

MBLC Educator Survey

Aurora Institute for the Washington State Board of Education

Cohort 1, Year 2 – March 2023

Thank you for taking this survey. It asks about your experiences and practices as a teacher. The survey's purpose is to learn from teachers in schools that are participating in Washington's Mastery-Based Learning Collaborative (MBLC).

We are not evaluating you, your students, or your school, and there are no correct or incorrect answers to the survey questions. Implementing mastery-based learning and culturally responsive-sustaining education deeply takes years of effort, and different MBLC schools and staff are at different stages of this journey. This survey seeks to understand where everyone is on that journey now, which will help us understand changes in the years ahead. We have explained some key terms, but if there's anything unfamiliar, please respond to the best of your ability.

The survey will take about 20 minutes to complete. It is voluntary and confidential. Your participation serves as your consent for your responses to be used in the study. We will not share your individual responses with anyone. If you do not want to answer a question, you may skip it, but your perspective is important, so we hope you will answer every question.

Thank you for contributing to the MBLC's efforts to improve learning for all students!

Key Terms Used in the Survey

Different MBLC schools use different terms for various education elements. The terms used in the rest of the survey for these elements are described next.

Learning Outcomes are knowledge and skills that students are expected to demonstrate. (Also known as "standards," "competencies," "learning targets," and "learning objectives.")

Mastery and Competency are used interchangeably for when students have demonstrated that they have met learning outcomes at a satisfactory level.

Courses are opportunities for students to participate in a set of learning tasks and other activities designed to advance their knowledge and skills in a specific subject or skill area. (Also known as a "class," "seminar," "competency set," etc.)

Teachers are adults who facilitate student learning in school settings. This includes adults who may be called "educators" or "advisors."

Credits are units of measure that indicate whether a student has successfully satisfied course requirements and/or demonstrated mastery of a set of learning outcomes.

About You and Your School

Are you a teacher who has direct responsibility for instructing, assessing, grading, and facilitating learning of students?

- Yes
- No

[Skip Logic] If "no," skip to thank you / end-of-survey message.

What is your school?

- Dropdown list of MBLC schools

What is/are your primary area(s) of teaching / facilitating learning? [select all that apply]

- Elementary education
- English language arts
- Foreign language
- Instructional coach
- Mathematics
- Science
- Social studies
- Special education
- The arts (e.g., music, visual art)
- Other (please specify _____)

What grades of students do you teach? If your school doesn't assign grade levels, please indicate the ages of the students you teach, shown in parentheses. (Check ALL that apply.)

- Kindergarten (age 5 or younger)
- 1st grade (or age 6)
- 2nd grade (or age 7)
- 3rd grade (or age 8)
- 4th grade (or age 9)
- 5th grade (or age 10)
- 6th grade (or age 11)
- 7th grade (or age 12)
- 8th grade (or age 13)
- 9th grade (or age 14)
- 10th grade (or age 15)
- 11th grade (or age 16)
- 12th grade (or age 17 or older)

How many years have you been teaching at this school?

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

How many years have you been teaching at this school and any previous schools combined?

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

Schools in the MBLC are working toward deeper implementation of **mastery-based learning** (MBL). In MBL, students advance when they master knowledge, skills, and dispositions tied to state learning standards. They demonstrate mastery through meaningful, authentic assessments. Students take ownership of their learning and receive timely, differentiated support based on their needs and interests.

How much do you agree or disagree with the following statements about mastery-based learning in your school?

	Strongly Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Strongly Agree
Implementing MBL deeply will improve my school's ability to prepare students for successful futures.					
Implementing MBL deeply will improve my school's culture and climate.					
Implementing MBL deeply will improve my school's ability to achieve equitable outcomes for students from historically marginalized groups.					
I support my school's intention to implement MBL at progressively deeper levels over the next several years.					

Schools in the MBLC are also working toward deeper implementation of **culturally responsive-sustaining education** (CRSE). The aim of CRSE is to elevate historically marginalized voices and affirm racial, cultural, and linguistic identities. CRSE prepares students for rigorous learning, connecting across differences, and becoming agents of positive social change.

There are many ways that CRSE can happen in schools, but a few brief examples are:

- A variety of instructional strategies are used to connect with different students' strengths, needs, and interests.
- The teacher helps students develop a growth mindset and builds on students' cultural identities and knowledge to help them engage with new concepts.
- High-quality instructional materials reflect diversity of race, ethnicity, language, gender, etc. and prominently display pictures of diverse students, their families, and their community.
- Teachers name and critically reflect on inequities in society and schooling in ways that make sense developmentally for students.

How much do you agree or disagree with the following statements about culturally responsive-sustaining education (CRSE) in your school?

	Strongly Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Strongly Agree
Implementing CRSE deeply will improve my school's ability to prepare all students for successful futures.					
Implementing CRSE deeply will improve my school's culture and climate.					
Implementing CRSE deeply will improve my school's ability to achieve equitable outcomes for students from historically marginalized groups.					
I support my school's intention to implement CRSE at progressively deeper levels over the next several years.					

How much do you agree or disagree with the following statements about your school?

	Strongly Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Strongly Agree
An equity-focused mission and vision drive school policies and practices.					
I'm provided with curriculum and materials that support culturally responsive-sustaining pedagogy.					
I'm provided with sufficient resources and supports to deepen my cultural competence.					
The teacher schedule includes sufficient time to ensure effective planning and delivery of culturally responsive, mastery-based learning.					
The school uses data to implement effective and well-considered plans to address inequitable student access to opportunities.					
The school uses data to implement effective and well-considered plans to address inequitable student outcomes.					

Please describe your level of preparedness to implement CRSE practices.

	Not Prepared	A Little Prepared	Moderately Prepared	Very Prepared
How well prepared are you to implement CRSE practices today?				
How well prepared were you to implement CRSE practices at the beginning of this school year?				

Learning and Assessment Practices

How often are the following statements true for the courses you teach?

	Never True	Occasionally True	Often True	True Most of the Time	Always True
On a typical school day, most students in the same course are working on the same material.					
Students have the option of moving through course material more slowly than other students without penalty if they need more time to achieve competency.					
Students who have demonstrated mastery of a learning outcome move on to other topics sooner than students who have not yet demonstrated mastery.					
Students who have demonstrated mastery of a learning outcome have opportunities to go deeper and exceed the minimum required level of performance.					

How often are the following statements true for the courses you teach?

	Never True	Occasionally True	Often True	True Most of the Time	Always True
Students have the opportunity to choose different ways to learn the same material (such as lectures, small-group discussions, group projects, independent projects, online work, etc.)					
All students receive personalized supports based on their individual learning needs, regardless of how well they are doing in school.					
Students receive personalized supports as needed to make timely progress.					

How often do you engage in the following activities for the students in your courses?

	Never	Less Than Once Per Month	At Least Once Per Month	Once Per Week	Twice or More Per Week
I meet individually with each student to discuss their work and progress.					

How often do students in your courses typically engage in the following activities?

	Never	Less Than Once Per Month	At Least Once Per Month	Once Per Week	Twice or More Per Week
Students create and apply knowledge, such as through research or applied learning activities.					
Students participate in learning activities at school that they apply to real-world contexts <u>outside</u> the school building.					
Students participate in applied learning activities that count toward school credit but take place <u>outside</u> the school building – such as independent or group projects, service learning, or internships.					
Students participate in course activities outside of the school building during the school day.					

In addition to academic content knowledge, some schools focus on “**habits of success**” such as communication, collaboration, self-direction, and others. (Some schools call these “personal success skills,” “work habits,” “habits of work and learning (HOWLs),” “social-emotional skills, and other names.)

How much do you agree or disagree with the following statements about habits of success?

	Strongly Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Strongly Agree
Helping students build habits of success is a high priority for me as a teacher.					
Helping students build habits of success is a high priority for my school.					

Please tell us about the respective roles that students and adults typically play in making decisions in your courses.

	I (teacher) decide	I decide with some student input	The student and I decide together	The student decides with some teacher input	The student decides on their own
Who decides which topics and activities each student focuses on in class every day?					
Who decides what schoolwork each student does outside of class (such as homework)?					
Who decides how each student will demonstrate what the student has learned (such as via a project, test, paper, or presentation)?					
Who decides when each student will take an exam or other final assessment?					

Now we want to learn about your **formative assessment** practices – practices that monitor student progress and help students reflect on their learning and adjust their strategies as needed to meet learning expectations.

How often do you use the following practices for formative assessment?

	Never	Less Than Once Per Month	At Least Once Per Month	Once Per Week	Twice or More Per Week
Asking students to indicate their level of understanding using quick check-ins such as exit slips or thumbs up/down.					
Students formally self-assess their own work.					
Students review, discuss, and give feedback on their peers' work.					
Students take a practice quiz or other check for understanding to see if they are ready to take a summative assessment.					

When a student takes a formative assessment and has not yet reached your school's minimum required performance level, how often do you engage in the following practices?

	Never	Occasionally	Often	Most of the Time	Always
Give the student more time to work on the learning outcomes.					
Help the student learn the material in a different way.					
Have the student work with another student who understands the material well.					

When a student takes a formative assessment and has not yet reached your school's minimum required performance level, how often do you engage in the following practices?

	Never	Occasionally	Often	Most of the Time	Always	Not Available at My School
Direct the student to use the school's support/enrichment block or period to receive additional teaching, tutoring, or other support.						
Direct the student to utilize the school's Writing Center, Math Center, or other program to access additional support.						

Now we'd like to learn about how you use **summative assessments** – assessments such as end-of-unit tests or performance-based assessments that assess a student's final level of learning on a set of learning outcomes and become part of their final grade.

How often do you use the following summative assessment practices at the end of a unit, project, or course?

	Never	Occasionally	Often	Most of the Time	Always
Students are assessed with traditional tests (such as multiple choice, true-false, short answer questions).					
Students are assessed with performance-based assessments such as complex real-world tasks or personally meaningful projects.					
Students can choose how they want to be assessed from multiple options (such as taking a written or verbal test, writing a paper, completing a project, or making a presentation).					

When students do not meet your school's minimum performance levels on the summative assessments in your course (i.e., they do not pass), how often do you take the following actions?

	Never	Occasionally	Often	Most of the Time	Always
Allow the student to demonstrate understanding using a different type of assessment.					
Allow the student to retake or revise the assessment at a later date with no penalty for needing the reassessment.					
Allow the student to retake or revise the assessment at a later date, but reduce their grade because they didn't pass the first time.					
Arrange for the student to receive additional learning supports during school, after school, or during the summer.					

When determining whether a student will pass and receive credit for a course (or set of learning outcomes), how much do you count each of the following toward their grade?

	Doesn't Count at All (0%)	Counts a Little (1–10%)	Counts Moderately (11–20%)	Counts Substantially (21–99%)	Counts for All (100%)
Attendance					
Participation in class					
Meeting deadlines (i.e., the grade is lowered if work is not submitted by a date you set).					
Student performance on formative assessments.					
Student performance on summative assessments (i.e., demonstrated mastery of learning outcomes).					

Please describe your level of preparedness to implement mastery-based learning practices.

	Not Prepared	A Little Prepared	Moderately Prepared	Very Prepared
How well prepared are you to implement mastery-based learning practices today?				
How well prepared were you to implement mastery-based learning practices at the beginning of this school year?				

Collaboration and Supports

How often did you receive each of the following supports this school year?

	Never	1-3 Times	4-6 Times	7-9 Times	10 Times or More
Release time to observe other teachers working with students.					
A teacher, administrator, mentor, or coach observing my work with students, followed by one-on-one feedback and discussion.					
Time to look at student work across teachers to develop a common understanding of what proficiency looks like.					
Professional learning opportunities focused on mastery-based learning practices.					
Professional learning opportunities focused on culturally responsive-sustaining education practices.					

How often on average have you collaborated with other teachers to do the following during the current school year?

	Never	Less Than Once Per Month	At Least Once Per Month	Once Per Week	Twice or More Per Week
Work in common planning groups or professional learning communities (PLCs).					
Design lessons, units, or projects across academic subject areas.					
Meet to review student data and discuss how to support individual students most effectively.					

In your professional learning activities this year, how useful were the following topics for deepening your work in mastery-based learning and/or culturally responsive-sustaining education?

	Not Useful	Moderately Useful	Very Useful	Not Addressed
Implementing strategies that give students more voice and choice in their learning.				
Implementing project-based learning.				
Implementing multidisciplinary learning with your colleagues.				
Using a variety of formative assessments.				
Using a variety of summative assessments, including performance-based assessments.				

In your professional learning activities this year, how useful were the following topics for deepening your work in mastery-based learning and/or culturally responsive-sustaining education?

	Not Useful	Moderately Useful	Very Useful	Not Addressed
Implementing strategies for equitable, culturally responsive-sustaining education.				
Managing a learning environment where students are working at different paces and on different learning outcomes.				
Developing personalized learning goals with and for students.				
Organizing learning around higher-level competencies that describe the transferable knowledge and skills students are expected to master.				
Helping students develop “habits of success” such as communication, collaboration, self-direction, etc.				

As a final question, we welcome any comments about what is helping or challenging your efforts to move toward or deepen your work in MBL or CRSE, or anything else you want to share related to your MBL/CRSE journey.

This is the end of the survey.

Thank you very much for sharing your opinions and experiences, which will support MBLC schools and inform mastery-based learning efforts in Washington and beyond. To learn more, visit the [MBLC website](#).

End-of-Survey Message If Responded “No” to Question 1

Thank you for your willingness to participate, but this survey is intended for teachers in MBLC schools who have direct responsibility for instructing, assessing, grading, and facilitating learning of students. To learn more about mastery-based learning in Washington, visit the [MBLC website](#).

Acknowledgments

Some survey items were used or adapted from the sources below. We appreciate the contributions of the authors and their organizations.

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