

Research Agenda Needs Assessment

Directions: After darkening the circle next to the position that best describes you, please read through all the potential research areas listed to help you identify the five areas that you feel are most important to improving education in the state. Using the two 'Other' items at the end of the instrument, you may add up to two areas that are not listed and you believe should be among the highest five research priorities in the state. Once you have identified your five most important research areas, rank order those five by placing the item letters in the five priority boxes that immediately precede the items. For example, if the topic labeled with the letter 'C' is the topic that should have the highest priority, type/write the letter 'C' in the 'Highest priority topic' box. If the first topic you added, labeled 'O', is the second most important, type/write the letter 'O' in the 'Second highest priority topic' box. Continue until you have entered a letter in all five boxes.

What is your current primary role relative to PK-20 schooling in Kansas?

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| <ul style="list-style-type: none"> ① Governor/legislator ② Chamber of Commerce & Industry Ed. Committee ③ Curriculum coordinator ④ Dean of SOE ⑤ Director of Special Educ. ⑥ Director of Voc/Tech Educ. ⑦ KSDE Board member ⑧ KSDE staff member ⑨ KBOR Board member | <ul style="list-style-type: none"> ⑩ KBOR staff member ⑪ Local school board member ⑫ P-20 Council ⑬ Principal ⑭ PTA leadership ⑮ Teacher ⑯ Technical Education Authority member ⑰ Superintendent ⑱ Other (Please specify) _____ |
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Highest priority topic	Second highest priority topic	Third highest priority topic	Fourth highest priority topic	Fifth highest priority topic
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A. Cognition & student learning (e.g., What are the underlying cognitive processes involved in reading, writing, mathematics, or science that are predictive of student achievement in the relevant domain?)

B. Early childhood curriculum & instruction (e.g., What early childhood curriculum and instructional practices are associated with improved school readiness?)

C. Education leadership (e.g., What barriers exist for ensuring an effective leader in every school and how can the barriers be overcome? What seem to be the most effective preparation, recruitment, and retention strategies for education leadership? What characteristics and practices of education leaders are associated with better K-12 student outcomes?)

D. Education policy, finance & systems (e.g., What policies, systemic programs or practices, and education finance programs or practices are associated with better K-12 student outcomes?)

E. Education technology (e.g., Which education technology tools and/or practices are most effective in improving K-12 reading, writing, mathematics, science, or general study skills? How effective are technology rich classrooms in improving K-12 student behavior and achievement?)

F. High school reform (e.g., What reform practices have been shown to be effective at improving at-risk high school student outcomes? What education delivery redesign(s) can meet the needs of continually changing student characteristics and county population trends? How successful are students who are schooled in alternative education models, such as virtual schools?)

G. Mathematics & science curriculum and instruction (e.g., What K-12 curriculum and instructional practices are associated with better math or science outcomes and what acts as mediators and moderators of the relations between these practices and student outcomes?)

H. Multi-tier systems of support (MTSS), which is (1) the continuum of increasingly intense research-based interventions provided to students to respond to the students' academic and/or behavioral needs and (2) continuous monitoring of the effectiveness of the interventions provided (e.g., What educator supports are most effective for developing the skills needed to implement multi-tier systems of support?)

I. Nutrition and health (e.g., What curriculum and instructional practices are associated with improved K-12 student nutrition and health and, therefore, improved behavior and achievement?)

J. Postsecondary education (e.g., What policies, programs or practices are associated with improving access to, persistence in, and completion of postsecondary education? Are high school students ready for postsecondary education? Are postsecondary schools addressing the needs of adult learners and the state's economy/workforce?)

K. Reading and writing curriculum and instruction (e.g., What K-12 curriculum and instructional practices are associated with better reading or writing outcomes and what acts as mediators and moderators of the relation between these practices and student outcomes?)

L. Social and behavioral context for academic learning (e.g., What programs and practices are associated with better social skills and behaviors that support academic learning?)

M. Struggling adolescent and adult readers and writers curriculum and instruction (e.g., What curriculum and instructional practices are associated with reading and writing skill improvement among adolescents and adults who have struggled with acquiring these skills?)

N. Teacher quality(e.g., What are the characteristics of teachers that are associated with better K-12 student outcomes and what acts as mediators and moderators of the relation between student outcomes and teacher characteristics? What programs and practices for teacher preparation or teacher professional development are associated with teacher quality?)

O. Other (Please briefly describe.)

P. Other (Please briefly describe.)

Thank you for your assistance with this process.