MRA Survey Questions: Secondary

LeaderinMe®

Table of Contents

MRA Measures and Sub-Measures

LEADERSHIP

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

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

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/Caregivers
*Secondary Students Only

CULTURE

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

Supportive Environment for Staff	
Staff Voice	A
Collective Efficacy	A

ACADEMICS

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

Empowered Learners	
Social Supports	S
Academic Self-Efficacy	S

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

Life-Readiness*	
Group Collaboration	S
Future-Focus	S

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.

How easy are these things for you?					Student
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
Making the right choice, even when it's hard.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Effectively managing your emotions.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Making choices based on what is most important for your future.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Determining what is most important to do today.	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**
...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 to really understand them.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Thinking about the potential impact of your choices on others.	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
Understanding another person's point of view, even when you don't agree.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Finding a solution that can satisfy everyone's most important needs.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Clearly expressing your perspective to someone.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Encouraging and celebrating viewpoints that differ from yours.	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 regularly engage in activities that promote their well-being, including actions that benefit their heart, mind, and body, contributing to a holistic approach to their overall development.

Most weeks, how often do you do things that are good for your:				
...body? (Like exercise, eating well, and getting enough sleep)	Most Days	Some days every week	At least once a week	Hardly Ever
..."spirit"? (Like helping others or doing things that make you feel peaceful)	Most Days	Some days every week	At least once a week	Hardly Ever
...mind? (Anything that means you are using your brain to learn new things)	Most Days	Some days every week	At least once a week	Hardly Ever
..."heart"? (Like laughing, having fun, and spending time with friends and family)	Most Days	Some days every week	At least once a week	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.

How easy are these things for you?					
Getting past challenges that get in the way of your goals.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Standing up for yourself when needed.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Letting someone know when you need help.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Taking action to grow your strengths.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Finding opportunities to develop what you do well.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Being aware of what you do well.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Feeling proud of yourself.	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.

How easy are these things for you?					
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
Encouraging others to do their best.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Including others who may feel left out.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this

STAFF LEADERSHIP

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

Personal Effectiveness [A]

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

In the last three months, how easy was it for you to:						
...align your daily priorities with your 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 goals?	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult
...focus your time and energy on things you could control?	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
...intentionally plan and focus your time around what's most important to you?	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
...maintain self-control in emotional circumstances?	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult
Most weeks, how often do you do things that are good for your:						
...spirit? (Like helping others or anything else that feels meaningful to you)		Most Days	Some Days	Every Week	At least once a week	Hardly Ever
...heart? (Like laughing, having fun, & spending time with friends or family)		Most Days	Some Days	Every Week	At least once a week	Hardly Ever
...body? (Like exercise, eating well, and getting enough sleep.)		Most Days	Some Days	Every Week	At least once a week	Hardly Ever
...heart? (Like laughing, having fun, and spending time with friends and family)		Most Days	Some Days	Every Week	At least once a week	Hardly Ever

Interpersonal Effectiveness [A]

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

In the last three months, how easy was it for you to:						
...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
...ask questions to learn more about differing viewpoints?	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
...share your position in a way that moved a conversation forward?	Very Easy	Moderately Easy	Slightly Easy	Slightly Difficult	Moderately Difficult	Very Difficult
...actively listen to understand another person's point of view?	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 they apply in their lives.

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.						
How confident are you that:						
...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 routines

Scenario 2. A new student has enrolled in your school. You notice the student is struggling with social interactions in their new environment.					
How confident are you that:					
...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	

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?	Extremely	Very	Moderately	Slightly	Not at All	My students don't have strategies yet

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?	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

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

The following questions are about the previous scenarios.

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

FAMILY & COMMUNITY ENGAGEMENT

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

School & Family Partnership [T]

Teachers feel like most students' families/caregivers engage as partners in their child's learning.

How many of your students' families are:					
...aware of how their child is doing in school?	All	Most	About Half	Some	None
... supportive of their student's plans for the future?	All	Most	About Half	Some	None
... encouraging their student to engage in leadership opportunities outside of school?	All	Most	About Half	Some	None
...aware of ways to help their student plan for their career?	All	Most	About Half	Some	None
...supportive of their child's learning at home?	All	Most	About Half	Some	None

Family Engagement [F]

Students' caregivers 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.

How satisfied are you with the way this school						
...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]

The school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning.

Our service-learning experiences help students:						
...grow their community awareness?	A great deal	Considerably	Moderately	Slightly	Not at all	We don't do service learning
...positively impact their community?	A great deal	Considerably	Moderately	Slightly	Not at all	We don't do service learning
...are enhancing student learning?	A great deal	Considerably	Moderately	Slightly	Not at all	We don't do service learning
Our schools' community partnerships:						
...are enhancing student learning?	A great deal	Considerably	Moderately	Slightly	Not at all	We don't have community partnerships
...engage with diverse members of our community?	A great deal	Considerably	Moderately	Slightly	Not at all	We don't have community partnerships
...support the needs of our students and families?	A great deal	Considerably	Moderately	Slightly	Not at all	We don't have community partnerships
...develop new insights and perspectives about important issues?	A great deal	Considerably	Moderately	Slightly	Not at all	We don't have community partnerships
...develop skills that prepare them for their future?	A great deal	Considerably	Moderately	Slightly	Not at all	We don't have community partnerships
...provide opportunities for students to develop future-readiness skills?	A great deal	Considerably	Moderately	Slightly	Not at all	We don't have community partnerships

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 see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential.

How many adults at this school:					
...believe all students can reach their potential?	All	Most	About Half	Some	None
...have high expectations for ALL students?	All	Most	About Half	Some	None
...understand the leadership strengths of each student?	All	Most	About Half	Some	None
...work to build positive relationships with all students?	All	Most	About Half	Some	None
...recognize the unique leadership potential of each student?	All	Most	About Half	Some	None
...encourage students to see their leadership potential?	All	Most	About Half	Some	None
...value the unique student experiences that impact their learning?	All	Most	About Half	Some	None
...believe each student will have a successful future?	All	Most	About Half	Some	None

Student Empowerment [S]

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

Do most students have the power to change how things are done at your school?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
Do adults at this school listen to students' concerns?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
Do adults at this school take action based on student ideas?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
How much choice do students have when it comes to:					
Taking a leadership role in schoolwide events.	A huge amount of choice	Quite a bit of choice	Some choice	A little choice	No choice
Helping to improve the school.	A huge amount of choice	Quite a bit of choice	Some choice	A little choice	No choice
Helping choose schoolwide goals.	A huge amount of choice	Quite a bit of choice	Some choice	A little choice	No choice
Determining the types of leadership roles they take on?	A huge amount of choice	Quite a bit of choice	Some choice	A little choice	No choice
Selecting opportunities that contribute to the community.	A huge amount of choice	Quite a bit of choice	Some choice	A little choice	No choice

Trusting Relationships [S]

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

Are these things true?					
"My teacher understands me as a person."	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
"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

School Belonging [S]

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

At school:					
I can be myself.	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
I have a friend I can trust.	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
I am treated with respect by other students.	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
I feel like I belong.	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
I feel understood.	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
Adults care about how I am doing.	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All

SUPPORTIVE ENVIRONMENT FOR STAFF

School is a supportive work environment where staff members feel fulfilled, empowered, and confident in their ability to make a difference by working together.

Staff Voice [A]

Staff members find their work meaningful and feel valued, respected, and supported with opportunities to use their strengths, to connect with their passions, and to grow in their role.

To what extent:					
do you connect with what you love doing?	A Great Deal	Considerably	Moderately	Slightly	Not at all
do you find your work meaningful?	A Great Deal	Considerably	Moderately	Slightly	Not at all
are you excited to come to work most days?	A Great Deal	Considerably	Moderately	Slightly	Not at all
do you feel your work is purposeful?	A Great Deal	Considerably	Moderately	Slightly	Not at all
are you satisfied in your role at this school?	A Great Deal	Considerably	Moderately	Slightly	Not at all
To what extent:					
are you provided with the support you need to be effective?	A Great Deal	Considerably	Moderately	Slightly	Not at all
are you supported in meeting student's needs?	A Great Deal	Considerably	Moderately	Slightly	Not at all
do you have opportunities to influence school decisions that are important to you?	A Great Deal	Considerably	Moderately	Slightly	Not at all
do you have opportunities to work collaboratively with other educators and staff?	A Great Deal	Considerably	Moderately	Slightly	Not at all

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 comfortable are adults at this school with discussing difficulties they are experiencing?	Extremely	Very	Moderately	Slightly	Not at all
How helpful are adults at this school in addressing issues together?	Extremely	Very	Moderately	Slightly	Not at all
How effectively do adults at this school work collaboratively in action teams?	Extremely	Very	Moderately	Slightly	Not at all
How openly do adults at this school share resources and ideas?	Extremely	Very	Moderately	Slightly	Not at all

GOAL ACHIEVEMENT

Students have the knowledge, opportunity, and support to set and achieve meaningful individual goals that are connected to larger school-wide goals.

Student Goals [S]

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

How easy are these things for you?					
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
Achieving goals that matter most to you.	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 their students in learning and applying the behaviors linked to effective goal achievement.

How effective are most of your students at doing the following goal-related behaviors?					
Using goals to help them make academic progress.	A great deal	Considerably	Moderately	Slightly	Not at all
Making plans that help them to reach their goals.	A great deal	Considerably	Moderately	Slightly	Not at all
Tracking their progress as they work to reach their goals.	A great deal	Considerably	Moderately	Slightly	Not at all
Talking to someone about their progress toward achieving their goals.	A great deal	Considerably	Moderately	Slightly	Not at all
Setting academic goals.	A great deal	Considerably	Moderately	Slightly	Not at all
Setting goals that help them prepare for life after completing high school.	A great deal	Considerably	Moderately	Slightly	Not at all

School Goals [T]

Schools have annual goals teachers played a meaningful role in creating and everyone is involved in achieving. Progress towards schoolwide goals is regularly tracked, reflected on, and used to make decisions.

How satisfied are you with the way your school:						
...uses annual goals to help guide decision-making?	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Unsatisfied	Moderately Unsatisfied	Very Unsatisfied
...tracks their progress towards their goals?	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Unsatisfied	Moderately Unsatisfied	Very Unsatisfied
...utilizes grade-level or department teams to implement schoolwide goals?	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Unsatisfied	Moderately Unsatisfied	Very Unsatisfied
...builds in time for staff to reflect on progress towards schoolwide goals?	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Unsatisfied	Moderately Unsatisfied	Very Unsatisfied
...celebrates schoolwide goal achievements?	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Unsatisfied	Moderately Unsatisfied	Very Unsatisfied

EMPOWERED LEARNERS

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

Social Supports [S]

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

Do you have people in your life who:					
...help you get the support you need at school?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
...encourage you to keep trying when things are hard?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
...believe in your ability to be successful in life?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
...help you see your unique strenghts?	Yes, Definitely	Mostly	Kind of	Only a Little	Not at All
...show that they care about your success in school?	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.

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 for you to:					
...problem-solve when you are struggling to learn something new?	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I Don't Try to Do This
...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
...overcome challenges?	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I Don't Try to Do This
...learn difficult skills?	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I Don't Try to Do This
...reflect on your mistakes?	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I Don't Try to Do This

EMPOWERING TEACHERS

Teachers positively impact students' academic growth by using evidence-based instructional practices that 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.

How confident are you in your ability to:					
...develop learning targets together 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 to play a more proactive role as they apply their knowledge and skill to accelerate and deepen their learning.

					Teacher
How often do you develop learning targets together with your students?	All the Time	Most of the Time	About Half of the Time	Some of the Time	Hardly Ever
How often do you provide opportunities for students to:					
...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

					Student
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

LIFE-READINESS

Students are developing the skills and mindsets needed to succeed in college, career, and life.

Group Collaboration

Students effectively work together to achieve a common goal across academic and community settings.

How easy are these things for you?					
Offering helpful feedback on classmate's work.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Building trust with someone I work with.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Bringing people together around a shared goal.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Giving a presentation in front of others.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Working with others to get through challenges.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Leading a successful group project.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this
Achieving important goals with a group.	Very Easy	Kind of Easy	Kind of Hard	Very Hard	I don't try to do this

Future-Focus* [S]

Students are confident in their ability to envision and achieve a desired future, believing that they will lead a meaningful life.

How confident do you feel in your ability to do the following?					
...identify types of careers that are a good match for your strengths?	Extremely Confident	Quite Confident	Moderately Confident	Somewhat Confident	Not at all Confident
...make a plan to pursue your goals for the future?	Extremely Confident	Quite Confident	Moderately Confident	Somewhat Confident	Not at all Confident
...get past barriers to your goals for the future?	Extremely Confident	Quite Confident	Moderately Confident	Somewhat Confident	Not at all Confident
...have a good life in the future?	Extremely Confident	Quite Confident	Moderately Confident	Somewhat Confident	Not at all Confident
In the future, do you believe you will be able to:					
...have a career that uses your strengths?	Yes, definitely	Mostly	Kind of	Only a little	Not at all
...be involved in work you love to do?	Yes, definitely	Mostly	Kind of	Only a little	Not at all
...contribute in ways that you find meaningful?	Yes, definitely	Mostly	Kind of	Only a little	Not at all
...feel a sense of purpose in the work you do?	Yes, definitely	Mostly	Kind of	Only a little	Not at all