

## Era 3 Educational Survey\*

**Directions:** This survey is designed to help a school, district, or other individual or organizational educational entities examine their programs in relation to an Era 3, 21<sup>st</sup> century education. The collective answers to the questions will provide beginning idea of the level of development with regard to a 21<sup>st</sup> century educational program.

This survey is designed to provide collective data and an initial analysis of:

- *Learning goals*
- *Performance standards*
- *Curricular programs*
- *Instructional materials*
- *Assessments-accountability*
- *Communication*
- *Improvement structure*

The survey data results should be used to help develop a discussion on, and plans for dealing with, educational strengths, issues and challenges for the future.

*Directions:*

Rate each item on a scale from 1 to 4

1 = Not at all

2= Somewhat

3= Very much

4 = YES!

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\*Seif, Elliott. *Era 3 Organizational Survey*, Original 2-27-11

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## LEARNING GOALS

1. The mission statement-vision is built around a clear, specific, manageable set of meaningful learning outcomes guided by Era 3, 21<sup>st</sup> century educational needs.

1                      2                      3                      4

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2. Learning outcomes focus on critical understandings, lifelong learning skills and positive habits of mind.

1                      2                      3                      4

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3. Learning outcomes have been shared with faculty, students, parents and the community at large.

1                      2                      3                      4

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4. There is a commitment to, and understanding of, the learning outcomes – by faculty, students, parents and the community.

1                      2                      3                      4

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Learning Goals: Comments, Strengths and Challenges:

## PERFORMANCE STANDARDS

- 1 Performance standards and indicators of success have been identified in critical areas – especially at benchmark and graduation levels.

1                      2                      3                      4

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2. Assessments balance traditional assessments with open-ended, performance type assessments and portfolios.

1                      2                      3                      4

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3. Expected performance levels and criteria for student success are defined at benchmark levels as well as at each grade level.

1                      2                      3                      4

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4. There is a strong emphasis on performance standards for early childhood levels, with assistance provided to children who need it.

1                      2                      3                      4

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5. Students are provided with models and examples of quality work.

1                      2                      3                      4

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Performance Standards Comments, Strengths, and Challenges:

## CURRICULAR PROGRAMS

1. Key Era 3 learning outcomes (a few important ideas, Era 3 skills and habits mind) and performance standards are the predominant focus for discussing, planning, changing and implementing curricular and instructional programs.

1                      2                      3                      4

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2. A rich, coherent curriculum framework is in place at all levels, including every subject (e.g. science, social studies, literature, the arts, modern languages, etc.) and built around a relatively few key learning goals and high performance standards in each subject area.

1                      2                      3                      4

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3. Core skills, such as asking questions and defining problems, searching for and processing information, thinking deeply and flexibly, drawing conclusions/applying learning and communicating effectively, are embedded in subjects and coherently taught across the curriculum

1                      2                      3                      4

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4. Course and grade level curricular plans in all subjects provide a framework for helping students “uncover” core ideas and deepen learning around a relative few important ideas, core skills and habits of mind.

1                      2                      3                      4

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5. The core curriculum framework and planned courses in all subjects fully and naturally integrate key big ideas, skills, processes and habits of mind, and demonstrate “coherence” – a progression of learning that revisits and refines complex ideas, concepts, issues, problems, processes and skills over time.

1                      2                      3                      4

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6. Where appropriate, the curriculum is integrated and interdisciplinary across subjects and grade levels.

1                      2                      3                      4  
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7. Students have choices throughout the curriculum and through extra-curricular activities that help them develop “self-understanding” and explore their interests and talents.

1                      2                      3                      4  
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8. A strong civic education program is in place that enables students to learn about local, state, national and global problems and challenges, and to become involved in solving these problems.

1                      2                      3                      4  
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Curricular Programs Comments, Strengths, and Challenges:

## INSTRUCTION/MATERIALS

1. Instructional practices focus on helping students master key learning outcomes, providing clear criteria for success, and creating high expectations for all students.

1                      2                      3                      4

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2. “Inquiry” Based Learning, and its core skills, are an important component of the instructional program.

1                      2                      3                      4

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3. Teachers create engaging, interactive, challenging tasks for their students, and hold expectations that students will produce high levels of quality work.

1                      2                      3                      4

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4. Teachers naturally integrate activities designed to promote fundamental processes, such as reading and writing, information processing, investigation and research, speaking and listening, reasoning and reflection, creative thinking, and the “soft” skills and habits of mind.

1                      2                      3                      4

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5. There are multiple opportunities for students to revise their work and improve performance.

1                      2                      3                      4

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6. Special instructional programs (such as early childhood and primary grade programs, mentors, special research based programs, summer programs) assist students in meeting high levels of achievement.

1                      2                      3                      4

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7. Multiple opportunities are provided for students to develop quality projects and to produce high quality student work in the form of written narratives, presentations and performances.

1                      2                      3                      4

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8. Multiple texts, quality textbooks, and “real life” literature at all levels are coherent, interesting, and well-written.

1                      2                      3                      4

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9. Technology is used as a tool to supplement instructional activities, improve levels of achievement and help students reach performance goals.

1                      2                      3                      4

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10. Varied, multiple, extended extra-curricular/enrichment activities are available to and used by all students.

1                      2                      3                      4

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*Instruction-Materials Comments, Strengths, and Challenges:*

## ASSESSMENTS-ACCOUNTABILITY

1. Multiple types of assessments, with an emphasis on open-ended, authentic writing and performance tasks and projects, are used to determine whether students have adequately demonstrated knowledge and application of key Era 3 knowledge, skills, and habits of mind.

1            2            3            4

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2. Key assessments are aligned with learning goals and curricular/instructional programs.

1            2            3            4

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3. Teachers are encouraged to develop activities that produce complex, high level student work, to design and share reliable indicators (rubrics) of expected work, to assess student work and to provide on-going feedback, and to select models of student work to share with students.

1            2            3            4

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4. Capstone experiences and cornerstone graduation assessments are in place that help students synthesize learning and demonstrate their ability to apply and transfer learning to new and novel situations.

1            2            3            4

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5. Assessments consisting of open-ended performance tasks are placed in student portfolios, collected and reviewed regularly, and used as a significant indicator of achievement for graduation.

1            2            3            4

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6. Student assessment data are regularly used to provide feedback on how to improve curricular programs and instructional practices.

1            2            3            4

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7. Multiple types of assessment data are collectively used to develop comprehensive reports about student achievement. The reports are used to assess and to help develop solutions to academic achievement challenges.

1            2            3            4

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*Assessments-Accountability Comments, Strengths, and Challenges:*

## COMMUNICATION

1. Professionals in the district to regularly contact and communicate with parents, community members, and outside agencies.

1                      2                      3                      4

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2. The staff continually communicates and interacts with parents and the community-at-large to help them understand learning goals and to determine ways to help their children succeed.

1                      2                      3                      4

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3. Report cards, conferences, and other communications with parents revolve around how well students are meeting key learning goals.

1                      2                      3                      4

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*Communication Comments, Strengths, and Challenges:*

## IMPROVEMENT STRUCTURE

1. The leadership is committed to the development and implementation of regular, on-going improvement structures and programs that include curriculum renewal and professional development opportunities.

1	2	3	4

2. Time and resources are provided for improvement activities.

1	2	3	4

3. The culture of the organization emphasizes collaborative problem solving and professional growth.

1	2	3	4

4. There is a planning process in place (such as a strategic plan) designed to institute and plan for the implementation of a 21<sup>st</sup> century program.

1	2	3	4

5. There are curriculum renewal opportunities and multiple types of professional growth activities that support movement towards reaching achievement goals for all students.

1	2	3	4

6. Supervision approaches emphasize ways to promote teacher growth over time, based on high performance expectations.

1	2	3	4

7. Professional development programs and opportunities are designed to help implement learning goals and performance standards, and to support implementation of “best practice” instructional practices.
- 1                      2                      3                      4
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8. Many collaborative opportunities exist for solving problems related to instruction and learning, student success, and other problems related to high levels of achievement.
- 1                      2                      3                      4
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9. Staff is encouraged to celebrate the successes of students and to provide incentives to students as they work towards meeting high achievement standards.
- 1                      2                      3                      4
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10. Budget resources are used to help support initiatives to help meet key goals, such as purchase of goal-based materials, collaborative professional development opportunities, a professional library, etc.
- 1                      2                      3                      4
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*Improvement Comments, Strengths, and Challenges:*

## DATA ANALYSIS

**Overall, what are your general comments about the survey results?**

**Which areas seem to be the strongest? Why?**

**Which seem to be the weakest? Why?**

**Analyze the specific question results and consider the following:  
What needs THE GREATEST IMPROVEMENT? ATTENTION?  
Rank the areas in need of improvement to suggest a priority order of  
importance.**

**What are your NEXT STEPS? What is your starting point? How will  
you go about making improvements? Changes? What is the plan?  
Can this be done incrementally? Are complex, multiple simultaneous  
changes needed using a new and different paradigm? How will you go  
about making changes?**