

## Draft AMSD/KW Survey

### Section 1

- Survey Title – AMSD Minnesota Innovative Education Priorities
- Description: The purpose of this survey is for [AMSD](#) to gain a better understanding of what Minnesota schools and districts need to effectively adopt innovative, student-centered education practices. AMSD is defining “innovation” in this case as “a change you’d like to make that centers education around student needs and is significantly different than how we’ve traditionally provided education in America.”
- Question 1: What constituencies do you represent? Please select all that apply.
- Question options (check box):
  - Principal
  - Other school administrator
  - District administrator
  - Teacher
  - School board member
  - Community member
  - Higher education representative
  - Business
  - Other
- Question 2: If you selected other, please specify.
- Question Options: open response
- Question 3: Which [Minnesota Service Cooperative](#) (MSC) is most representative of your geographic location? You may select more than one if applicable.
- Question responses:
  - Northwest Service Cooperative
  - Lakes County Service Cooperative
  - SWWC Service Cooperative
  - South Central Service Cooperative
  - Southeast Service Cooperative
  - Northeast Service Cooperative
  - Sourcewell
  - Resource Training and Solutions
  - Brightworks (formerly Metro)

### Sections 2 – Explainer

- Description: For each of the upcoming sections, please respond to each of the questions regarding Minnesota’s systems and structures regarding how well they support innovation as defined in this survey, that is, how much the system “supports your ability to make a change that centers education around student needs and that is significantly different than how we’ve traditionally provided education in America.”
- How your response will help: This is a survey created by [KnowledgeWorks](#) at the request of AMSD. The results from this survey will be utilized in a series of workshops this summer to help Minnesota stakeholders identify a possible agenda for Minnesota state policy change. This will

lead in turn to an in-depth policy analysis of Minnesota's existing policy structures, with the intended goal to create a long-term action plan for policy change around the priorities identified through this process.

## Section 2: The state's vision for student success

- Description: Please respond to the following questions regarding Minnesota's vision for K-12 education. An example of Minnesota's vision for K-12 education could include the state's ESSA plan, the state's recently passed K-12 budget bill and the education priorities that it contains, or other similar documents. Remember, innovation is defined here as "your ability to make a change that centers education around student needs and that is significantly different than how we've traditionally provided education in America."
- Question 1: To what extent does Minnesota's existing vision for K-12 education either support (makes it easier) or hold back (makes it harder) the adoption of innovative education practices at the school and/or classroom level?
- Question responses:
  - Supports innovation
  - Hinders innovation
  - Does both, depending on the circumstances
  - Does not impact innovation in a meaningful way
- Question 2: Please use the space below to provide any thoughts or comments related to your multiple choice responses in this section.
- Question response: open answer

## Section 3: Existing K-12 academic requirements

- Description: Please respond to the following questions regarding Minnesota's existing academic requirements. In this series of questions, K-12 academic requirements will include [graduation requirements](#), [K-12 standards](#), where students receive credit (i.e., in the classroom or in out of classroom experiences), creating new student learning pathways to demonstrate mastery of core content, or [virtual learning](#). Remember, innovation is defined here as "your ability to make a change that centers education around student needs and that is significantly different than how we've traditionally provided education in America."
- Question 1: To what extent do Minnesota's existing high school graduation requirements either support or hold back the adoption of innovative education practices?
- Question responses:
  - Supports innovation
  - Hinders innovation
  - Does both, depending on the circumstances
  - Does not impact innovation in a meaningful way
- Question 2: To what extent do Minnesota's existing K-12 education standards either support or hold back the adoption of innovative education practices?
- Question responses:
  - Supports innovation
  - Hinders innovation
  - Does both, depending on the circumstances

- Does not impact innovation in a meaningful way
- Question 3: To what extent do Minnesota’s policies around how students can demonstrate mastery of academic standards and/or graduation requirements either support or hold back the adoption of innovative education practices? Examples of this could include flexibility for students to move at their own pace through standards or graduation requirements or how and where students can demonstrate mastery of these standards or requirements.
- Question responses:
  - Supports innovation
  - Hinders innovation
  - Does both, depending on the circumstances
  - Does not impact innovation in a meaningful way
- Question 4: To what extent do Minnesota’s policies around creating new student learning pathways to demonstrate mastery of standards and graduation requirements either support or hold back the adoption of innovative education practices? Examples of this could include activities like career and technical education (CTE), or work-based learning, assessment options like capstones or portfolios, or alternative programs that give students different types of opportunities to demonstrate mastery.
- Question responses:
  - Supports innovation
  - Hinders innovation
  - Does both, depending on the circumstances
  - Does not impact innovation in a meaningful way
- Question 5: To what extent do Minnesota’s policies around virtual learning either support or hold back the adoption of innovative education practices?
- Question responses:
  - Supports innovation
  - Hinders innovation
  - Does both, depending on the circumstances
  - Does not impact innovation in a meaningful way
- Question 6: Please use the space below to provide any thoughts or comments related to your multiple choice responses in this section.
- Question response: open answer

#### Section 4: Teacher structures

- Description: Please respond to the following questions regarding Minnesota’s teacher. This series of questions will ask about teacher training, licensure, and professional development. Remember, innovation is defined here as “your ability to make a change that centers education around student needs and that is significantly different than how we’ve traditionally provided education in America.”
- Question 1: To what extent do Minnesota’s policy around how teachers are trained either support or hold back the adoption of innovative education practices? This could include either traditional teacher preparation programs or alternative pathway opportunities like teacher residencies.
- Question responses:

- Supports innovation
- Hinders innovation
- Does both, depending on the circumstances
- Does not impact innovation in a meaningful way
- Question 2: To what extent do Minnesota’s existing [teacher licensure policies](#) either support or hold back the adoption of innovative education practices? This could include policies around who provides instruction and certifies learning or who can obtain a teaching license.
- Question responses:
  - Supports innovation
  - Hinders innovation
  - Does both, depending on the circumstances
  - Does not impact innovation in a meaningful way
- Question 3: To what extent do Minnesota’s existing teacher professional development requirements either support or hold back the adoption of innovative education practices? This could include policies around what qualifies as professional development, where and how often it must take place, or how funding might be used.
- Question responses:
  - Supports innovation
  - Hinders innovation
  - Does both, depending on the circumstances
  - Does not impact innovation in a meaningful way
- Question 4: Please use the space below to provide any thoughts or comments related to your multiple choice responses in this section.
- Question response: open answer

#### Section 5: Assessment and Accountability Systems

- Description: Please respond to the following questions regarding Minnesota’s systems and structures in the area of assessment and accountability. Remember, innovation is defined here as “your ability to make a change that centers education around student needs and that is significantly different than how we’ve traditionally provided education in America.”
- Question 1: To what extent do Minnesota’s existing [assessment system](#) requirements and practices (i.e., MCA) either support or hold back the adoption of innovative education practices?
- Question responses:
  - Supports innovation
  - Hinders innovation
  - Does both, depending on the circumstances
  - Does not impact innovation in a meaningful way
- Question 2: To what extent do Minnesota’s existing [accountability system](#) (i.e., the North Star System) requirements either support or hold back the adoption of innovative education practices?
- Question responses:
  - Supports innovation
  - Hinders innovation
  - Does both, depending on the circumstances

- Does not impact innovation in a meaningful way
- Question 3: Please use the space below to provide any thoughts or comments related to your multiple choice responses in this section.
- Question response: open answer

#### Section 6: Mechanisms for enabling innovation

- Description: Please respond to the following questions regarding Minnesota’s systems and structures in the area of instructional time requirements. Remember, innovation is defined here as “your ability to make a change that centers education around student needs and that is significantly different than how we’ve traditionally provided education in America.”
- Question 1: To what extent does Minnesota’s existing [instructional hour definition](#) either support or hold back the adoption of innovative education practices?
- Question responses:
  - Supports innovation
  - Hinders innovation
  - Does both, depending on the circumstances
  - Does not impact innovation in a meaningful way
- Question 2: To what extent does Minnesota’s existing state requirements around [school calendars](#) (but not local requirements) either support or hold back the adoption of innovative education practices?
- Question responses:
  - Supports innovation
  - Hinders innovation
  - Does both, depending on the circumstances
  - Does not impact innovation in a meaningful way
- Question 3: Please use the space below to provide any thoughts or comments related to your multiple choice responses in this section.
- Question response: open answer

#### Section 7: Mechanisms for enabling innovation

- Description: Please respond to the following questions regarding Minnesota’s systems and structures related to existing mechanisms designed to enable innovation. Remember, innovation is defined here as “your ability to make a change that centers education around student needs and that is significantly different than how we’ve traditionally provided education in America.”
- Question 1: To what extent does Minnesota’s existing opportunities for flexibility from state requirements either support (makes it easier) or hold back (makes it harder) the adoption of innovative education practices at the school and/or classroom level? Examples of opportunities for flexibility could include the state’s Innovation Pilot Program, the state’s Project-Based Learning site designation, the state’s online education requirements, the state’s alternative programs and independent study, or the state’s Rigorous Course of study waiver opportunity.
- Question responses:
  - Supports innovation
  - Hinders innovation

- Does both, depending on the circumstances
- Does not impact innovation in a meaningful way
- Question 2: Please use the space below to provide any thoughts or comments related to your multiple choice responses in this section.
- Question response: open answer

#### Section 8: Minnesota's K-12 funding structures

- Description: Please respond to the following questions regarding Minnesota's systems and structures related to existing funding opportunities. This will include Minnesota's overall K-12 funding structures or individual funding opportunities that may be used to promote innovation. Remember, innovation is defined here as "your ability to make a change that centers education around student needs and that is significantly different than how we've traditionally provided education in America."
- Question 1: To what extent does Minnesota's existing K-12 funding structures either support (makes it easier) or hold back (makes it harder) the adoption of innovative education practices at the school and/or classroom level?
- Question responses:
  - Supports innovation
  - Hinders innovation
  - Does both, depending on the circumstances
  - Does not impact innovation in a meaningful way
- Question 2: Please use the space below to provide any thoughts or comments related to your multiple choice responses in this section.
- Question response: open answer

#### Section 9: Minnesota Department of Education structures

- Description: Please respond to the following questions regarding Minnesota's systems and structures at the Minnesota Department of Education (MDE). This question refers broadly to the extent to which MDE either supports or hinders innovation. Remember, innovation is defined here as "your ability to make a change that centers education around student needs and that is significantly different than how we've traditionally provided education in America."
- Question 1: To what extent do MDE's existing operating practices either support (makes it easier) or hold back (makes it harder) the adoption of innovative education practices at the school and/or classroom level?
- Question responses:
  - Supports innovation
  - Hinders innovation
  - Does both, depending on the circumstances
  - Does not impact innovation in a meaningful way
- Question 2: To what extent do MDE's data compliance and/or reporting structures support (makes it easier) or hold back (makes it harder) the adoption of innovative education practices at the school and/or classroom level?
- Question responses:
  - Supports innovation

- Hinders innovation
- Does both, depending on the circumstances
- Does not impact innovation in a meaningful way
- Question 3: Please use the space below to provide any thoughts or comments related to your multiple choice responses in this section.
- Question response: open answer

#### Section 10: Other categories

- Description: Please use the space below to describe any additional areas of state policy that you feel impact K-12 innovation in Minnesota. For any areas you highlight, please include a short (1-2 sentence) description of the policy area, an indication of whether you feel that it supports innovation or holds it back, and how much of an impact it has (e.g., high impact, some impact). Remember, innovation is defined here as “your ability to make a change that centers education around student needs and that is significantly different than how we’ve traditionally provided education in America.”

#### Section 11: Overall Ratings

- Description: Considering the following systems and structures in Minnesota, on a scale of 1-5, to what extent do each of these areas impact the ability of schools and districts to adopt innovative K-12 education practices at the school and/or classroom level? For this question, please consider just the size of the impact, regardless of whether the impact is positive OR negative. The goal of this question is to identify the most impactful policies, independent of whether they are viewed as supportive or hindering policies. In this scale, 1 is “no impact at all” while 5 is “high impact”. Please rate each area separately – your rating for one area should not impact your rating in another.
- Question format: Use 5 item Likert scale, starting at 1 on the left and ending with 5 on the right.
- Specific categories to include:
  - Vision for student success (e.g., the state’s ESSA plan)
  - Teacher training programs (traditional and non-traditional)
  - Existing teacher licensure requirements
  - Teacher professional development systems
  - High school graduation requirements
  - Ability to demonstrate mastery of academic material in innovative ways
  - Creating new student learning pathways
  - Virtual learning
  - State K-12 Assessment structures
  - State K-12 Accountability structures
  - Minnesota’s instructional hour definition
  - School calendar requirements
  - Opportunities for requesting flexibility from state requirements
  - Existing K-12 funding structures
  - MDE’s existing operating practices
  - MDE’s data compliance and reporting structures

#### Section 12: Opportunity for Follow-Up

Description: Thank you for helping us with this project by providing your responses. AMSD, in partnership with KnowledgeWorks, will be utilizing this anonymous information to inform a series of virtual and in-person focus groups and workshops in July and August that will help finalize a set of policy areas for further policy and advocacy action. If you would like to potentially be a part of these opportunities to engage further, please provide your name and email address in the fields below. This information will not be shared with anyone outside of AMSD or KnowledgeWorks. You can also email Anne Olson at KnowledgeWorks ([olsona@knowledgeworks.org](mailto:olsona@knowledgeworks.org)) with any questions.

Field: Name (open response)

Field: Email address (open response)