Learner-focused Facilitation of learning object under investigation	Determine values	How the item crosswalks to district's guiding frameworks, IQ initiatives, evaluation tools	How item crosswalks to student_survey
Locus of control			Student Agency
1. While using (XXXX), the locus of control for learning belongs to my students.			
Learning targets and 4C's		5D:Purpose	4Cs to promote Student Agency
2. While using (XXXX), my students receive guided opportunities to…			
a. communicate their understanding about what they are learning and why they are learning.		5D: Purpose	
b. understand and articulate the learning targets, standards of the learning activities.		5D:Purpose_Learning Target_Standards	
c. understand the meaningfulness and relevance of the learning targets, standard beyond the specific learning activity.		5D:Purpose_Learning Target_Standards ISTE_6	
d. access or integrate additional resources, scaffolds, strategies, enrichments, and/or learning experiences to increase depth of knowledge and substantive intellectual thinking that strengthen correspondence to/or exceed the learning targets and standards.		5D:Engagement_Intellectual work 5D: Purpose_Learning Target 5D: Purpose_Standards 5D: C&P_scaffolds_Approach and/or strategies	
e. produce high quality, measurable evidence of having mastered the learning targets.		5D:Engagement_Intellectual work 5D: Purpose_Learning Target 5D: Purpose_Standards	
f. decide or make choices in how they will provide high quality and measurable evidence for having mastered the learning targets, standards.		NSDC_Tool, 2020 Strategic Plan:flexible learning	
g. exemplify having mastered learning targets, standards by innovating new understandings and/or new intellectual products.		SAMR_R, ISTE_1, 5D:Purpose_standards	
Growth Mindset Values of Student Agency			Personalized Learning
3. While using (XXXX), my students have opportunities to develop a growth-mindset because they can…			

a. safely take risks.		5D:Classroom Culture_Engagement_Intellectual Work Jo Boaler	
b. potentially fail a learning activity without penalization or stigma.		5D:Classroom Culture_Engagement_Intellectual Work Jo Boaler	
c. re-attempt a failed learning activity without penalization or stigma, but *with* strategic and mindful refinements in how to again approach the activity.		5D:C&P_approaches/strategies 5D:Classroom Culture_Engagement_Intellectual Work Jo Boaler	
d. self-assess learning successes, produce new measurable, refined learning goals, and pay tribute to the learning-trajectory they are creating.		5D:Classroom Culture_Engagement_Intellectual Work Jo Boaler 5D:Assessment	
e. intentionally take time to actively process information.		5D: Classroom Culture	
f. take time to celebrate successes and acknowledge new capabilities.		5D: Classroom Culture	
g. Share learning perspectives with peers who would benefit from and welcome the peer support.		5D: Classroom Culture 5D:Engagement_Talk	

Multiple Data Points to support Student Agency		5D:Assessment	Student Agency
4. While using (XXXX), my students can take control of their learning because they get exposure to multiple feedback mechanisms, such as…			
a. data reports and data conversations.		5D:Assessment_assess	
b. peer evaluations		5D:Assessment_assess	
c. student talk		5D:Classroom Culture	
d. frequent and immediate formative assessments		5D:Assessment_adjustments	
e. self-evaluations		5D:Assessment_assess	
f. personal and/or metacognitive reflection logs		Growth Mindset:practical measurement 5D:purpose (Habits of thinking)	
g. learner-directed conversations to address specific or unique learner needs.		5D:Classroom Culture 5D:Adjustments	
h. critical conversations (intimate or classwide) to honor "voice and choice" in decisions regarding the learning environment and culture of		5D:Classroom Culture 2020 Strategic Plan *Wad-ja-learn*_Belanca 2015	

learning as it is experienced by the student.			

Teacher Comfort and Attitude in Technology Use Survey

Item	Rating
Effort Expectancy Questions	
1. Learning to operate the (XXXX) is easy for me.	1 2 3 4 5 6 7
2. My interaction with the (XXXX) is clear and understandable.	1 2 3 4 5 6 7
3. I find XXXX to be flexible to interact with	1 2 3 4 5 6 7
4. It is easy for me to become skillful at using (XXXX)	1 2 3 4 5 6 7
5. Using (XXXX) takes too much time	1 2 3 4 5 6 7
6. Working with (XXXX) is so complicated and difficult to understand.	1 2 3 4 5 6 7
7. **Attitude Toward using Technology Questions**	1 2 3 4 5 6 7
8. Using (XXXX) is a good idea.	
9. I dislike the idea of using (XXXX).	1 2 3 4 5 6 7
10. Using (XXXX) is pleasant.	1 2 3 4 5 6 7
11. (XXXX) makes students' schoolwork more interesting.	1 2 3 4 5 6 7
12. Using (XXXX) is fun for students.	1 2 3 4 5 6 7
13. Students disengage or get bored when using (XXXX).	
14. Providing opportunities for choice for students as they use (XXXX) is an important instructional feature or strategy.	1 2 3 4 5 6 7
15. **Anxiety Questions**	1 2 3 4 5 6 7
16. I feel nervous, uncomfortable about using (XXXX).	
17. It scares me to think that I could lose a lot of information by using (XXXX)	1 2 3 4 5 6 7
18. I hesitate using (XXXX) for fear of making mistakes or having technology glitches that could impact the students learning	1 2 3 4 5 6 7
19. The use of (XXXX) somewhat intimidates me.	1 2 3 4 5 6 7