

**PDSA Cycle Student Agency Data Collection  
Interview Items**

Primary Driver	Secondary Drivers
<a href="#">Foundational Practices</a>	<a href="#">Relationships</a>
	Culture
	Mindset
	<a href="#">Metacognition</a>
<a href="#">Learner Paths</a>	<a href="#">Learner Profile Data</a>
	<a href="#">Goal Setting &amp; Progress Monitoring</a>
<a href="#">Evolving Learner &amp; Teacher Roles</a>	<a href="#">Learner as Lead, Teacher as Facilitator</a>
	<a href="#">Learner Collaboration</a>
<a href="#">Strategic Resource Use</a>	<a href="#">Strategic Space</a>
	Strategic Tech
	Strategic Time
	Strategic Community
<a href="#">Developing &amp; Demonstrating Competencies</a>	Competency Based Progression
	<a href="#">Demonstration of Learning</a>

Primary driver: **Foundational Practices** Secondary driver: **Relationships** > All members contribute positively to the school community and work to build trusting, meaningful, and authentic relationships.

## Interview Items

Thank you for talking to me today! What is your name? I'm going to ask you a couple of questions about school, OK? If at any time you decide you want to stop, that is 100% OK. Please just let me know, and we will stop.

**1. When you are at school, do you have any chances during the day to talk to your teacher about what you do when you're not at school?** Would you say that you talk to your teacher about these things. . .

- Never?
- A little (e.g., one time every week)?
- Sometimes (e.g., more than one time every week)?
- A lot (e.g., many times every week)?

**2. Do you feel like teachers and adults at school care about you?**

Follow up if a student answers 'yes:' Do they care about you. . .

- A little? What makes you think that they care about you a little?
- Some? What makes you think that they care about you some?
- A lot? What makes you think that they care about you a lot?

**How often do you share what you're thinking and feeling with your teachers and other students while you're at school?** Do you feel like you can share what you think and feel. . .

- A little? What makes you feel that you can share your thoughts and feelings a little?
- Some of the time? What makes you feel that you can share your thoughts and feelings some of the time?
- All of the time? What makes you feel that you can share your thoughts and feelings all of the time?

**3. Do your teachers expect you to be kind and respectful and to get along with other people at school?**

Follow up if a student answers 'yes:' Does your teacher expect that you do these things. . .

- A little?
- Some of the time?
- All of the time?

**Do you expect that your teachers and other students at school will be kind and respectful to you and to others at school?**

Follow up if a student answers 'yes:' Do you expect that other people do these things. . .

- A little?
- Some of the time?
- All of the time?

**4. K-5 students: Think about the rules in your classroom for how you should act and treat other people. Who comes up with those rules about how you should act in school?**

**6-12 students: Think about the rules at school for how you should act and treat other people. Who comes up with those rules about how you should act in school?**

Follow up if student provides vague response:

Does your teacher tell you how you should act in school?

Does your teacher sometimes ask you and other students about what you think a good rule would be?

Do students and your teacher talk and decide together what the rules should be?

**If your teacher thinks that you or another student is breaking a rule or doing something wrong, does he/she talk to**

**you or the student about it?**

**If you think your teacher or another student is breaking a rule or doing something wrong, can you talk to your teacher about it? Why/why not? Can you tell me about a time when you did this?**

**If you think another student is breaking a rule or doing something wrong, do you talk to that student about it? Why/why not? Can you tell me about a time when you did this?**

Primary driver: **Foundational Practices** Secondary driver: **Metacognition** > The processes used to plan, to monitor, and to assess one's understanding and performance - Metacognition includes a critical awareness of (1) one's thinking and learning and (b) oneself as a thinker and learner.

### Interview Items

Thank you for talking to me today! What is your name? I'm going to ask you a couple of questions about school, OK? If at any time you decide you want to stop, that is 100% OK. Please just let me know, and we will stop.

- 1. Does your teacher talk about different strategies kids can use for reading or math? What kind of strategies does he/she talk about? Can you tell me about them?**

**Do you know some different strategies to help you learn? Do you think about which strategy you would use for different kinds of reading or math work? When do you use those strategies?**

- 2. Does your teacher talk about some ways that you can think about a plan to get your work done in school?**

- 3. When you get ready to do your work at school, do you talk about how to make a plan to get your work done with your teacher or with other students first? Or do you think about how to make a plan to get your work done just by yourself? Can you tell me about a time that you did this?**

**While you are doing your work, do you talk about your work plan with your teacher or with other students? Or do you think about your work plan just by yourself? Can you tell me about a time that it helped you to think of your plan? How did it help you?**

- 4. What kinds of the things are in your plan to get your work done right now? Tell me a little more about them.**

**When do you use those strategies?**

Follow up if student provides vague response: Do you use them for math or literacy or something else?

Follow up if student articulates specific strategy use: How do you decide when you will use them?

Do you ask yourself questions about whether you understand something when you are learning something new? When you're getting your work done, what do you do if you get stuck?

- 5. Once you finish your work at school, do you think back on it? Do you think back on your plan? Or do you think about what parts of your plan worked just by yourself? Do you talk about what parts of your plan worked with your teacher or with other students? Do you think about what parts of your plan didn't work or need to change?**

*If the student responds that he/she doesn't reflect back on work completed, conclude the interview.*

After you finish some work, do you think back about it. . .

- Sometimes?
- Most of the time?
- Pretty much all of the time?

What do you think about when you think back to work that you've done at school? Can you tell me about a time when you did this?

After you finish some work, why do you still think back about it?

Follow up if student provides vague response: How does thinking back on the work you've done at school help you? Can you think back on work that you've done to help you with new work?

Primary driver: **Learner Paths** Secondary driver: **Learner Profile Data** > Learners, teachers, and families understand each learner's assets, interests, and needs and use this information along with outcomes data to personalize learning and to drive learning.

### Interview Items

Thank you for talking to me today! What is your name? I'm going to ask you a couple of questions about school, OK? If at any time you decide you want to stop, that is 100% OK. Please just let me know, and we will stop.

*For this first question, consult the school PDSA document, IP, or teacher (if needed) to get the language used around student profile documents - Use that language when talking about the profile.*

#### **1. Did you do a [learner profile/learner preference inventory/classroom language] for school this year?**

*If the student responds that he/she didn't create a learner profile, conclude the interview.*

Follow up if student states 'yes:' Can you tell me a little bit more about it? What does that mean? Why did your teacher ask you to make a [learner profile/learner preference inventory/classroom language]?

#### **How did you make your [learner profile/learner preference inventory/classroom language]?**

Follow up if student provides vague response: Did your teacher ask you questions to create your [learner profile/learner preference inventory/classroom language], or did you do it by yourself?

*Questions for #2 and #3 should only be asked later in the school year after teachers and learners will have had opportunities to revisit learner profiles. If asking the Learner Profile Data questions at the beginning of a first PDSA cycle for this driver, skip to questions for #4.*

#### **2. How many times do you go back to your [learner profile/learner preference inventory/classroom language] to use it to get your work done? Do you review it. . .**

- One time every week (e.g., every Monday)?
- More than one time every week (e.g., on Monday and Friday)?

When you review it, do you sit down with your teacher to talk about it? Or do you review it by yourself?

What do you use our [learner profile/learner preference inventory/classroom language] for?

Do you use any other information to help you to review your [learner profile/learner preference inventory/classroom language]?

Follow up if student provides vague response: What did you use? Did you use some information that you or your teacher wrote down? Or did you use something you did on a computer? Can you tell me about it?

#### **How do you use your [learner profile/learner preference inventory/classroom language] to help you to learn?**

Follow up if student gives vague response: Can you tell me a little bit more about it? What does that mean?

Where do you keep your learner profile? How much have you used it since you made it? Do you use it. . .

- Maybe a little bit?
- Sometimes?
- Most of the time?
- Pretty much all of the time?

#### **3. How do you decide how your [learner profile/learner preference inventory/classroom language] should change?**

Follow up if student provides vague response: Do you and your teacher talk about your [learner profile/learner preference inventory/classroom language] together to change it?

Do you decide how you think your [learner profile/learner preference inventory/classroom language] should change, then talk to your teacher about it?

How do you decide how you should change it? What information do you use?

Follow up if student provides vague response: Do your teachers or other students in the class help you to change it?

**4. Does anybody else, like your family or another teacher, know about your [learner profile/learner preference inventory/classroom language]?**

How do they know about it? Does your teacher tell them about it? Or do you talk to them about it yourself?

If somebody else, like your mom or dad or another teacher, thinks that your [learner profile/learner preference inventory/classroom language] should change, can they tell you and your teacher to change it?

## Interview Items

Thank you for talking to me today! What is your name? I'm going to ask you a couple of questions about school, OK? If at any time you decide you want to stop, that is 100% OK. Please just let me know, and we will stop.

*For this first question, consult the school PDSA document, IP, or teacher (if needed) to get the language used around student goals - Use that language when talking about the goal.*

### 1. What is your [SMART/personalized/classroom language] goal?

Follow up if student seems confused or doesn't state a goal and you know that he/she should have a goal: Do you have a [SMART/personalized/classroom language] goal for reading or math? Is there something that you're working on for reading or math?

*If the student responds that he/she doesn't have a goal, conclude the interview.*

Follow up if student only states goal: Can you tell me a little bit more about it? What does that mean?

#### **Why did you set that goal? How are you hoping that you will change if you meet that goal?**

Follow up if student provides vague response: How is that goal supposed to help you to be better at school?

#### **What are you going to do to meet your goal?**

Follow up if student provides vague response: Do you have a plan to meet the goal?

If student states yes/no without explanation or providing written plan: Do you have a plan written on paper? Can you show it to me?

Follow up if student provides plan but doesn't explain it: Can you tell me about your plan?

### 2. How did you come up with that goal?

Follow up if student provides vague response: Did you have some help? Who helped you? How did they help?

### 3. Did you use anything to help to make that goal?

Follow up if student provides vague response: What did you use? Did you use some information that you or your teacher wrote down? Or did you use something you did on a computer? Can you tell me about it?

#### **Did you do a [learner profile/learner preference inventory/classroom language] for school this year?**

Follow up if student states 'yes:' Can you tell me a little bit more about it? What does that mean? Did you use it to make your goal? How did you use it to make your goal?

### 4. Do you talk to your teacher about your goal?

Follow up if student notes talking to teacher but doesn't elaborate: Can you tell me about a time when you talked to your teacher about your goal?

2nd-5th students:

#### **How many times do you talk to your teacher about your goal in a week?**

K-1 (maybe 2) students:

#### **Do you talk to your teacher about your goal. . .**

- One time every week (e.g., every Monday)?
- More than one time every week (e.g., on Monday and Friday)?

### 5. How are you going to know if you meet your goal? How will you be able to tell?

**Does your teacher sometimes help you to know if you meet your goal?**

**6. Do you use any information to decide if you meet your goal?**

Follow up if student provides vague response: What did you use? Did you use some information that you or your teacher wrote down? Or did you use something you did on a computer? Can you tell me about it?

**How do you use it to know that you've met your goal?**

**7. If you tell your teacher that your goal isn't a good goal or that it's just not working, can you change it?**

**Who decides if you should change your goal?** Can you tell me about a time when you did this?

*These questions should only be asked at the end of the PDSA cycle AND at the beginning of a PDSA if school does another consecutive Goal Setting and Progress Monitoring PDSA.*

**8. Did you meet your goal?**

What did you do well that helped you to meet your goal? Can you tell me about why it helped you?

What did you do that didn't work to meet your goal? Can you tell me about why it didn't work?

Can you use what you learned from working on your goal to help you to set a new goals next time? How can you use what you learned when you set new goals? Can you tell me about what you would do?

**9. Does anybody else, like your family or another teacher, know about your goals? Who else knows?**

How do they know about your goal? Does your teacher tell them about it? Or do you talk to them about it yourself?

**10. If somebody else (e.g., mom or dad or another teacher) doesn't think that your goal is good, can they tell your teacher to change it?**



Primary driver: **Evolving Learner & Teacher Roles** Secondary driver: **Learner as Lead, Teacher as Facilitator** > *Learners exercise increased control and responsibility for their learning, and teachers serve as guides by providing support structures and processes.*

### Interview Items

Thank you for talking to me today! What is your name? I'm going to ask you a couple of questions about school, OK? If at any time you decide you want to stop, that is 100% OK. Please just let me know, and we will stop.

#### 1. What do you want to learn in school this week?

Follow up if student provides vague response: Can you tell me a little bit more about it? What does that mean?

Do you have chances to learn those things in your classes at school? Can you tell me about a time when you had a chance to work on those things? What did you do?

#### 2. Who decides what you will work on in school? Does your teacher mostly tell you what you should work on, or do you help to decide what you work on in school?

Does your teacher tell you what to work on, or does he/she give you some ideas and let you pick one to do your work?

Do you and your teacher talk and decide together what you should work on in school? Or do you decide what you should work on by yourself, then talk to your teacher about it?

Follow up if the student provides student-driven response: How do you decide what you should work on at school? Can you tell me about a time when you did this?

#### 2. How do you know how to get your work done in school? Does your teacher mostly tell you how you should do your work, or do you help to decide how you can get your work done in school?

Does your teacher tell you how you should do your work, or does he/she give you some ideas and let you pick one to decide how you will get your work done?

Do you and your teacher talk and decide on how you can get your work done together? Or do you decide how you want to do your work on by yourself, then talk to your teacher about it?

Follow up if the student provides student-driven response: How do you decide how you do your work at school? Why did you decide Can you tell me about a time when you did this?

#### 3. When you learn new things and do your work in school, do you work (circle all that apply). . .

- Mostly with the whole class at the same time?
- Sometimes with a few other students in groups?
- Sometimes with one other student?
- Sometimes by yourself?

How do you decide if you will do your work with other students or by yourself? Does your teacher tell you when to work by yourself or with other students? Or do you decide when you do your work by yourself and when you work with other students?

Follow up if the student provides student-driven response: How do you decide if you will work by yourself or with other students at school? Can you tell me about a time when you did this?

Interview Items

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**1. When you do your work at school, do you work by yourself?**

Do you work with yourself most of the time, or just some of the time?

Follow up if student states that he/she works alone most/all of the time: Why do you work by yourself most/all of the time?

Follow up if student provides vague response: Does your teacher say that you should work by yourself? Or do you just like to work by yourself most of the time?

Are there times at school that you work with other students? Can you tell me about a time when you did this?

*If the student clearly indicates that he/she doesn't collaborate with peers to complete work, conclude the interview.*

**2. Who decides when you do your work with other people at school?**

Follow up if student provides vague response: Does your teacher tell you when you should work with other students, or do you get to decide?

How do you decide when you will work with other students in school?

When you get the chance, why do you work with other students in school?

Follow up if student provides vague response: If they ask you questions about your work, does it help you to think about your work? Does it help you to do your work better? How does it help you? Can you tell me about a time when you did this?

**3. When you do your work with other students at school, do you sometimes ask them questions about their work?**

Follow up if student states 'yes:' When do you ask them questions about their work?

- Some of the times that you work with them
- Most of the times that you work with them
- Pretty much all of the times that you work with them

Why do you ask them questions about their work?

Follow up if student provides vague response: If you ask them questions about their work, does it help other students to think about their work? Does it help them to do their work better? How does it help them? Can you tell me about a time when you did this?

Interview Items

Thank you for talking to me today! What is your name? I'm going to ask you a couple of questions about school, OK? If at any time you decide you want to stop, that is 100% OK. Please just let me know, and we will stop.

**1. Who decides how your classroom should be set up?**

Follow up if student provides vague response: Does your teacher just set up the classroom himself/herself for everybody? Or did students get to help to decide how to set up the classroom?

**Are there different areas in your classroom where you can work on different things (e.g., quiet place to work or to read alone, place where students can work together)?**

Did your teacher decide what these different places in your classroom would be like? Or did students get to help to decide how these areas should be set up?

If you or other students think of a different way that you want to work in a part of the classroom, can you change that area of the classroom?

Can you tell me about a time when you or someone else changed the classroom to work better? Did the change make it easier to work with other students in your classroom?

**2. When you do your work in your classroom, do you work in the same place all of the time? Or do you work in different part of the classroom to get things done?**

**Who decides where you do your work?**

Follow up if student provides vague response: Does the teacher tell you where to work? How does he/she decide where you will work?

Do you get to decide where you do your work? How often do you get to decide where you work? Do you decide where you work. . .

- Some of the time?
- All of the time?

How do you decide where you will work?

*These questions should only be asked later in the school year after teachers and learners will have had opportunities to revisit the classroom setup.*

**3. Has your classroom stayed the same way all year?**

**Has your classroom changed during the year, maybe because you started working on something different? Or because someone in the class needed something set up in a certain way to do his/her work?**

Can you tell me about a time that your classroom was changed? Why did it change? What was the change?

If you tell your teacher that something in your classroom isn't helping you to do your work, can you change it?

Follow up if student states 'yes:' How do you decide how you should change it? Can you tell me about a time when you did this?

Primary driver: **Developing & Demonstrating Competencies** Secondary driver: **Demonstration of Learning** > Learners demonstrate learning through a variety of authentic means that include application and creation of knowledge and support increasing levels of rigor.

### Interview Items

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*For this first question, consult the school PDSA document, IP, or teacher (if needed) to get the language used around academic units of study - Use that language when talking about the unit of study.*

**1. After you finish working on a [standard/subject/classroom language] at school, how do you show what you've learned from it?**

Follow up if student provides vague response:

- Do you take a quiz or a test?
- Do you get to pick from some ways of showing what you learned (e.g., poster, essay, PowerPoint presentation)?
- Do you and your teacher talk and decide together how you can show what you've learned?
- Do you decide how you want to show what you've learned by yourself, then talk to your teacher about it?

*These questions should only be asked later in the school year after teachers and learners will have had opportunities to revisit the classroom setup.*

**2. When you show what you've learned after you finish working on a [standard/subject/classroom language] at school, do you only show what you know for one [standard/subject/classroom language] at a time? Or do you show what you've learned for more than one [standard/subject/classroom language] at the same time?**

**Can you tell me about a time when you showed what you learned about more than one [standard/subject/classroom language] at a time?**

**Can you use what you learn from a [standard/subject/classroom language] to help you to solve other problems?  
Can you tell me about a time when you did this?**

**3. After you finish working on a [standard/subject/classroom language] at school, does your teacher ask you questions to help you to show what you learned? Or, do you decide how you want to show what you've learned from more than one [standard/subject/classroom language] at a time by yourself?**

Can you use what you learned for one [standard/subject/classroom language] to help you when you start learning about a new [standard/subject/classroom language]? Can you tell me about a time when you did this?

Can you use what you learned for one [standard/subject/classroom language] to help you to show what you learn about another [standard/subject/classroom language]? Can you tell me about a time when you did this?

Client	IP	RP	GRA	#	School + Teacher PDSA forms	Start Date
Asbury	Elisa	Signe	Alex	1	<a href="#">Goal Setting</a>	Oct-8
				2	Learner as Lead	Oct-29
Barnum	JH	Melissa	Sophie	1	<a href="#">Goal Setting</a>	Oct-8
				2	Learner Collaboration	TBD
Beach Court	Lynn	Melissa	Chen	1	<a href="#">Goal Setting</a>	Oct-1
				2	<a href="#">Learner as Lead</a>	Oct-1
Bear Valley	Elisa	Melissa	Cassandra	1	<a href="#">Strategic Use of Space</a>	TBD
	Laura			2	Goal Setting	TBD
Cheltenham	Elisa	Signe	Cassandra	1	<a href="#">Goal Setting</a>	Oct-15
				2	Learner Collaboration	TBD
Columbian	Elisa	Signe	Chen Zong	1	<a href="#">Goal Setting</a>	Oct-15
				2	Learner Collaboration	Oct-29
DSISD	Rich	Chung	Luca	1	<a href="#">Learner as Lead</a>	Oct-1
				2		
Edison	JH	Melissa	Sophie G	1	TBD	January
				2		
Johnson	JH	Melissa	Cassandra	1	<a href="#">Goal Setting</a>	Oct-8
				2		
McMeen	Elisa	Signe	Alex	1	<a href="#">Learner Profiles</a>	Oct-8
				2	Learner Collaboration	Oct-29
Montclair	Lynn	Melissa	Eleanor	1	<a href="#">Goal Setting</a>	Oct-1
				2	<a href="#">Relationships</a>	Oct-1
Morey	Rich	Chung	Luca	1	<a href="#">Goal Setting</a>	Oct-1
				2		
PREP Academy HS + MS	JH	Melissa	Eleanor	1	<a href="#">Goal Setting</a>	Oct-8
				2		
Samuels	Rich	Chung	Lynnette	1	<a href="#">Goal Setting</a>	Oct-1
				2		
Southmoor	Rich	Chung	Lynnette	1	<a href="#">Metacognition</a>	Oct-1
				2		
University Park	Meg	Melissa	Lynnette	1	<a href="#">Goal Setting</a>	Oct-15
	Laura			2		