

## Demographics

1. What is your race/ethnicity?
  - 1.1. Let's find a list that we like together of these?
2. Would you like to indicate your sex and/or gender identity?
  - 2.1. Yes
    - 2.1.1. What is your sex?
    - 2.1.2. What is your gender identity?
  - 2.2. No
3. What is your age?
  - 3.1. Open-ended
4. What is your major?
  - 4.1. Open-ended
5. Are you a transfer student?
  - 5.1. Yes
  - 5.2. No
6. What socioeconomic group/parent education level?
7. Did you ever receive free or reduced lunch at school growing up?
8. Are you a first generation student?
9. Did you attend a public school or a private school?
10. Was english spoken over 50% of the time at home?
  - 10.1. How many languages were spoken at home growing up?
  - 10.2. What languages?
11. For what percentage of primary school did you attend school in the U.S.?
12. What is your current UC GPA?
  - 12.1. If applicable what is CC GPA

But what kind of questions?? This is my interpretation of **things we want to uncover.**

(For students, right now, what is the) State of Schooling

(How have students) Changed Perspectives on K-12 Schooling in America

(What do students feel have been their own) Products and Promised Futures of

American K-12 Schooling

(Do students identify) A Need for Change, and Where?

(What is the student's) Beneficence of Privilege

ID	Question Content	Question Metric
1	<i><b>Today</b>, U.S. schools have a plain and clear responsibility to students. Finish the sentence: if you go to school _____.</i>	Definitely no, maybe, definitely yes 1-7 & Open-ended
	<i><b>I believe</b> U.S. schools should have a plain and clear responsibility to students. Finish the sentence: if you go to school _____.</i>	Definitely no, maybe, definitely yes 1-7 & Open-ended
	<i><b>Today</b>, U.S. schools have an unspoken responsibility to students. Finish the sentence: if you go to school _____.</i>	Definitely no, maybe, definitely yes 1-7 & Open-ended
	<i><b>I believe</b> U.S. schools should have an unspoken responsibility to students. Finish the sentence: if you go to school _____.</i>	Definitely no, maybe, definitely yes 1-7 & Open-ended

2	<i>Describe....what should be the primary product(s) of schooling for society?</i>	It's just text they read
	<i>Finish the sentence: when you graduate high school, you should have _____, and you should be _____.</i>	2x Open-response
	A block which requires them to answer the first question to see the second question	
	<i>To what extent do you believe that U.S. schooling creates the people <b>you</b> think schools should produce?</i>	Likert 1-7 (Strongly do not believe: Strongly believe)

3	<i>Schools are expected to guarantee students a certain <b>future</b>. Finish the sentence: U.S. schooling is guided by the guarantee that all American children will be/have _____ in their futures.</i>	Open-response
	A block which requires them to answer the first question to see the second question	

ID	Question Content	Question Metric
	<i>To what extent do you believe that U.S. schooling creates the futures that you think schools <b>should</b> produce?</i>	Likert 1-7 (Strongly do not believe: Strongly believe)

4	<i>Imagine seven or eight years from now, that you had your ideal future. Describe the scene, or what a single morning would look like for you. Use two to three sentences to paint a picture of how life would ideally look for you in the near future.</i>	Open-ended
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1) Rate your level of agreement with the following statements Likert 1-7  
Strongly Disagree - Strongly Agree.

2) In addition, please also reflect the level to which each assertion was made either concretely true or untrue for you at the schools you've attended personally growing up. Likert 1-7 Very untrue assertion - Very true assertion.

<b>School is About...</b> <i>Schooling should prioritize social outcomes (belonging, fairness, enriching living) just as much as academic living.</i> <i>It is important that students have influence over how school is structured.</i> <i>Schools are here to sort out the excellent students from underachievers, so that everyone has the right path.</i> <i>It is important that students have influence over what is taught in school.</i> <i>Schools should change their goals as the needs of society change.</i>
<b>The 'Talented Few' Myth</b> <i>Schools mainly exist to identify the most talented students so they can rise to the top.</i> <i>Society benefits most when schools focus their resources on the highest performing students.</i> <i>Only a small number of exceptional students will ultimately make the biggest impact on society, and school should help find them.</i> <i>It is more important to ensure the success of the most capable students than to make sure everyone succeeds equally.</i>
<b>Schooling has Equitable Functions</b> <i>Schools should make sure every student has equal opportunities to succeed, regardless of their background.</i> <i>The benefits of schooling are distributed fairly across different groups of people.</i> <i>Schools mostly serve the interests of those who already have advantages.</i>
<b>Belief in School Meritocracy Scale (Wiederkehr et al., 2015)</b> <i>At school, when there is a will there is a way.</i> <i>Everyone has the same chances to succeed at school.</i> <i>To succeed at school, one only has to work hard.</i> <i>At school, students who obtain poor grades are those who have not worked hard enough.</i> <i>At school, students are rewarded (they obtain good grades, praise) for their efforts.</i> <i>At school, children obtain the grades they deserve</i> <i>At school, students who obtain good grades are those who have worked hard</i> <i>Willingness is not always enough to succeed at schools</i>
<b>Democratic Orientation</b> <i>Schools have a responsibility to help reduce social inequalities that exist outside of school.</i> <i>Education should be designed so that all students feel like they belong and are valued members of the community.</i>
<b>Tension</b> <i>It is difficult to be both fair to everyone and still reward individual achievement.</i> <i>It is possible for schools to treat all students equally and still recognize excellence and high performance.</i> <i>Balancing fairness and merit is one of the biggest challenges schools face.</i>
<b>Do We Need Schools?</b> <i>The current school system reflects what society needs today.</i> <i>Most students would still learn what they need in life even without formal schooling.</i> <i>Schooling plays a necessary role in helping people live successful lives.</i> <i>We need to rethink the fundamental purpose of schooling in the United States.</i>

Is there anything else you'd like to add...

## Some notes, questions we won't likely include:

-Think back to the midterm assignment, When you got to the point where you were forced to stake your claim on it (be judged on performance for), and had to reflect on the value of **compulsory** schooling— whether we should take it or leave it— **what were your experiences developing a personal standpoint?**

-Have you ever taken a sort of stance like this before? Can you describe an experience where... in an academic setting... in a professional setting? Before when you were in another student role? How did it **feel** to conceptualize yourself with **responsibility over some choices in schooling**? What positive feelings, what not positive feelings... Was it complicated? Were there regrets or concerns? Was there pride or joy?

-**Were you challenged at all in your own beliefs** about the definitions of schooling during the class? What are your views about the fairness... How has this idea been challenged or supported for you?

-“Seeing yourself in five years”, how many times had you practiced that before? Since, how often, have you thought about it, was it beneficial.

This brings up stuff like, do minoritized students ever ever afford themselves this opportunity to consider what it is they want out of life? Not just what is obligations and expectations. Mandatory schooling feels so normal as a brown kid because expectations are just the rules of the road

-Thoughts about rage, thoughts about persistence of school, **concrete values over glittering generalizations** Is there trauma for some groups of people over schooling, in terms of perception of self? How did your personal schooling experiences **impact your ability to be 1) an educator, 2) a learner, 3) a potential parent**

-I also really really like the idea of a question which asks **“if you could redesign...”** But I think it would probably be like a fuckload of data to go through.