Dimension #4: Organizing Learning and Instruction

Indicators	Parents *"At my child's school…"*	Students grades 4-6 *"At my school…"*	Students grades 7-12 *"At my school…"*	Staff *"My colleagues and I…"*	Leaders *"In my school/authority…"*
A. School and classroom schedules are flexible and responsive to students' learning needs and preferences.	1. Classroom schedules are flexible and respond to student needs.	X	X	1. Ensure that school and classroom schedules are flexible and responsive to students' learning needs and preferences.	1. School and classroom schedules are flexible and responsive to students' learning needs and preferences.
B. Students have ongoing opportunities to discuss and explore their interests, concerns and passions.	2. Students get opportunities to explore their interests.	1. I get to learn about things that are important to me.	1. I get to explore topics that are important to me.	2. Provide students with ongoing opportunities to discuss and explore their interests, concerns and passions.	2. Students have ongoing opportunities to discuss and explore their interests, concerns and passions.
C. Learning experiences are designed to tap into the strengths and interests of all students.	3. Learning experiences tap into the strengths and interests of all students	2. The things we do in class are interesting.	2. There are opportunities to learn in ways that are interesting to me.	3. Design learning experiences to tap into the strengths and interests of all students.	3. Learning experiences are designed to tap into the strengths and interests of all students.
D. Students have opportunities to learn from one another.	4. Students have opportunities to learn from each other.	3. I get to learn from the other students in my class.	3. I get to learn from the other students in my classes.	4. Provide students with opportunities to learn from one another.	4. Students have opportunities to learn from one another.

Survey Item Cross Reference Chart
Dimension #4: Organizing Learning and Instruction

Indicators	Parents	Students grades 4-6	Students grades 7-12	Staff	Leaders
	"At my child's school…"	*"At my school…"*	*"At my school…"*	*"My colleagues and I…"*	*"In my school/authority…"*
E. When organizing groupings of students, the learning and emotional needs of individuals are considered.	X	X	X	5. Consider the learning and emotional needs of individuals when organizing groupings of students.	5. The learning and emotional needs of individuals are considered when students are organized into groups.
F. Activating and/or building background knowledge is an integral part of every learning experience.	X	X	X	6. Include activating and/or building background knowledge as an integral part of every learning experience.	6. Activating and/or building background knowledge is an integral part of every learning experience.
G. Teachers provide multiple ways for students to access new information and concepts.	5. Teachers provide students with more than one way to learn new information.	4. There are many ways for me to learn.	4. There are many ways for me to get information and learn.	7. Provide multiple ways for students to access new information and concepts.	7. Teachers provide multiple ways for students to access new information and concepts.
H. Teachers provide explicit strategy instruction so that students develop a repertoire of learning strategies.	6. Students develop strategies to help them learn.	5. I learn different ways to do my work.	5. I learn different ways of getting my work done.	8. Provide explicit strategy instruction so that students develop a repertoire of learning strategies.	8. Teachers provide explicit strategy instruction so that students develop a repertoire of learning strategies.

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Dimension #4: Organizing Learning and Instruction

Indicators	Parents	Students grades 4-6	Students grades 7-12	Staff	Leaders
	"At my child's school…"	"At my school…"	"At my school…"	"My colleagues and I…"	"In my school/authority…"
I. Students have opportunities to interact with a variety of peers and benefit from multiple perspectives.	7. Students get to work with different groups of their peers and learn from their ideas.	6. I get to work with lots of other students.	6. I get to work with many different students.	9. Provide students with opportunities to interact with a variety of peers and benefit from multiple perspectives.	9. Students have opportunities to interact with a variety of peers and benefit from multiple perspectives.
J. Students have access to a diverse range of learning resources at varying reading levels, and in varied formats.	X	X	X	10. Provide students with a diverse range of learning resources at varying reading levels, and in varied formats.	10. Students have access to a diverse range of learning resources at varying reading levels, and in varied formats.
K. Students have opportunities to learn collaboratively through cooperative learning and peer tutoring.	See I above	See I above	See I above	11. Provide students with opportunities to learn collaboratively through cooperative learning and peer tutoring.	11. Students have opportunities to learn collaboratively through cooperative learning and peer tutoring.
L. Educational technologies are used in meaningful ways to engage and support learning.	8. Students use technologies to learn.	7. I get to use computers, and tablets to help me learn.	7. I use technologies to help me learn.	12. Use educational technologies in meaningful ways to engage and support learning.	12. Educational technologies are used in meaningful ways to engage and support learning.

Survey Item Cross Reference Chart
Dimension #4: Organizing Learning and Instruction

Indicators	Parents	Students grades 4-6	Students grades 7-12	Staff	Leaders
	"At my child's school…"	*"At my school…"*	*"At my school…"*	*"My colleagues and I…"*	*"In my school/authority…"*
M. Students receive ongoing descriptive feedback to inform their learning.	9. Teachers provide students with feedback to help them learn.	8. I get feedback from my teachers that helps me learn.	8. I get feedback from my teachers that helps me learn.	13. Provide students with ongoing descriptive feedback to inform their learning.	13. Students receive ongoing descriptive feedback to inform their learning.
N. Students have multiple ways to demonstrate their learning and growth.	10. Students can show their learning and growth in multiple ways.	9. I can show what I learn in different ways.	9. I can show what I have learned in different ways.	14. Provide students with multiple ways to demonstrate their learning and growth.	14. Students have multiple ways to demonstrate their learning and growth.
O. Classroom assessment contributes to the engagement and success of all students.	See M above	See M above	See M above	15. Ensure that classroom assessment contributes to the engagement and success of all students.	15. Classroom assessment contributes to the engagement and success of all students.
P. Educational assistants support the learning and participation of all students.	X	X	X	16. Ensure that educational assistants support the learning and participation of all students.	16. Educational assistants support the learning and participation of all students.

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Dimension #4: Organizing Learning and Instruction

Indicators	Parents	Students grades 4-6	Students grades 7-12	Staff	Leaders
	"At my child's school…"	*"At my school…"*	*"At my school…"*	*"My colleagues and I…"*	*"In my school/authority…"*
Q. All students have opportunities (and support, if required) to participate in co- and extra-curricular activities.	11. Students have opportunities to participate in extracurricular activities.	10. I can do school activities outside of my classes.	10. I participate in extra-curricular activities.	17. Provide all students with opportunities (and support, if required) to participate in co- and extra-curricular activities.	17. All students have opportunities (and support, if required) to participate in co- and extra-curricular activities.