



Speak Up 2018-19

New Questions

Social-emotional learning (SEL):

Many parents, educators and policymakers are interested in the impact of including social-emotional learning (SEL) within the school environment. From your experiences or what you know about SEL what do you think are the most significant benefits of including this type of skill development within instruction? [School Admin Q.17]

- Better school attendance
- Decreased disciplinary referrals
- Decreased incidences of bullying
- Improved graduation rates
- Improved relationships between students and teachers
- Improved school climate
- Improved student academic outcomes
- Students are happier
- Students are less stressed
- Students are prepared to be successful in a future college environment
- Students are prepared to be successful in a future work place environment
- Students better understand school behavior expectations
- Students know what it means to be a good citizen as an adult
- Students take responsibility for their own learning
- Students treat each other with respect
- Other

Agree or disagree: The development of strong social-emotional skills by the students is an important priority for our school this year. [School Admin Q.18]

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

What are the challenges of implementing SEL programs at your school? [School Admin Q.19]

- Balancing priorities with other time constraints
- Determining how to measure the impact of an SEL program
- Developing a school culture around SEL principles
- Developing or procuring appropriate curriculum or content
- Educating parents on their role in reinforcing SEL skills at home
- Explaining the program to parents and the community
- Funding to support the SEL program implementation
- Getting buy-in from teachers
- Getting district commitment to support the program
- Identifying best practices for teachers
- Parents who think that SEL is their responsibility and don't want it taught at school
- Re-thinking instructional practices to include SEL



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- Setting appropriate expectations with the district office, school board, and community on outcomes
- Teachers need SEL training
- Other

School Safety:

Relative to school safety and security issues, what is your current level of concern about your school(s) specifically? [School Admin Q.6, District Admin Q.3, Tech Leader Q.4]

Relative to safety and security issues, what is your current level of concern regarding your child's school(s) specifically? [Parent Q.17]

- Scale:
- High concern
- Moderate concern
- Low concern
- Not sure
- Options:
- Physical safety and protections in place when students are on school grounds
- Mental health supports and the social and emotional well-being of students
- Online safety for students when they are using technology and the Internet at school

How would you characterize the safety and security protections and practices that are in place at your school(s) to create a safe learning environment for all children? [School Admin Q.16, Tech Leader Q.5, District Admin Q.4]

- Needs improvement
- Average compared to other schools
- Better than average
- Excellent
- Not sure

How satisfied are you with the safety and security protections and practices that are in place at your child's school to create a safe learning environment for all children? [Parent Q.18]

- Very dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Very satisfied



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Education and policy leaders are debating various ways to enhance safety and security within schools. Which of these physical protections or practices should be implemented at your child's school? And which ones do you think should not be implemented at your child's school? [Parent Q.19]

Scale:

- Should be implemented
- Should not be implemented
- Options
- All visitors must check in with the front office
- Auto door locks triggered by a campus emergency
- Classroom doors are locked at all times
- Comprehensive safety plans reviewed annually
- Emergency drills for lock downs
- Emergency notification systems to alert parents
- Identification of "safe spaces" in classrooms and throughout the school
- Landline phones, intercom systems or walkie-talkies in every classroom
- Lock down procedures in place
- Metal detectors at entry points
- Non-scalable fencing around the campus perimeter
- Public areas on campus viewable on video cameras at all times
- Rules about backpacks that students can carry on campus
- Safety audit conducted by an independent company
- School resource or police officer on every campus
- School staff have weapons on campus
- Single points of entry into the school during the school hours with buzzers for admittance
- Staff and students wear ID badges at all times
- Teachers and school staff are trained annually in emergency codes and responses
- Training for substitute teachers on safety procedures
- Window coverings on classroom door windows to conceal students inside

Which of these mental health or online security protections or practices do you think should be implemented at your child's school? And which should not be implemented at your child's school? [Parent Q.20]

Scale:

- Should be implemented
- Should not be implemented

Options:

- Active monitoring of students' online activities
- Active monitoring of students' social media accounts
- Early warning reports for administrators about suspicious online behavior or posts
- Internet filters and firewalls
- Mental health professionals assigned to schools



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- “See Something Say Something” program on campus
- Student ambassadors who counsel peers
- Threat assessment policies and procedures
- Tip lines or hot line phone numbers for calls or texts to report concerns
- Training for teachers how to identify students with mental or emotional concerns

Coding:

There is a new movement in education to teach students about different forms of computer programming or “coding.” How important do you think it is that all students develop these types of skills to be prepared for future success in the workplace or college? [Community Members Q.9]

- Not important
- Somewhat important
- Very important

There is a new movement in education to teach all students about different forms of computer programming or “coding.” What would be a good reason for schools or districts to do this? [School Admin Q.6, District Admin Q.12, Parent Q.7]

What do you think are the most important reasons for schools to provide programs or courses for students to learn about computer programming or coding? [Community members Q.10]

What would be the benefits to you of learning about computer programming or coding? [Grade 6-12 Q.16]

- Colleges value students who have coding skills
- Local employers have job offerings for people with those skills
- National leaders say this is important for the economy
- Students are interested in computer programming or coding
- Students would be more engaged in school
- Students could collaborate with other students on projects
Students: Develop collaboration skills through group projects
- Students would develop communications skills
Students: Develop communications skills
- Students would develop creativity skills
Students: Develop creativity skills
- Students would develop critical thinking skills
Students: Develop critical thinking skills
- Students could work on solving real world problems
Students: Learn how to create solutions to real world problems
- Students could develop strategies for solving complex problems
Students: Develop strategies for solving complex problems
- Students could learn design thinking
- Students would learn how computers work
Students: Learn how computers work
- Students would learn how to think logically



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Students: Learn how to think logically

- Students would learn skills necessary to get a job in programming or technology
- Students: Learn skills to get a future job in programming or technology*
- None of the above
- Other

STEAM:

If your community offered a special program outside of school time (such as after school, on a Saturday or during the summer) to help students learn more about STEAM (science, technology, engineering, arts or math) topics, how interested would you be in participating in that type of a program? [Grade 6-12 Q.17]

- Not interested
- Somewhat interested
- Very interested

What types of STEAM activities would make this type of program most interesting for you? [Grade 6-12 Q.18]

- Building or creating something that I could take home
- Competitions or contests based upon my abilities
- Activities designed by students like me
- Doing experiments or investigations that I could not do at home or at school
- Led by local college students who are majoring in those fields
- Meeting industry professionals working in those fields
- Meeting other students who had similar interests to mine
- Meeting people who can provide me with advice on a future career path
- Meeting people who will review my work or skills and advise me on how to improve
- Meeting teachers who are excited about these fields
- Opportunity to earn a digital badge or certificate
- Performance-based activities or ability to showcase of my work
- Solving real world problems or challenges
- Teaching me a skill that I can use later in college or at a job
- Using advanced technologies such as robotics or virtual reality
- Other

School Climate:

As you know not everyone uses technology or the Internet appropriately. Which of the following have you or other students at your school or in your community experienced? [Grade 6-12 Q.25]

- Being bullied by other students using online messages
- Being contacted online by strangers
- Copying another student's work or copying from the Internet (plagiarism)
- Giving out passwords and account information to others who should not have that information



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- Going to social media sites in class when that is not allowed
- Have schoolwork deleted by other students from online school sites
- Photos of me or my friends used by others without my permission
- Seeing websites with inappropriate content
- Sharing or receiving nude or suggestive images
- Students going around school filters and firewalls
- Students having online discussions about planned drug or alcohol abuse
- Students making threats of school violence in online messages
- Students sharing too much personal information online
- Students talking about hurting themselves in online messages
- Using a smartphone to cheat on a test
- None of the above

Which of these are your favorite ways to learn? I like learning ... [Grade K-5 Q.6]

- About how I can make the world a better place
- About how people live in different parts of the world
- About nature and the environment
- About what real people are doing or thinking
- About wildlife and animals
- When I can make something
- When I can play learning games using a tablet or computer
- When I can use a tablet or computer in class
- When I can watch videos
- When I can work on class projects with other students

Thinking about how to engage students in learning, how valuable is it to have information and stories about real people in the content that you use with your students? [Teacher Q.20]

- Not valuable
- Slightly valuable
- Moderately valuable
- Very valuable
- Extremely valuable

Professional Development:

Which of these professional learning formats or experiences do you think is most effective in helping teachers and administrators gain new proficiencies or skills? [Teacher Q.23, District Admin Q.23]

- Blended learning or flipped learning type courses which combine face-to-face instruction with self-paced online learning
- EdCamps (an informal, teacher-only collaborative learning event)
- Getting specific questions answered via Twitter and other social media vehicles



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- Hands-on workshops at conferences where you can interact with new products, resources or teaching strategies
- In school coaching and mentoring
- In-service school, district or education service center training days
- Multi-day institutes that explore a few topics deeply
- Observations of other teachers or administrators at local schools
- Online webinars or virtual conferences (participating live or watching later)
- Participating in a school-based professional learning community
- Participating in a virtual professional learning community with educators beyond the local school
- Reading blogs written by education experts
- Self-directed, independent learning (i.e., reading a manual, a periodical, or researching a website)
- Sit and learn sessions at conferences with expert presenters
- Summer externships with local companies
- Teacher led trainings organized by the school or district
- Virtual course where instruction and content are delivered online in a self-paced approach
- Watching TED Talks or other YouTube videos
- Other

Thinking about professional learning for your principals and teachers, which of the following would you accept as evidence that they developed or gained proficiency in a topic or have a new set of capabilities? [District Admin Q.22]

- Certificate programs offered by a college or university-based school of education
- Certificate programs offered by a company or organization for specific products or pedagogy (i.e., Apple Distinguished Educator, BrainPOP Certified Educator)
- Continuing education credits offered by a conference, webinar host, or another professional learning organization
- Degree programs offered by a college or university-based school of education
- Digital badges
- Sustained engagement with a coach or mentor during the school day
- First hand observation of changed teacher practices or administrator leadership capabilities
- Micro-credentials provided by a company, organization or school district
- National Board Certified Teacher (NBCT) recognition
- Number of hours spent in school or district provided professional development
- Participation in a Professional Learning Community with a particular focus (i.e. use of data, learning differences)
- Participation in a virtual network of educators or administrators through Twitter chat or other social media
- Passing a subject matter or skill exam with a qualifying score
- Presentation of a portfolio that documents with artifacts their proficiency
- Other



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Mobile Learning:

If you have implemented a 1:1 mobile device program in your school(s), what is the predominant type of device that you have purchased for that program? [Tech Leader Q.16]

- Laptops with Apple IOS operating systems
- Laptops with Microsoft operating systems
- Chromebooks
- Tablets with Apple IOS operating systems
- Tablets with Android operating systems
- Tablets with Google operating systems
- Tablets with Microsoft operating systems
- Digital readers (including Kindle Fire)
- We have not implemented any 1:1 device programs in our school(s)
- Other

Open Ended: From your experience with your 1:1 mobile device program in your school(s) what is the average percentage of mobile devices that are lost or damaged in a given school year? Please identify a percentage from 0% to 100%. If you do not have a 1:1 mobile program, just skip this question. [Tech Leader Q.17]

Thinking about the different computer devices at your school(s), what is the average age of the predominant type of computers that students use? [Tech Leader Q.18]

Scale

- A few
- Less than half
- More than half
- Most

Option

- New this year
- 1-3 years
- 3-5 years
- Over 5 years
- Over 10 years

Online/Blended Learning:

What are the most important reasons your school(s) or district may provide online learning (fully virtual classes or blended-hybrid classes that uses online curriculum) to your students? (Check all that apply) [Tech Leader Q.20]

- Eliminate costs associated with textbooks
- Increase parental engagement in their child's education
- Increase student participation in advanced courses
- Keep students engaged in school
- Motivate teachers to change teaching methods



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- Offer academic remediation to students
- Offer afterschool enrichment programs
- Offer dual-enrollment courses to students
- Offer instruction for homebound students (e.g. illness, health or behavior reasons)
- Offer scheduling alternatives for students
- Provide classes in "hard-to-staff" areas
- Provide electives to students
- Provide instruction for English language learners
- Provide personalized instruction to students
- Provide remediation services to students (including credit recovery)
- Provide for competency or mastery-based advancement
- Reduce overall costs associated with instruction delivery
- None of the above
- Other

**What obstacles do you face implementing online or blended learning in your school(s) or district?
[Tech Leader Q.21]**

- Availability of standards-aligned online curriculum
- Concern about the quality of the student- teacher interaction online
- Contractual issues with our teachers
- Creating policies and procedures for test taking
- Determining fee structures for students to take online courses
- Developing the return on investment justification
- Evaluating pros/cons of building our own courses vs. buying courses
- Evaluating the quality of online courses or curriculum
- Finding teachers interested and qualified to teach online or blended classes
- Inadequate expertise to create academically rigorous online courses
- Lack of technology infrastructure to support online learning
- Locating the appropriate online curriculum from outside providers
- Management of online courses within our information systems
- Parents don't want their child to learn that way
- State funding policies that don't support online or blended learning
- Student data privacy issues
- Students are not interested in taking classes online
- Students do not have access to Internet connected computers outside of school
- Other



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Digital Content:

What challenges do you face when you are identifying digital content, tools or resources to use in your classroom? [Teacher Q.13]

- Cannot evaluate appropriateness of the content for my class
- Cannot evaluate quality of the content
- Cannot find content that matches curriculum standards
- Cannot find content that meets the different ability levels in my class
- Cannot find what I need
- Do not have authority to make decisions on what digital content I use in my classroom
- Do not have the authority to license or purchase digital content
- Do not know anyone who has used the digital content before
- Have never heard of the content provider
- Lack of information about how to use the content in a real classroom setting
- Lack of information about how to use the content within different classroom models (i.e., blended learning, 1:1 laptop or Chromebook classes, project-based learning)
- Lack of training on how to identify digital content for classroom use
- Products do not provide a trial period or sample set of content for me to use
- Too many products or resources to choose from
- Unsure of what products my school or district has approved or recommends for classroom use
- Other

How often do you... [Teacher Q.15]

Scale:

- Daily or almost daily
- Weekly
- Monthly
- Every few months
- Rarely or never

Options:

- Refer or recommend digital content, tools or resources to another teacher to use in their classroom?
- Use digital content, tools or resources in your class that were referred or recommended to you by another teacher?

Think about this scenario. A teacher recommends an online or digital product or resource for classroom use. What will make you more likely to use that online or digital product or resource in your classroom? (Select all that apply for you) [Teacher Q.16]

- I admire the teacher making the recommendation
- I found the recommendation on a social media post
- I found the recommendation on a website for teachers that I trust
- I know the teacher making the recommendation personally
- I learned about this recommendation via the teacher's blog
- Other teachers I know are already using this product or resource successfully



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- Other teachers I know have used other recommendations from this teacher
- The recommendation came through my professional learning network of teachers
- The recommending teacher has more years of experience than I do
- The recommending teacher has the same grade level or subject area assignment as I do
- The recommending teacher is certified by a company or organization as an expert with this product or resource
- The recommending teacher is known for his/her expertise in digital learning
- The recommending teacher is well known on social media
- The recommending teacher works in my school or district
- Other

What are your most common instructional goals or approaches when using digital content or online instructional materials in your classroom? (Check all that apply) [Teacher Q.11]

- Activate students' prior knowledge
- Assess student knowledge
- Assign as homework
- Background material as I am planning/preparing lessons
- Differentiate instruction
- Engage students in learning/keep their attention
- Facilitate a class discussion
- For whole class instruction
- Illustrate a concept I'm teaching
- Individual student work or research project
- Project-based learning activities
- Remediation activities
- Within small group instruction
- Other

Digital Media:

Who can access social media tools through your school or district network? [Tech Leader Q.8]

Scale:

- Students
- Teachers
- Administrators
- Technology Leaders
- No access allowed

Options:

- Facebook
- Instagram
- Snapchat
- Twitter
- YouTube



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Open Ended: Please share with us additional information about your social media access policies if you want to clarify your responses to Question 8. [Tech Leader Q.9]

We are interested in your experiences with YouTube specifically. Read these statements and check the ones that are true for you. [Grade 6-12 Q.22]

- I am learning important skills for my future through my experiences on YouTube
- I have created a video(s) and posted it on YouTube within the past year
- I have my own YouTube channel
- I have posted a comment on the YouTube site about a video that I have watched
- I have posted a video on YouTube to demonstrate what I know about a topic
- I have posted a video on YouTube to get feedback from others
- I have posted a video on YouTube to help other people
- I have recommended YouTube videos to a friend
- I have started a business on YouTube
- I regularly use videos that I find on YouTube to help me with schoolwork or homework
- I regularly use videos that I find on YouTube to learn more about a topic that I am interested in
- I watch YouTube videos primarily for entertainment
- I think it would be a good thing if we could access YouTube videos at school to help with learning

Communications:

Which of these tools do you consider most effective in communicating information to parents or your general community? Some tools may apply to all types of communications information but others may only work for certain types of information. For each communications tool (i.e.; auto phone messages, emails, Facebook accounts), choose the type of communications information (student specific information, general information or crisis information) that fits that tool. Some tools may fit multiple types of information – others may not. [School Admin Q.20, District Admin Q.17]

Which of these tools do you consider most effective in communicating class or school information to you? Some tools may apply to all types of communications information but others may only work for certain types of information. For each communications tool (i.e.; auto phone messages, emails, Facebook accounts), choose the type of communications information (student specific information, general information or crisis information) that fits that tool. Some tools may fit multiple types of information – others may not. [Parent Q.15]

Scale:

- Student specific info from teacher(s)
- Generalized information from the school or district
- Crisis/alert information from school or district

Options:

- Automated phone messages
- Class or school blogs
- Classroom, school, or district informational websites



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- Personal email messages
- General email blasts
- Face-to-face meetings
- Hard copy flyers or newsletters sent home with the student or mailed to the parents' address
- Local newspaper or public TV announcements
- Mobile app
- Online newsletters sent to parents' email address
- Parent association meeting
- Personal phone calls
- Push notifications to parents' phones through district mobile app
- School billboard or marquee
- School or district Facebook account
- School portal with information about assignments, grades and school activities
- School YouTube video channel
- Text message to parent mobile device
- Twitter updates or announcements
- Videos

How satisfied are you with communications from your child's teacher and the school or school district? [Parent Q.16]

Scale:

- Very dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Very satisfied

Options :

- Student specific info from teacher(s)
- Generalized information from school or district
- Crisis/alert information from school or district