all

Comment

Q In a blended learning environment in which teachers, devices and software are working together to help accelerate student learning and achievement, what primary role do you think the *teacher* should play?

- Instructional lead
- Instructional partner to the software/ device
- Other
- Instructional partner and data progress interpreter to the software/ devices
- Classroom manager

Comment

Q How well do you think your teachers would do at continuing to focus and thrive while your school and the district pivots to a blended learning model, i.e. undergoes significant change?

- Very 1 2 3 4 5 Not at all
-

Comment

Q To what degree do you believe your teachers are interested in, and capable of, implementing blended learning?

- Very 1 2 3 4 5 Not at all
-

Comment

Technology

Q How involved are you currently in the selection of the software and devices used in your school?

Very 1 2 3 4 5 Not at all

Comment

Q Do you have exclusive access to a fully functioning, district-issued device that you feel comfortable and confident in using?

Yes No

Comment

Q In a blended learning environment in which teachers, devices and software are working together to help accelerate student learning and achievement, what role do you think *technology* should play?

- Instructional lead
- Instructional partner to the teacher
- Other
- Instructional lead and data progress interpreter
- Classroom manager

Comment

Students

Q How receptive are you to the idea of shifting more control (and responsibility) from teachers to students regarding the time, place, path and pace of student learning?

Very 1 2 3 4 5 Not at all

Comment

Q How receptive do you think your students would be to learning more via software/devices?

Very 1 2 3 4 5 Not at all

Comment

Q How receptive do you think the parents/guardians of your students would be to their children learning much more via software/devices?

Very 1 2 3 4 5 Not at all

Comment

Q To what degree do you believe blended learning will improve student achievement?

Very 1 2 3 4 5 Not at all

Comment

Q How confident are you that the district’s senior leadership can lead it through a successful district-wide blended learning implementation?

Very 1 2 3 4 5 Not at all

Comment

Q How confident are you that your superintendent will remain through the next four years (enough time to anchor blended learning’s implementation)?

Very 1 2 3 4 5 Not at all Not Sure

Comment

Q What additional feedback, advice, thoughts or concerns might you want to share that could be helpful as your district considers moving forward with blended learning?

Comment

SURVEY FOR PARENTS/GUARDIANS

Demographics

Q What is your gender?

Male

Female

Q Please specify your ethnicity.

White

Asian

Black

Other

Hispanic

N/A

Latino

Q What is your annual household pre-tax income?

<\$20K

\$100K - \$150K

\$20K - \$50K

\$150K+

\$50K - \$100K

Q What is the highest level of education earned by your household's primary breadwinner?

Some high school

4-year college degree

High school diploma

Masters; doctorate

2-year college degree

Q How many children do you have who are currently enrolled and/or likely to enroll in district schools?

1

2

3

4

5+

Q In which (traditionally defined) phase of school is your child/children? (check all that apply)

Elementary

Middle

High

Q For approximately how many years have you lived in this district’s community?

- <2 between 5-10
 between 2-5 more than 10

Q Do you have a computer/iPad (or similar device) at home with a sufficiently fast Internet connection that would allow your child/children to do homework online if their school were to move in this direction?

- Yes No

General

Q How well do you think *America’s* schools are doing at preparing students for college and careers?

- Very 1 2 3 4 5 Not at all

Comment

Q How well do you think *your child’s school(s)* is/are doing at preparing students for college and a career?

- Very 1 2 3 4 5 Not at all

Comment

Q How familiar are you with the concept of “blended learning?”

- Very 1 2 3 4 5 Not at all

Comment

Q How clear are you about the district’s vision for what blended learning would look like in your child’s school?

Very 1 2 3 4 5 Not at all

Comment

Q To what degree do you believe the thoughtful use of technology in classrooms is more likely to better prepare your child/children for a bright future as compared to classrooms with less technology?

Very 1 2 3 4 5 Not at all

Comment

Q To what degree do you believe the district has the resources it needs (leadership, capable teachers, social capital, potential partners and money, etc.) to become a blended learning district?

Very 1 2 3 4 5 Not at all

Comment

Learning

Q How receptive would you be to your child’s school using a secure, online “dashboard” that allows you to check your child’s academic progress every day or week?

Very 1 2 3 4 5 Not at all

Comment

Q How receptive are you to the potential evolution of a teacher’s role from the traditional approach to one in which they are more like a learning “coach” who helps guide students’ learning as they engage with software; groups students in small learning sessions; and intervenes one-on-one when necessary; etc.?

Very 1 2 3 4 5 Not at all

Comment

Students

Q How receptive are you to the idea of shifting more control (and responsibility) from teachers to students regarding the time, place, path and pace of student learning?

Very 1 2 3 4 5 Not at all

Comment

Q How receptive do you think your child would be to learning more via devices?

Very 1 2 3 4 5 Not at all

Comment

Q What additional feedback, advice, thoughts or concerns might you share that could prove helpful as your district considers moving forward with blended learning?

Comment

SURVEY FOR STUDENTS

Demographics

Q What is your gender?

Male

Female

Q What ethnicity are you?

White

Asian

Black

Other

Hispanic

N/A

Latino

Q In what grade are you currently?

5

9

6

10

7

11

8

12

Q How many times have you moved homes/apartments in the last 12 months?

1

2

3

4+

Q Did either of your parents/guardians graduate from college?

Yes

No

Not Sure

Q Do you think you will attend college?

Yes

No

Comment

Learning

Q How well do you think *your school* is doing at preparing you for college and a career?

Very 1 2 3 4 5 Not at all

Comment

Q Combining all of your classes together, how good is your sense about what you are expected to learn in each of them within a given semester/term?

Very 1 2 3 4 5 Not at all

Comment

Q At any point within a day or a week, how solid is your understanding about how well you have mastered concepts and content in your various subjects?

Very 1 2 3 4 5 Not at all

Comment

Q How familiar are you with the concept of “blended learning?”

Very 1 2 3 4 5 Not at all

Comment

Q What additional feedback, advice, thoughts or concerns might you want to share that could be helpful as your district considers how to most effectively move forward with blended learning?

Comment

SURVEY FOR SENIOR STAFF & TECH LEADS

General

Q How clear are you about the district’s vision for what blended learning would look like in classrooms, schools and across the district?

Very 1 2 3 4 5 Not at all

Comment

Q How well developed are the district’s plans (resources and structures) to support teacher-to-teacher and school-to-school collaboration regarding blended learning?

Very 1 2 3 4 5 Not at all

Comment

Q How supportive are key community leaders of blended learning and the use of classroom technology?

Very 1 2 3 4 5 Not at all

Comment

Q How healthy is the district's five-year financial forecast?

Very 1 2 3 4 5 Not at all

Comment

Q How positive is the quality of district leadership's relationships with local media?

Very 1 2 3 4 5 Not at all Not Sure

Comment

Q How supportive is the local teachers union of blended learning approaches (or how supportive are they likely to be)?

Very 1 2 3 4 5 Not at all

Comment

Q To what degree has your district fostered a culture of innovation (as you define it)?

Very 1 2 3 4 5 Not at all

Comment

Q What kinds of professional development, if any, do you think you might need to support your district's move towards blended learning?

Comment

Q Please share what you think is the most important reason your district is considering moving to a blended learning model of teaching and learning. (Required question)

Comment

Data Use

Q Does the district have a dashboard that features student profile/achievement data (and if so, who makes it)?

Yes

No

Comment

Q If so, does the dashboard include individual students' work products/achievements?

Yes

No

Comment

Q Does the dashboard disaggregate data based on students' race, ethnicity, gender, SES?

Yes

No

Comment

Q Does the dashboard benchmark individual student performance against state standards and/or the Common Core?

Yes

No

Comment

Q Does the dashboard include measurements for "soft" skills like persistence, grit, etc.?

Yes

No

Comment

Q Who has access to the data within an individual student's data dashboard? (check all that apply)

Teachers

Parents/ guardians

Principals

The student

Technology

Q What is the student-to-device ratio in your district?

1:5

1:3

1:1

1:4

1:2

other

Q Do you know what kinds, how old and where each district device is at any given time?

Yes

No

Comment

Q Do you have a device replacement policy and is that policy generally adhered to?

Yes

No

Comment

Q What is the device ratio between teachers/principals and devices?

1:5

1:3

1:1

1:4

1:2

other

Q How much control does the central office have in determining which devices to purchase for classroom use?

Very 1 2 3 4 5 Not at all

Comment

Q How much control do teachers/principals have in deciding what devices to purchase for classroom use?

Very 1 2 3 4 5 Not at all

Comment

Q How much control do teachers/principals have in deciding what software to purchase for classroom use?

Very 1 2 3 4 5 Not at all

Comment

Q Can you monitor network use across the network in real time?

Yes No Other

Q Does the central office know the speed of Internet access at each school?

Yes No

Comment

Q Does the central office know the WiFi connection speed in each school's classroom?

Yes No

Comment

Q How effective is the district's IT team in terms of adequately supporting schools' IT needs in ways that technology accelerates, not hinders, student learning?

Very 1 2 3 4 5 Not at all

Comment

Q To what degree do you have a long-term strategy to address the demands a shift to blended learning will make on the IT department?

Very 1 2 3 4 5 Not at all

Comment

Q How equitably distributed across the district are technology resources?

Very 1 2 3 4 5 Not at all

Comment

Leadership

Q How supportive of blended learning is your board?

Very 1 2 3 4 5 Not at all Not Sure

Comment

Q How supportive of blended learning is the senior leadership team?

Very 1 2 3 4 5 Not at all

Comment

Q To what degree might recent or expected changes in your board’s composition affect your blended learning implementation plans?

Very 1 2 3 4 5 Not at all

Comment

Q How confident are you that the district’s senior leadership can lead it through a successful district-wide blended learning implementation?

Very 1 2 3 4 5 Not at all

Comment

Q How effective has the district been in the past at implementing major change initiatives across the district?

Very 1 2 3 4 5 Not at all

Comment

Q How compelling is the superintendent’s public commentary that blended learning is a critical long-term district effort that will transform teaching and learning in ways that will improve student achievement?

Very 1 2 3 4 5 Not at all

Comment

Q How confident are you that your superintendent will remain through the next four years (enough time to anchor blended learning's implementation)?

Very 1 2 3 4 5 Not at all

Comment

Q How good is the quality of district leadership's relationships with local media?

Very 1 2 3 4 5 Not at all Not Sure

Comment

SURVEY FOR COMMUNITY MEMBERS

Demographics

Q What is your gender?

Male

Female

Q Which race do you most closely identify with?

White

Asian

Black

Other

Hispanic

N/A

Latino

Q What is your annual household pre-tax income?

<\$20K

\$100K - \$150K

\$20K - \$50K

\$150K+

\$50K - \$100K

Q What is the highest level of education held by your household's primary breadwinner?

Some high school

4-year college degree

High school diploma

Masters; doctorate

2-year college degree

Q How many children do you have who are currently enrolled in district schools?

0

1

2

3

4

5+

Q For approximately how many years have you lived in this district's community?

< 2

between 5-10

between 2-5

more than 10

General

Q How well do you think *America's* schools are doing at preparing students for college and careers?

Very 1 2 3 4 5 Not at all

Comment

Q How well is your district doing at preparing students for college and a career?

Very 1 2 3 4 5 Not at all

Comment

Q How familiar are you with the concept of “blended learning?”

Very 1 2 3 4 5 Not at all

Comment

Q How confident are you that the effective use of classroom technology will better prepare students for a bright future than the traditional model of teaching and learning?

Very 1 2 3 4 5 Not at all

Comment

Q If the district offered a compelling plan, progress towards and an authentic need for additional resources to shift most classrooms towards a blended learning approach (technology and teachers working together to accelerate student learning), would you be inclined to support a local tax that would pay for the transitional costs?

Yes

No

Comment

Q What role, if any, do you think the community could or should play to support the implementation of blended learning?

Comment

Q What concerns, if any, do you have about blended learning?

Comment

The District Stakeholder Blended Learning Assessments were compiled by TLA Partner John Branam.

For more information, please contact John at john.branam@learningaccelerator.org.

For more information about The Learning Accelerator, please visit www.learningaccelerator.org.



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