

MRA Survey Questions

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MRA Measures and Sub-Measures

LEADERSHIP

Staff Leadership	
Personal Effectiveness	A
Interpersonal Effectiveness	A
Student Leadership Support	T

Student Leadership	
Personal Development	S/F
Interpersonal Development	S/F
Positive Wellbeing	S
Self-Advocacy	S
Prosocial Behaviors	S

Family & Community Engagement	
School & Family Partnerships	T
Family Engagement	F
Community Engagement	A

Who answers these questions?

A = All School Staff (Including Teachers)

T = Teachers Only

S = Student

F = Families

CULTURE

Supportive Environment for Staff	
Staff Voice	A
Collective Efficacy	A

Supportive Environment for Students	
School Climate	A
Student Empowerment	S
School Belonging	S
Trusting Relationships	S

ACADEMICS

Empowering Teachers	
Instructional Efficacy	T
Student-Led Practices	T/S

Empowered Learners	
Supportive Teachers	S
Academic Self-Efficacy	S

Goal Achievement	
Student Goals	S
Student Goal Support	T
School Goals	T

STAFF LEADERSHIP

Staff are provided with support to build their personal and professional capacity so they can confidently live, model, and teach social-emotional leadership skills.

Personal Effectiveness [A]

Staff are able to use planning, prioritization, and emotional management skills to guide their daily actions and stay focused on what matters most..

<i>In the last three months, how easy was it for you to:</i>						
...align your daily priorities with your long-term goals?	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult
...feel motivated by a sense of purpose in your life.	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult
...find time each week to reconnect with your long-term goals?	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult
...focus your time and energy on things that you could control, rather than on what you could not?	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult
...take initiative to get things done?	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult
...plan out your week by scheduling times for your highest priorities?	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult
...schedule time for the things that are most important to you?	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult
...take time to clearly define your desired outcomes at the beginning of a project?	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult
<i>In the last three months, how easy was it for you to maintain a routine that:</i>						
...allows you to connect you with your personal values?	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult
...supports your emotional well-being?	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult
...supports your physical health?	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult

Interpersonal Effectiveness [A]

Staff build and sustain positive relationships through understanding, communicating, and valuing differences in others.

<i>In the last three months, how easy was it for you to:</i>						
...consider ideas that conflict with your own?	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult
...consider the other people's perspectives when making group decisions?	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult
...find meaningful ways to utilize the strengths of others when working together?	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult
...find mutually agreeable solutions in conflicts with others?	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult
...respectfully communicate your perspective during conflicts with others?	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult
...see how differences in others' experiences could benefit a situation?	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult
...see value in people's opinions and experiences that are different from your own?	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult
...speak-up for yourself and the things that are important to you.	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult
...understand another person's point of view by actively listening?	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult

Student Leadership Support [T]

Teachers feel confident in their ability to support students' development of leadership skills.

Scenario 1. In your classroom, students are working in small groups on a collaborative project. As you are facilitating, you observe the interactions in one group are not going well. Two students are disagreeing about how to move forward to the next step and progress for the group has slowed.						
<i>How confident are you that:</i>						
...the students will be able to utilize the strategies that you have taught them to effectively solve their dilemma with little or no intervention from you?	Extremely	Very	Moderately	Slightly	Not at All	My students don't have strategies yet
...students could move beyond the disagreement with a simple prompt from you to utilize an established routine?	Extremely	Very	Moderately	Slightly	Not at All	My classroom doesn't have these types of routines.

Scenario 2. A new student has enrolled in your school. You notice the student is struggling with social interactions in their new environment.						
<i>How confident are you that:</i>						
...the students will be able to utilize the strategies that you have taught them to effectively solve their dilemma with little or no intervention from you?	Extremely	Very	Moderately	Slightly	Not at All	
...students could move beyond the disagreement with a simple prompt from you to utilize an established routine?	Extremely	Very	Moderately	Slightly	Not at All	

Scenario 3. During the moments before class, a small group of friends has a disagreement because of a comment that was taken out of context. This misunderstanding is causing a disruption in the learning process in your class because there is tension among the friends. You ask the students to utilize strategies learned in your class to work through the misunderstanding.

How confident are you that:

...the students will be able to utilize empathy to rebuild their friendship with each other?	Extremely	Very	Moderately	Slightly	Not at All
...the students, without mediation from you, will be able to utilize the strategies you have taught them rebuild their friendship with each other?	Extremely	Very	Moderately	Slightly	Not at All
...you can assist the students in utilizing skills or strategies that will help them work through this disagreement?	Extremely	Very	Moderately	Slightly	Not at All

Scenario 4. The student leadership team has been given the task of creating a Mini Leadership Day. The day will consist of a 2-hour tour where students will present the things they love most about their school. They will have one month to plan, practice, and present their day. There are many ideas being shared by the team, however, they have to decide on what they'd like to present and begin planning.

How confident are you that:

...students will be able to utilize the strategies you have taught them to create their shared vision of the Mini Leadership Day with very little intervention from teachers?	Extremely	Very	Moderately	Slightly	Not at All	My students don't have strategies yet
...students, with very little intervention from teachers, will be able to utilize the strategies you have taught them to create a successful Leadership Day that demonstrates their student leadership skills?	Extremely	Very	Moderately	Slightly	Not at All	My students don't have strategies yet
...you can assist the student leaders in utilizing skills or strategies to help them plan the day? (Just Lower Grades: K-2)	Extremely	Very	Moderately	Slightly	Not at All	

Scenario 5. Students often participate in extracurricular activities and teams within their communities. These interactions require many skills and strategies taught through *Leader in Me*.

How confident are you that students will be able to successfully employ the leadership strategies they have learned in school to:

...build more positive interactions with their team?	Extremely	Very	Moderately	Slightly	Not at All	My students don't have strategies yet
...balance their team and school responsibilities? (Just Middle School)	Extremely	Very	Moderately	Slightly	Not at All	My students don't have strategies yet

Scenario 6. One of your students, who is normally very jovial, enters your classroom and does not greet their friends. This is unusual for the student. You take the student aside and inquire what is wrong. The student shares that they had a bad disagreement with their older sibling and now their day is ruined.

How confident are you that you can assist this student in utilizing skills or strategies to help them:

...change their attitude towards the day ahead?	Extremely	Very	Moderately	Slightly	Not at All
...become an active participant in your class?" (Just Middle School)	Extremely	Very	Moderately	Slightly	Not at All

Scenario 7. Students are encouraged to find their voice and share their greatness. Through their work, you know that your quietest student is a talented writer and artist. However, you notice that they don't share much in class.

How confident are you that:

...you can assist this student in utilizing skills or strategies to help them find their voice?	Extremely	Very	Moderately	Slightly	Not at All
...you can help them gain confidence to share their talent with the class?	Extremely	Very	Moderately	Slightly	Not at All

Does your school embed rituals and routines into daily practice that would help students practice the skills that would help them work through the types of issues discussed in the above scenarios?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
Has your school explicitly taught students the strategies or skills that would help them work through the types of issues discussed in the above scenarios?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
Has your school offered professional development on the strategies or skills that would help you support students through the types of issues discussed in the scenarios?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All

STUDENT LEADERSHIP

Students are developing the mindsets, behaviors, and skills to be effective, lifelong leaders.

Personal Development [S/F]

Students take responsibility for their actions and emotions and prioritize the things that are most important to their future.

<i>How easy are these things for you?</i>					<i>Student</i>	
Doing the things that you said you would do	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this	
Following rules at school when others don't	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this	
Getting yourself out of a bad mood	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this	
Knowing what is most important to you	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this	
Doing the most important things first	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this	
<i>Most days, how likely is your child to:</i>					<i>Family</i>	
...manage their emotions in a difficult moment?	Very Likely	Moderately Likely	Slightly Likely	Slightly Unlikely	Moderately Unlikely	Very Unlikely
...work to develop their talents?	Very Likely	Moderately Likely	Slightly Likely	Slightly Unlikely	Moderately Unlikely	Very Unlikely
...help without needing to be asked?	Very Likely	Moderately Likely	Slightly Likely	Slightly Unlikely	Moderately Unlikely	Very Unlikely
...think ahead so they can be prepared?	Very Likely	Moderately Likely	Slightly Likely	Slightly Unlikely	Moderately Unlikely	Very Unlikely
...consider potential consequences before making a big decision?	Very Likely	Moderately Likely	Slightly Likely	Slightly Unlikely	Moderately Unlikely	Very Unlikely
...follow through on their responsibilities without being reminded?	Very Likely	Moderately Likely	Slightly Likely	Slightly Unlikely	Moderately Unlikely	Very Unlikely
...use their time effectively?	Very Likely	Moderately Likely	Slightly Likely	Slightly Unlikely	Moderately Unlikely	Very Unlikely
...make choices that support their physical health?	Very Likely	Moderately Likely	Slightly Likely	Slightly Unlikely	Moderately Unlikely	Very Unlikely
...make choices that support their mental and emotional health?	Very Likely	Moderately Likely	Slightly Likely	Slightly Unlikely	Moderately Unlikely	Very Unlikely
...look for ways to discover their strengths?	Very Likely	Moderately Likely	Slightly Likely	Slightly Unlikely	Moderately Unlikely	Very Unlikely

Interpersonal Development [S/F]

Students build positive relationships through understanding, communicating, and valuing the differences they see in others.

How easy are these things for you?					Student	
Focusing on what a person is saying, instead of what you want to say	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this	
Thinking about other people when you make decisions, not just about yourself	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this	
Being happy for people when good things happen to them	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this	
Getting along with a friend when you disagree with them	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this	
Most days, how likely is your child to:					Family	
...communicate their opinions and ideas clearly?	Very Likely	Moderately Likely	Slightly Likely	Slightly Unlikely	Moderately Unlikely	Very Unlikely
...be open to other people's points of view?	Very Likely	Moderately Likely	Slightly Likely	Slightly Unlikely	Moderately Unlikely	Very Unlikely
...resolve conflicts peacefully?	Very Likely	Moderately Likely	Slightly Likely	Slightly Unlikely	Moderately Unlikely	Very Unlikely
...be open to other people's ideas?	Very Likely	Moderately Likely	Slightly Likely	Slightly Unlikely	Moderately Unlikely	Very Unlikely
...try to understand the other person's point of view when listening?	Very Likely	Moderately Likely	Slightly Likely	Slightly Unlikely	Moderately Unlikely	Very Unlikely
...build and maintain relationships?	Very Likely	Moderately Likely	Slightly Likely	Slightly Unlikely	Moderately Unlikely	Very Unlikely

Positive Wellbeing [S]

Students engage in the behaviors and embrace the mindsets that build resilience and hope.

How often are these things true for you?					
"I believe I will have a good life when I am older."	All the Time	Most of the Time	About Half of the Time	Some of the Time	Hardly Ever
"I am proud of who I am."	All the Time	Most of the Time	About Half of the Time	Some of the Time	Hardly Ever
"I feel excited about my future."	All the Time	Most of the Time	About Half of the Time	Some of the Time	Hardly Ever
"I like who I am."	All the Time	Most of the Time	About Half of the Time	Some of the Time	Hardly Ever
Most weeks, how often do you do things that are good for your:					
...body? (Like exercise, eating well, and getting enough sleep.)	All the Time	Most of the Time	About Half of the Time	Some of the Time	Hardly Ever
...“spirit”? (Like helping others or doing things that make you feel peaceful.)	All the Time	Most of the Time	About Half of the Time	Some of the Time	Hardly Ever
...mind? (Anything that means you are using your brain to learn new things.)	All the Time	Most of the Time	About Half of the Time	Some of the Time	Hardly Ever
...“heart”? (Like laughing, having fun, and spending time with friends and family)	All the Time	Most of the Time	About Half of the Time	Some of the Time	Hardly Ever

Self-Advocacy [S]

Students work to overcome barriers, problem-solve, and find solutions on their own and know how to enlist support when needed.

<i>How easy are these things for you?</i>					
Getting help to reach your goals when you need it.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Telling a friend when you need something.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Asking an adult for what you need.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Working to develop your strengths and talents.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Standing up for yourself when you need to.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this

Prosocial Behaviors [S]

Students support each other and offer help as needed.

<i>How easy are these things for you?</i>					
Finding ways to use your strengths to help others.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Helping others without being asked.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Helping to encourage others.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Helping a student who feels left out.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this

FAMILY & COMMUNITY ENGAGEMENT

Families and community organizations are included as valued school partners that support student development.

School & Family Partnership [T]

Students' families are actively engaged as partners in their child's learning.

<i>How many of your students' families are:</i>					
...available to volunteer when you need them?	All	Most	About Half	Some	None
...aware of how their child is doing in school?	All	Most	About Half	Some	None
...engaged in their child's education?	All	Most	About Half	Some	None
...responsive to your requests for feedback?	All	Most	About Half	Some	None
...supportive of their child's learning at home?	All	Most	About Half	Some	None

Family Engagement [F]

Students' families are satisfied with the school's efforts to involve them in their child's learning through inclusive opportunities, communication, and support for learning at home.

<i>How satisfied are you with the way this school</i>						
...engages your child in learning?	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Unsatisfied	Moderately Unsatisfied	Very Unsatisfied
...treats you as a partner in your child's education?	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Unsatisfied	Moderately Unsatisfied	Very Unsatisfied
...provides ways you can assist in your child's learning at home?	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Unsatisfied	Moderately Unsatisfied	Very Unsatisfied
...cares about your child's wellbeing?	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Unsatisfied	Moderately Unsatisfied	Very Unsatisfied
...takes the time to understand the home culture of your child?	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Unsatisfied	Moderately Unsatisfied	Very Unsatisfied
...works to make your family feel welcomed, valued, loved and trusted?	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Unsatisfied	Moderately Unsatisfied	Very Unsatisfied
...includes families in making decisions that affect your child?	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Unsatisfied	Moderately Unsatisfied	Very Unsatisfied
...shares positive updates and information about your child?	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Unsatisfied	Moderately Unsatisfied	Very Unsatisfied
...provides open communication about important issues and events?	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Unsatisfied	Moderately Unsatisfied	Very Unsatisfied

Community Engagement [A]

School staff engage the community through collaborative partnerships and service learning to provide students and their families with support and knowledge.

<i>To what extent are your school's community partnerships:</i>					
...enhancing student learning?	All	Most	About Half	Some	None
...providing for the needs of your students and families?	All	Most	About Half	Some	None
...providing students with opportunities to engage with diverse members of your community?	All	Most	About Half	Some	None
<i>To what extent do service-learning experiences help your students:</i>					
...grow their community awareness?	All	Most	About Half	Some	None
...positively impact their community?	All	Most	About Half	Some	None

SUPPORTIVE ENVIRONMENT FOR STAFF

The school is a supportive work environment where leadership is shared and staff feel fulfilled, empowered, and confident in their ability to positively impact all the school's students.

Staff Voice [A]

Staff feel supported, empowered, and confident in their ability to have a positive impact while doing meaningful work.

To what extent do you:						
...feel like a valuable member of this school?	A Great Deal	Considerably	Moderately	Slightly	Not at All	
...find your work meaningful?	A Great Deal	Considerably	Moderately	Slightly	Not at All	
How satisfied are you with:						
...the school-related opportunities you've had to connect with your passions?	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Unsatisfied	Moderately Unsatisfied	Very Unsatisfied
...the school-related opportunities you've had to utilize your strengths?	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Unsatisfied	Moderately Unsatisfied	Very Unsatisfied
...the way the school administration provides opportunities for you to influence school decisions that are important to you?	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Unsatisfied	Moderately Unsatisfied	Very Unsatisfied
...the way the school administration gives you the autonomy to meet students' needs?	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Unsatisfied	Moderately Unsatisfied	Very Unsatisfied
...the way the school administration supports you to be effective in your role?	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Unsatisfied	Moderately Unsatisfied	Very Unsatisfied

Collective Efficacy [A]

Teachers believe that their collective actions can positively impact students and help them succeed.

To what extent do adults at this school share responsibility for every student's success?	A Great Deal	Considerably	Moderately	Slightly	Not at All
How strong are the relationships between the adults in this school?	Extremely	Very	Moderately	Slightly	Not at All
How helpful are adults at this school when another staff member is facing a problem?	Extremely	Very	Moderately	Slightly	Not at All
How effectively do adults at this school come together to overcome barriers?	Extremely	Very	Moderately	Slightly	Not at All

SUPPORTIVE ENVIRONMENT FOR STUDENTS

School is a welcoming, inclusive, supportive environment where students feel valued and actively engaged in leadership and decision-making.

School Climate [A]

Staff can see the infinite worth and potential in every student and provide the unique support each student needs to see their own unique strengths and develop the skills needed to reach their potential.

<i>How many adults at this school:</i>					
...act like they believe this statement “All students can reach their potential when provided with equitable opportunities and support.”	All	Most	About Half	Some	None
...have high standards for students?	All	Most	About Half	Some	None
...take the time to understand the strengths of each student’s cultural background?	All	Most	About Half	Some	None
...work to build positive relationships with all students?	All	Most	About Half	Some	None

Student Empowerment [S]

Students are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence.

Do adults at this school ask students how to make the school better?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
Do students at this school get to help plan or lead school events?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
Do students have power to change how things are done at your school?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All

Trusted Relationships [S]

Students have a high trust relationship with a teacher they feel comfortable with and can connect to.

<i>Think about the teachers you have right now. Are these things true about AT LEAST ONE of them?</i>					
“I can be myself around my teacher.”	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
“I can talk to my teacher when I have a problem.”	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
“My teacher is easy to talk to.”	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
“My teacher understands me as a person.”	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All

School Belonging [S]

Students feel cared about and understood by people in their school.

Can you be yourself at your school?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
Do you feel cared for at school?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
Do you feel like a valuable part of your school?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
Do you feel like there are other students at this school that like you?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All

EMPOWERING TEACHERS

Teachers using evidence-based instructional practices empower students to lead their own learning.

Instructional Efficacy [T]

Teachers are confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn.

<i>How confident are you in your ability to:</i>					
...co-create learning targets with your students?	Extremely	Very	Moderately	Slightly	Not at All
...collect data that helps you improve your instruction?	Extremely	Very	Moderately	Slightly	Not at All
...help build each student's ability to work independently?	Extremely	Very	Moderately	Slightly	Not at All
...model a growth mindset in your classroom?	Extremely	Very	Moderately	Slightly	Not at All
...provide differentiated instruction that challenges each student's thinking in new and interesting ways?	Extremely	Very	Moderately	Slightly	Not at All
...provide students with feedback that helps them grow?	Extremely	Very	Moderately	Slightly	Not at All
...seek out information that helps you improve your instructional practices?	Extremely	Very	Moderately	Slightly	Not at All

Student-led Practices [T/S]

Teachers empower students with the knowledge, skill, and opportunities to play a more proactive role in accelerating and deepening their learning.

<i>Teachers</i>					
How often do you co-create learning targets with your students?	Always	Often	Occasionally	Rarely	Never
<i>How often do you provide opportunities for students to:</i>					
...choose how they demonstrate their learning?	Extremely	Very	Moderately	Slightly	Not at All
...connect new learning to their lived experiences?	Extremely	Very	Moderately	Slightly	Not at All
...self-assess and make plans to improve?	Extremely	Very	Moderately	Slightly	Not at All
...solve problems and find answers with their peers?	Extremely	Very	Moderately	Slightly	Not at All
<i>Students</i>					
Do you find answers to questions with your classmates as a way to help you learn?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
Do you get to work on school projects about things you like?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
Do you have a choice in the kind of things you do to learn something new?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
Have you had the chance to give your classmates feedback on their work?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
Have you had the chance to grade and then improve your own work?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
Have you had the chance to teach others in your class something you learned?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All

EMPOWERED LEARNERS

Students have the mindsets, skills, and supportive relationships they need to take ownership of their learning.

Supportive Teachers [S]

Students have a high expectations relationship with at least one teacher who provides the encouragement and support they need to lead their learning.

Do you feel like you get the support you need to succeed?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
Think about the teachers you have right now. Are these things true about AT LEAST ONE of them?					
"My teacher thinks I work hard."	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
"My teacher pays attention to what I need and helps me get it."	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
"My teacher is proud of me."	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
"My teacher helps me to keep trying when something is hard."	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All

Academic Self-Efficacy [S]

Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits.

Can you get past things that might stop you from achieving your goals?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
Do you like working towards challenging goals?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
Do you believe you can learn most things if you try hard?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
How easy is it to decide what to do first when you have a lot to do?	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I Don't Try to Do This
How likely are you to do these things?					
Keep trying when things are hard.	Very Likely	Kind of Likely	Kind of Unlikely	Very Unlikely	
Make a plan when you are struggling to learn something new.	Very Likely	Kind of Likely	Kind of Unlikely	Very Unlikely	I Don't Know How to Do This
Try to find out what you did wrong when you make a mistake.	Very Likely	Kind of Likely	Kind of Unlikely	Very Unlikely	I Don't Know How to Do This

GOAL ACHIEVEMENT

Teachers provide students with the knowledge, opportunity, and support to set and achieve meaningful goals while connecting them to school-wide goals.

Student Goals [S]

Students are confident in their ability to set and achieve their goals.

<i>How easy are these things for you?</i>					
Setting goals.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I Don't Try to Do This
Talking to someone about how you are doing on reaching your goals.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I Don't Try to Do This
Tracking your progress as you work to reach your goals.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I Don't Try to Do This
Making a plan to reach your goals.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I Don't Try to Do This
Following the plan you made to reach your goals.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I Don't Try to Do This

Student Goal Support [T]

Teachers are able to support students in learning and applying the behaviors linked to effective goal achievement.

<i>How likely are your students to:</i>					
...make a plan to reach their goals?	Very Likely	Moderately Likely	Slightly Likely	Moderately Unlikely	Very Unlikely
...regularly use their goals to guide their actions?	Very Likely	Moderately Likely	Slightly Likely	Moderately Unlikely	Very Unlikely
...set short-term academic goals?	Very Likely	Moderately Likely	Slightly Likely	Moderately Unlikely	Very Unlikely
...set long-term academic goals?	Very Likely	Moderately Likely	Slightly Likely	Moderately Unlikely	Very Unlikely
...talk to someone about how they are doing on reaching their goals?	Very Likely	Moderately Likely	Slightly Likely	Moderately Unlikely	Very Unlikely
...track their progress as they work to reach their goals?	Very Likely	Moderately Likely	Slightly Likely	Moderately Unlikely	Very Unlikely

School Goals [T]

Teachers are motivated by the school's goals and see a meaningful role for themselves in creating and achieving those goals.

<i>How satisfied are you with the way your school:</i>					
...sets annual goals that everyone plays a role in achieving?	Very Likely	Moderately Likely	Slightly Likely	Moderately Unlikely	Very Unlikely
...uses annual goals to help guide decision-making?	Very Likely	Moderately Likely	Slightly Likely	Moderately Unlikely	Very Unlikely
...publicly tracks their progress towards their goals?	Very Likely	Moderately Likely	Slightly Likely	Moderately Unlikely	Very Unlikely
...uses grade-level teams to implement schoolwide goals?	Very Likely	Moderately Likely	Slightly Likely	Moderately Unlikely	Very Unlikely
...builds in time for staff to reflect on progress towards schoolwide goals?	Very Likely	Moderately Likely	Slightly Likely	Moderately Unlikely	Very Unlikely
...celebrates schoolwide goal achievements?	Very Likely	Moderately Likely	Slightly Likely	Moderately Unlikely	Very Unlikely