

## Strategic Education Research Partnership

### Internal Coherence Survey

#### Part I: Principal as the Instructional leader

##### 1 To what extent do you agree or disagree with each of the following statements?

The principal or headmaster at this school:

	1	2	3	4
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. Makes clear to the staff his or her expectations for meeting instructional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Communicates a clear vision for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Sets high standards for teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Understands how children learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Sets high standards for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Presses teachers to implement what they have learned in professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Carefully tracks students' academic progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Knows what's going on in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Actively monitors the quality of teaching in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Uses assessment data to give teachers feedback about instruction at the classroom and school levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Survey Page 1

## Internal Coherence Survey

## Part II: Teacher Impact

## 2 To what extent do you agree or disagree with each of the following statements?

	1	2	3	4
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. Teachers in the school are able to get through to the most difficult students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers in this school have what it takes to get the children to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers here need more training to know how to deal with difficult students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers in this school truly believe every child can learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Our school has the potential to raise MCAS scores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers in this school don't have the skills needed to increase the quality of the students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers here have the skills and knowledge to teach the subjects they are assigned to teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Home life, not teacher instruction, determines whether a student will achieve in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The way this school operates today will not increase student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I have the resources I need to teach my students with special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I have the resources I need to teach my students with limited knowledge of English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I have the resources to identify students at risk of failure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. I have the resources to provide supplementary instruction for students who are identified as being at risk of failure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1

2

3

4

SUBMIT

Survey Page 2

## Strategic Education Research Partnership

### Internal Coherence Survey

### Part III: The School and Assessment Data

#### 3 To what extent do you agree or disagree with each of the following statements?

	1	2	3	4
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. It's important for me that the school raise scores on MCAS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The goals of the state's testing system are unrealistic for our students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The results on MCAS reflect the quality of the instruction at the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. MCAS plays an important role when the school sets learning goals for the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The goals of achievement tests have changed our instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Test-score accountability has helped us focus on what's best for our students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The state learning standards are appropriate guidelines for what students should know.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My teaching is well aligned with the district's curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. My students' learning outcomes are considered as part of my evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

j. I feel comfortable working with data.

1
  2
  3
  4

4 Do you receive data about student performance on district-wide benchmark assessments promptly?

YES
  NO

5 To what extent do you use these data for adjusting instruction during the year?

Not at all	To a small extent	To a moderate extent	To a great extent
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4



Survey Page 3

## Strategic Education Research Partnership

### Internal Coherence Survey

#### Part IV: Teacher Self-Assessment

Questions 6-8 ask you to identify the three (3) criteria that are most important to you in evaluating your own success as a teacher, in order of their importance.

6 Which of the following criteria is **the most important** to you in evaluating your own success as a teacher?

- High test scores on teacher-made tests
- Motivated students
- Status among the teachers
- MCAS scores
- Praise from the principal
- I just know it in my heart
- Lively participation of class
- Answers from individual students
- Students complete tasks

- Positive comments from parents
- My students' skills compared to other students in other classes
- Affection from students

---

7 Which of the following criteria is **the second (2nd) most important** to you in evaluating your own success as a teacher?

- High test scores on teacher-made tests
- Motivated students
- Status among the teachers
- MCAS scores
- Praise from the principal
- I just know it in my heart
- Lively participation of class
- Answers from individual students
- Students complete tasks
- Positive comments from parents
- My students' skills compared to other students in other classes
- Affection from students

---

8 Which of the following criteria is **the third (3rd) most important** to you in evaluating your own success as a teacher?

- High test scores on teacher-made tests
- Motivated students
- Status among the teachers
- MCAS scores
- Praise from the principal
- I just know it in my heart
- Lively participation of class
- Answers from individual students
- Students complete tasks
- Positive comments from parents
- My students' skills compared to other students in other classes
- Affection from students



## Strategic Education Research Partnership

### Internal Coherence Survey

#### Part V: Teacher Influence

- 9 How much actual influence do you think teachers have over school policy AT THIS SCHOOL in each of the following areas?

	1 No influence	2 Minor influence	3 Moderate influence	4 A great deal of influence
a. Setting performance standards for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Establishing curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Determining the content of in-service professional development programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Evaluating teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hiring full-time teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Setting discipline policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Deciding how the school budget will be spent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 10 How much actual influence do you have IN YOUR CLASSROOM at this school over the following areas of your planning and teaching?

	1 No influence	2 Minor influence	3 Moderate influence	4 A great deal of influence
a. Selecting textbooks and other instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Selecting content, topics, and skills to be taught	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Selecting teaching techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Evaluating and grading students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Disciplining students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1

2

3

4

---

f. Determining the amount of homework to be assigned

1

2

3

4

---

**Questions 11-13 ask you to select the three (3) reasons you think best explain why the school's results on the state achievements tests (MCAS) were not higher, in order of importance.**

---

**11** What do you think is **the main** explanation for why the school's results on the recent state achievement tests (MCAS) were not higher?

- Unmotivated students
- Teachers' lack of skills
- Discipline problems
- The students' home background
- Students' ability to learn
- Parents don't monitor/assist with student schoolwork
- The lack of resources
- How the school organizes work here
- Teachers' level of instruction
- Low expectations
- Poor instruction at previous school
- Student expectations vary from teacher to teacher

---

**12** What do you think is **the second most important** explanation for why the school's results on the recent state achievement tests (MCAS) were not higher?

- Unmotivated students
- Teachers' lack of skills
- Discipline problems
- The students' home background
- Students' ability to learn
- Parents don't monitor/assist with student schoolwork
- The lack of resources
- How the school organizes work here
- Teachers' level of instruction
- Low expectations
- Poor instruction at previous school
- Student expectations vary from teacher to teacher

**13** What do you think is **the third most important** explanation for why the school's results on the recent state achievement tests (MCAS) were not higher?

- Unmotivated students
- Teachers' lack of skills
- Discipline problems
- The students' home background
- Students' ability to learn
- Parents don't monitor/assist with student schoolwork
- The lack of resources
- How the school organizes work here
- Teachers' level of instruction
- Low expectations
- Poor instruction at previous school
- Student expectations vary from teacher to teacher

**14** Rank the following nine (9) factors, in order of importance, by their influence on how much students learn in school. Rank your choices with 1 for the most important, 2 for the next most important, etc.

	1	2	3	4	5	6	7	8	9
Family support for schooling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family income	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degree to which the classroom lessons require students to play an active role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intrinsic motivation of the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of life in the students' community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear and regular feedback to students on their performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers' knowledge of instructional practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of academic challenge in lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School and classroom disciplinary practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Survey Page 5

## Strategic Education Research Partnership

### Internal Coherence Survey

#### Part VI: School Atmosphere

**15 To what extent do you agree or disagree with each of the following statements?**

	1	2	3	4
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. The school administration's behavior toward the staff is supportive and encouraging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The principal involves the staff members before he/she makes important decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Staff members are recognized for a job well done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Most of my colleagues share my beliefs and values about the central mission of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. There is a great deal of cooperative effort among the staff members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The faculty and leadership of this school are in agreement about strategies to put into place so that all students will learn more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I make a conscious effort to coordinate the content of my courses with that of other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I plan and conduct my lessons in clear connection to the school's common goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. To be a teacher at this school is harder than being a teacher at other schools in the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I want to find a job in another school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16 To what extent do you agree or disagree with each of the following statements?**

1	2	3	4
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. Teachers have many informal opportunities to influence what happens here.			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers in this school regularly discuss assumptions about teaching and learning.			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers talk about instruction in the teachers' lounge, faculty meetings, etc.			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers in this school share and discuss student work with other teachers.			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Experienced teachers invite new teachers into their rooms to observe, give feedback, etc.			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. A conscious effort is made by faculty to make new teachers feel welcome here.			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**17 How many teachers in this school:**

1	2	3	4	5
None	Some	About Half	Most	Nearly All
a. Help maintain discipline in the entire school, not just their classroom?				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Take responsibility for improving the school?				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Set high standards for themselves?				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Feel responsible that all students learn?				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Feel responsible when students in this school fail?				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Are really trying to improve their teaching?				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Strategic Education Research Partnership

### Internal Coherence Survey

#### Part VII: Peer Collaboration

**18 How accurately or inaccurately do the following statements reflect your opinions?**

1	2	3	4	5	6	7
Completely	Mostly	Somewhat	Neither	Somewhat	Mostly	Completely
inaccurate	inaccurate	inaccurate	accurate nor	accurate	accurate	accurate
			inaccurate			

a. It is important for me to participate in school-level committees that shape the mission of the school.

1  2  3  4  5  6  7

b. The mission of a school should have a direct impact on a teacher's instructional practice.

1  2  3  4  5  6  7

c. Teachers have a responsibility to develop a strong sense of community in their schools.

1  2  3  4  5  6  7

**19 Indicate how untrue or true the following statements are in describing you:**

1	2	3	4	5	6	7
Completely	Mostly untrue	Somewhat	Neither true	Somewhat	Mostly true of	Completely
untrue of me	of me	untrue of me	nor untrue of	true of me	me	true of me
			me			

a. I believe most of the instructional strategies that I learn in professional development, workshops, or conferences can help me improve my instructional practice.

1  2  3  4  5  6  7

b. If I were to implement the instructional practices I read or hear about, I think my instruction would become more effective than it is now.

1  2  3  4  5  6  7

c. I believe that it is my responsibility as a teacher to actively research (e.g., read professional journals, observe other professionals, attend classes, etc.) more effective ways to teach my students.

1  2  3  4  5  6  7

**20 To what extent do the following statements inaccurately or accurately reflect your personal beliefs?**

1 2 3 4 5 6 7

Completely inaccurate    Mostly inaccurate    Somewhat inaccurate    Neither accurate nor inaccurate    Somewhat accurate    Mostly accurate    Completely accurate

a. When a school administrator observes my classroom, I see it as an opportunity for growth and learning.

1     2     3     4     5     6     7

b. The feedback that I get from school administrators when they observe my classroom is useful.

1     2     3     4     5     6     7

c. When a mentor, coach, or department head observes my classroom, I see it as an opportunity for growth and learning.

1     2     3     4     5     6     7

d. When a teaching colleague observes my classroom, I see it as an opportunity for growth and learning.

1     2     3     4     5     6     7

e. Discussions about members' instructional practice should be conducted in department or grade-level meetings.

1     2     3     4     5     6     7

f. I would greatly benefit from having colleagues observe my instructional practice.

1     2     3     4     5     6     7

g. I would greatly benefit from having colleagues offer constructive criticism about my instructional practice.

1     2     3     4     5     6     7

**The following questions pose a scenario to which you are asked to respond. We would like you to answer these questions twice – first, answer given the culture of your current school (ACTUAL) and second, answer according to your natural inclinations (IDEAL).**

- 21 Imagine that a colleague with similar years of teaching experience and training has asked you to review a curriculum unit that she has developed. You find that there are some very good parts of the unit, but there is substantial mismatch between the instructional goals of the individual lessons and the overarching curricular objectives of the unit. How likely would you be to offer feedback to your colleague that addresses the problems in the unit?

1                      2                      3                      4                      5  
Not at all            A little bit            Somewhat            A good deal            Extremely

a. Actual

1     2     3     4     5

b. Ideal

1     2     3     4     5

- 22 During a classroom observation of a colleague, you notice that some of

his instructional practices are not particularly effective at engaging students. How likely would you be to discuss this ineffective practice with your colleague?

1	2	3	4	5
Not at all	A little bit	Somewhat	A good deal	Extremely

a. Actual

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

b. Ideal

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

- 23** One of your colleagues expresses frustration to you about her students' classroom behavior. You are aware that she neglects to employ some important techniques in maintaining a classroom that is conducive to learning. How likely are you to point out these techniques that could improve her classroom climate?

1	2	3	4	5
Not at all	A little bit	Somewhat	A good deal	Extremely

a. Actual

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

b. Ideal

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

- 24** A colleague has asked for your assistance in evaluating some of his students' work. While reviewing the work, you realize that his assessment lacks clear, objective standards and as a result his evaluations seem somewhat arbitrary. How likely are you to point out to your colleague the need for clear, objective standards when evaluating student work?

1	2	3	4	5
Not at all	A little bit	Somewhat	A good deal	Extremely

a. Actual

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

b. Ideal

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

- 25** **Given the culture and climate of this school, how likely would you be to share with your colleagues the following types of effective practices you have discovered, developed, or learned about?**

1	2	3	4	5	6	7
Completely unlikely	Very unlikely	Somewhat unlikely	Neither likely nor unlikely	Somewhat likely	Very likely	Completely likely

a. Instructional Practice

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

b. Curricular Materials (textbooks, workbooks, etc.)

1 2 3 4 5 6 7

c. Student Motivation Techniques (games, activities, etc.)

1 2 3 4 5 6 7

d. Classroom Management Techniques (behavior modification, positive reinforcement, etc.)

1 2 3 4 5 6 7

**26 Considering only your natural inclinations (ignoring the culture of your current school), how likely would you be to share with your colleagues the following types of effective practices you have discovered, developed, or learned about?**

1	2	3	4	5	6	7
Completely unlikely	Very unlikely	Somewhat unlikely	Neither likely nor unlikely	Somewhat likely	Very likely	Completely likely

a. Instructional Practice

1 2 3 4 5 6 7

b. Curricular Materials (textbooks, workbooks, etc.)

1 2 3 4 5 6 7

c. Student Motivation Techniques (games, activities, etc.)

1 2 3 4 5 6 7

d. Classroom Management Techniques (behavior modification, positive reinforcement, etc.)

1 2 3 4 5 6 7

**SUBMIT** 

Survey Page 7

**Strategic Education Research Partnership**

**Internal Coherence Survey**

**Part VIII: Open Response**

**27 In what year did you begin teaching at your current school?**

**28 If you could ask for something that you think would have positive results for student learning at your school, it would be:**

