

## Appendix C

### Self Study Surveys

Self-study surveys are useful aids in mapping and analyzing student and learning supports and making decisions about priorities for improving the system for addressing barriers to learning and teaching and re-engaging disconnected students.

The first survey is designed to provide a quick 2 step general overview of student and learning supports activity, processes, and mechanisms.

This is followed by surveys of

- Classroom-based Learning Supports to Enable Learning and Teaching
- Supports for Transitions
- Home Involvement, Engagement, and Re-engagement in Schooling
- Community Outreach and Collaborative Engagement
- Crises Assistance and Prevention
- Student and Family Special Assistance

#### **About the Self-Study Process to Enhance the Learning Supports Component**

This type of self-study is best done by a workgroup. However, such a self-study is *NOT* about having another meeting, getting through a task, or an accountability measure! The process is about moving on to better outcomes for students.

A group of school staff (teachers, support staff, administrators) can use the items to discuss how the school currently addresses any or all of the learning supports arenas. Workgroup members initially might work separately in responding to survey items, but the real payoff comes from group discussions.

The items on a survey help clarify

- what is currently being done and whether it is being done well and
- what else is desired.

This provides a basis for discussing analyses and decision making. (See the following page.)

The discussion and subsequent analyses also provide a form of quality review.

## **About Analyzing Gaps; Reviewing Resources; Planning Action**

Discussions using the self-study surveys usually involve some analyses.

As you proceed, think about and discuss the following:

- (1) Which learning supports address barriers that your district/school has identified as the most significant factors interfering with students learning and teachers teaching?
- (2) Which of the significant factors are not being addressed at all or not well-enough? (These are critical gaps to fill.)
- (3) Given that all the critical gaps probably can't be filled immediately, discuss priorities.
- (4) Discuss whether any current activities are not effective and probably should be discontinued so that the resources can be redeployed to fill high priority gaps.
- (5) Identify who in the community might be worth outreaching to with a view to establishing a collaboration to help fill high priority gaps.
- (6) Are there other sources of funds available at this time to fill the gaps?
- (7) Decide what steps to take in acting upon the analysis.