



## District Survey Items (Phase 3)

### Description

This resource is provided as an example of the Establishing Foundations Key Action: "Build critical knowledge and awareness of the lived experiences and strengths of students and communities being served." The EF+Math program disseminated surveys to their community members at regular intervals – typically during the middle and at the end of each Phase (or year) of the program. The survey here was shared during the middle of Phase/Year 3.

During Phases/Years 1 and 2, district partners had participated in the development of the math learning prototypes as part of co-design teams. In Phase/Year 3, they also participated in pilot studies, so some partners served dual roles as co-design team members as well as pilot study participants. The items in this survey reflect those roles.

Importantly, the survey was designed as one strategy among many to build the EF+Math program team's knowledge and awareness of the district partner experience. The survey includes items across multiple dimensions of the program, including overall reflections and the Inclusive R&D process. Additionally, the mixture of Likert-type and open-ended items were designed to gain a comprehensive understanding of the district partners' experiences as part of the EF+Math community. Please view the entire survey below.

## EF+MATH

### District Survey

**Welcome to the EF+Math District Partner Survey.** The purpose of the District Partner Survey is to better understand the ways in which the projects your district is co-designing are making progress toward program goals during the first six months of Phase 3. We aim to use this information to understand both your project-level impact and our program-level impact and to continuously improve the district experience.

#### Overall Reflection

Please answer the following questions in regards to your district as a whole.

In the past 6 months, what has been the impact of your district's participation in the EF+Math program on your teachers, students, and district?

*Your answer may encompass a broad range of impacts such as teacher practices, student attitudes towards math, knowledge of executive function, community engagement in supporting EF and Math learning, or many others.*

*Please limit your response to 2-3 paragraphs.*

In the past 6 months, how has your district's participation with EF+Math impacted the district's thinking around EF and/or math goals?

*Please limit your response to 2-3 paragraphs.*

In the last 6 months, have any changes been made to your district's district strategies to work towards diversity, equity, and/or inclusion goals?

*Please limit your response to 2-3 paragraphs*

In the past 6 months, how has your work or interaction with the EF+Math Program and your R&D team partners impacted your district's diversity, equity, and/or inclusion thinking?

*Please limit your response to 2-3 paragraphs.*

#### Project Team Co-Design

The following questions relate to your work with your project team over the past 6 months.

#### Summary of Mid Phase 3 Progress

This Resource is part of EF+Math's Inclusive R&D Toolkit. It was last updated on 01.2023. To access the complete toolkit and other resources, visit [www.efmathprogram.org](http://www.efmathprogram.org).

In the past 6 months, what has participation in the R&D project looked like for your district's facilitators, educators and students?

*Please limit your response to 2-3 paragraphs.*

Please highlight how your district has contributed to the progress your project has made towards the Phase 3 **process** goals in the past 6 months.

*Please limit your response to 2-3 paragraphs.*

#### **Phase 3 Process Goals Core Areas**

- Inclusive research & development
- Equity-centered research & development
- Iterative research & development
- Dissemination of learnings

Please highlight how your district has contributed to the progress your project has made towards the Phase 3 **prototype** goals in the past 6 months.

*Please limit your response to 2-3 paragraphs.*

#### **Phase 3 Prototype Goals Core Areas**

- Mature prototypes
- Implementation of prototypes
- Promising pilot study results

Please highlight how your district has contributed to the progress your project has made towards the Phase 3 **people** goals in the past 6 months.

*Please limit your response to 2-3 paragraphs.*

#### **Phase 3 People Goals Core Areas**

- Development of team members

In the past 6 months, what have been some of your greatest challenges while partnering with your project?

*Please limit your response to 2-3 paragraphs.*

#### **Inclusive R&D Process**

Reflecting on your district's work with your project team over the last 6 months, to what extent do you agree with the following statements?

Educators are regularly included in all stages (including design and decision-making) of the research and development process.

Strongly disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Strongly agree; N/A

Students are regularly included in all stages (including design and decision-making) of the research and development process.

Strongly disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Strongly agree; N/A

We intentionally work together with [project name] to share and understand the context of our classrooms and community.

Strongly disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Strongly agree; N/A

Our co-design team has tools and practices in place to practice self-awareness of how our identity, values, emotions, biases, assumptions, and power impact our work.

Strongly disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Strongly agree; N/A

Our co-design team regularly reflects on our team's actions, emotions, insights, and impact as designers and humans.

Strongly disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Strongly agree; N/A

Our co-design team regularly shares learnings and identifies opportunities for continuous improvement with the entire team.

Strongly disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Strongly agree; N/A

Our co-design team regularly recognizes and celebrates progress with our researchers, educators and students (as appropriate).

Strongly disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Strongly agree; N/A

Our co-design team has established a shared understanding of roles.

Strongly disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Strongly agree; N/A

Our co-design team has established a decision-making process that is understood by all team members.

Strongly disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Strongly agree; N/A

The challenge and proposed prototype learning system have been investigated from multiple perspectives, particularly acknowledging racial equity and cultural identity.

Strongly disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Strongly agree; N/A

Our co-design team has a mutually agreed upon problem statement, proposed solution approach, measures, and target outcome(s).

Strongly disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Strongly agree; N/A

### **Involvement of District Team and Community**

*Reflecting on your district's work with your project team over the last 6 months, please respond to the following questions:*

Which members of the district team and/or community are regularly involved in prototype design? *Check all that apply or select N/A if none apply.*

Teachers; Coaches or Principals; District Administrators; Students; Community members; N/A

Which members of the district team and/or community are regularly involved in strategic project planning with researchers and developers? *Check all that apply or*

*select N/A if none apply.*

Teachers; Coaches or Principals; District Administrators; Students; Community members; N/A

Which members of the district team and/or community are regularly involved in decision-making? *Check all that apply or select N/A if none apply.*

Teachers; Coaches or Principals; District Administrators; Students; Community members; N/A

Which members of the district team and/or community are regularly involved in data analysis and interpretation? *Check all that apply or select N/A if none apply.*

Teachers; Coaches or Principals; District Administrators; Students; Community members; N/A

Which members of the district team and/or community are regularly involved in the dissemination or sharing of learnings and results from the project? *Check all that apply or select N/A if none apply.*

Teachers; Coaches or Principals; District Administrators; Students; Community members; N/A

Briefly describe how the district team's time was spent across the above activities (prototype design, strategic project planning, decision making, data analysis and interpretation, and dissemination or sharing of learnings and results) in the last 6 months.

Aside from the educators from your district who are participating in this project, who else have you (the facilitator) engaged with (discussion, sharing, etc.) about the work you are doing associated with the [project name] project in the last 6 months? *Check all that apply.*

Other teachers within the district; Other school leaders or coaches within the district; Other administrators within the district; Other teachers outside of the district; Other school leaders or coaches outside of the district; Other administrators outside of the district; Parents; Students; School board members; Other community members; Other (Fill in the blank)

In the past 6 months, how have you (the facilitator) shared your project's goals, activities, or results with students, other educators within your district, and/or your community?

Briefly describe how members of the district team and/or community have been involved in sharing your project team's goals, activities, or results outside of your local district or community in the past 6 months (If any).

*Consider both formal and informal methods of sharing including presentations, blogs, press releases, peer-reviewed articles, videos, whitepapers and articles.*

## **Programmatic Support**

In the last 6 months, did anyone from your district work with any programmatic support partners (Educator Leadership Council, Digital Promise, or other partners)?

Yes; No

If no: are there any reasons that lead you to not interact with any programmatic support partners (e.g., did not know how to access them, did not need their specific support at this point of the partnership, etc.)?

If yes:

In the last 6 months, in which of the following ways did you or anyone from your district working on your project interact with members of the EF+Math Educator Leadership Council? *Check all that apply.*

In the All-Hands meeting; In co-design or core team meetings; Email exchanges; Small group or Direct 1:1 meeting(s); Other settings (please describe); None to my knowledge

If applicable, please briefly describe how any interactions with members of the Educator Leadership Council were helpful and/or what could be improved.

In the last 6 months, in which of the following ways did you or anyone from your district working on the [project name] project interact with Digital Promise? *Check all that apply.*

In the All-Hands meeting; In co-design or core team meetings; Email exchanges; Small group or Direct 1:1 meeting(s); Other settings (please describe); None to my knowledge

In the last 6 months, in which of the following areas did Digital Promise provide support? (If any) *Check all that apply.*

Equity; Inclusive R&D; Program/Product Development; Conceptual Knowledge and Complex Problem Solving in Mathematics; Executive Function; Assessment (Student level); Data Management; Other (Please specify)

If applicable, please briefly describe how any interactions with Digital Promise were helpful and/or what could be improved

In the last 6 months, have you interacted with other EF+Math districts? If so, please describe those interactions and how they have impacted your work.

In the next 6 months, what support do you need to ensure the project meets your desired goals and outcomes?

*Some support areas might include conceptual knowledge and complex problem solving in mathematics, equity, executive function, inclusive R&D, product/product development, student-level assessment, or data management.*

Are there other ways EF+Math can support your district's educators that are not specific to this project?

## Conclusion

Is there anything else you want us to know or any particular area you may be looking for support (not captured above)?

**END OF SURVEY**