

Purpose of the Survey Digital Tool <u>https://bit.ly/IM_CGA</u> | Paper Tool <u>https://bit.ly/IM_CGAP</u>

This survey gathers teachers' perspectives on implementing Imagine IM (ILIM K-12), focusing on instructional context, planning and preparation, embedded professional learning, and community support. Its purpose is to give school leaders a clear understanding of what is currently happening in their school so they can better support teachers in successfully implementing Imagine IM.

It's important to note that this survey is not an evaluative instrument. It is designed to help school leaders understand teachers' perspectives on the support they receive and the additional support they may need to ensure successful math outcomes for students and teachers.

Note to Teachers

imagine learnina

Your responses will help leaders understand where to provide more resources, support, and guidance to ensure success.

Thank you for taking the time to share your thoughts. Your responses are anonymous, and your honest feedback is crucial. Your voice is important!

Section 1: Instructional Context

Instructional context refers to the teaching environment, including the grade levels, subjects taught, and the structure and schedule of instruction within the school.						
Question 1.1: Which best describes your teaching experience?						
Less than 3 years of teaching experience detecting experience detecting experience detecting experience detecting experience						
Question 1.2: Which best describes the length of time you have been at your current school?						
Less than 3 years 3-8 years 9 or more years at your current school at your current school at your current school						
Question 1.3: Select the grade level or math course that you currently teach. If you are teaching more than one grade level or math course, select the one that you would prefer to answer questions about.						
 Pre-K Kindergarten Grade 1 Grade 2 Grade 3 	 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 	 Algebra 1 Geometry Algebra 2 				

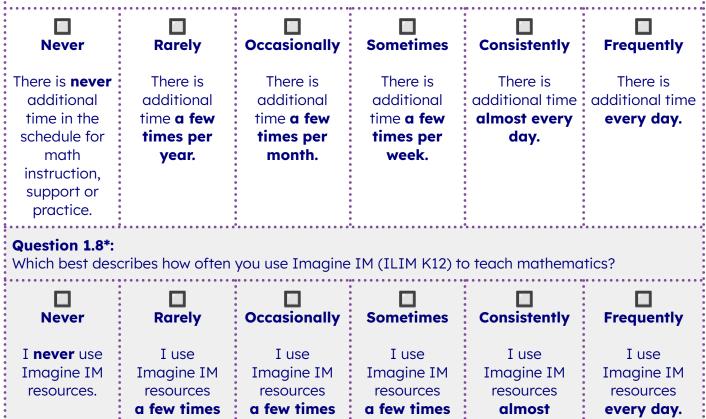


Question 1.4: Do you teach more than one grade level or math course?							
L Yes		• • • • • • • • • • • • • • • • • • •	no				
······							
Elementary School Teachers Please skip this section if you do not teach elementary school.							
Question 1.5E: Select the option th	nat best descr	ibes yc	ur teaching structu	re.			
Homeroom T	eacher	Dep	artmentalized Teac	her	Supp	D ort Teacher	
Stays with one clo teaching all s			hes one or two subj to different classes throughout the day			es additional o students.	
Question 1.6E: Select the option that best describes the daily allocated time for core mathematics class.							
Less than 60 minu	Less than 60 minutes per day 60 minutes per day More than 60 minutes per day					D 0 minutes per day	
······································							
	Middle and High School Teachers Please skip this section if you do not teach middle or high school.						
Question 1.5MH: Select the option th	nat best descr	ibes yc	ur teaching structu	re.			
One course with Multiple courses Mixed subjects and sections							
					Mixe	d subjects	
multiple sec Question 1.6MH:	tions	ibes yc		ching s		d subjects	

Question 1.7:

Which best describes how often additional time is provided in the schedule for math instruction, support, or practice?

This is additional time outside of core instruction.



Question 1.9:

List any additional mathematics resources or programs provided by your school or district.

per month.

Example: Your school purchased a subscription to an online database for additional practice problems.

per week.

every day.

per year.

imagine learning

Cultivating Growth Assessment

Section 2: Planning and Preparation

Planning and preparation refers to the time and resources available for effective lesson planning. **Question 2.1*:** About how often do you have sufficient time to complete all components of a math lesson (warm-up, all activities, synthesis, cool-down)? Never Rarely Occasionally **Sometimes** Consistently Frequently I **never** have I have I have I have I have I have sufficient time sufficient time sufficient time sufficient time sufficient time sufficient time to complete a few times a few times a few times almost every day. per month. all per year. per week. every day. components of a math lesson. **Question 2.2*:** About how often are you able to complete lesson activities (Activity 1, Activity 2, ...) without skipping or shortening them due to time constraints?

D Never	C Rarely	Cccasionally	D Sometimes	Consistently	Frequently
I never complete lesson activities without skipping.	I complete lesson activities without skipping or shortening a few times per year.	I complete lesson activities without skipping or shortening a few times per month.	I complete lesson activities without skipping or shortening a few times per week.	I complete lesson activities without skipping or shortening almost every day.	I complete lesson activities without skipping or shortening every day.



Question 2.3*:

About how often does your schedule include a planning period?

A daily planning period is a designated time during the school day when you are not responsible for students, allowing you to prepare lessons, grade assignments, and complete other instructional tasks.

Never	D Rarely	Cccasionally	D Sometimes	Consistently	Frequently
I never have a planning period.	I have a planning period a few times per year.	I have a planning period a few times per month.	I have a planning period a few times per week.	I have a planning period almost every day.	I have a planning period every day.

Question 2.4*:

About how often does your school or district provide any additional materials necessary for you to teach lessons effectively?

Additional materials are listed under "Materials to Gather" for each unit.

D Never	Rarely	Cccasionally	C Sometimes	Consistently	Frequently
My school never provides the additional lesson materials.	My school provides the additional lesson materials a few times per year .	My school provides the additional lesson materials a few times per month .	My school provides the additional lesson materials a few times per week.	My school provides the additional lesson materials almost every day.	My school provides the additional lesson materials every day.

Section 3: Embedded Professional Learning

Embedded Professional Learning is integrated into a teacher's regular routine, providing ongoing learning experiences within the school setting. Embedded Professional Learning includes Professional Learning Communities (PLC) and support from a mathematics (curriculum) coach.

Question 3.1*:

imagine learnina

About how often do you participate in grade-level or course mathematics PLC meetings?

This question refers to mathematics-focused PLC meetings, which bring together teachers from the same grade level or course. For example, all first-grade teachers or all Algebra 1 teachers meet to collaborate.

Never	☐ Rarely	Cccasionally	D Sometimes	Consistently	Frequently		
I never participate in grade-level or course PLC meetings.	I participate in grade-level or course PLC meetings a few times per year.	I participate in grade-level or course PLC meetings almost every month.	I participate in grade-level or course PLC meetings every month.	I participate in grade-level or course PLC meetings almost every week.	I participate in grade-level or course PLC meetings every week.		
This question re different grade	Question 3.2*: About how often do you participate in vertical mathematics PLC meetings? <i>This question refers to vertical mathematics-focused PLC meetings, which involve teachers from different grade levels or courses. For example, K-5 teachers or teachers of Algebra 1, Geometry, and Algebra 2 meet to collaborate.</i>						
Never	Rarely	Cccasionally	D Sometimes	Consistently	Frequently		
I never participate in vertical PLC meetings.	I participate in vertical PLC meetings a few times per year.	I participate in vertical PLC meetings almost every month.	I participate in vertical PLC meetings every month.	I participate in vertical PLC meetings almost every week.	I participate in vertical PLC meetings every week .		



Question 3.3*:

Which best describes how often you receive individual support on mathematics instruction from an instructional coach?

This question is about the mathematics-focused individual support you receive from an instructional coach.

D Never	Rarely	Cccasionally	D Sometimes	Consistently	Frequently
I never receive individual mathematics support from an instructional coach.	I receive individual support a few times per year .	I receive individual support almost every month.	I receive individual support every month.	I receive individual support almost every week.	I receive individual support every week.

Question 3.4*:

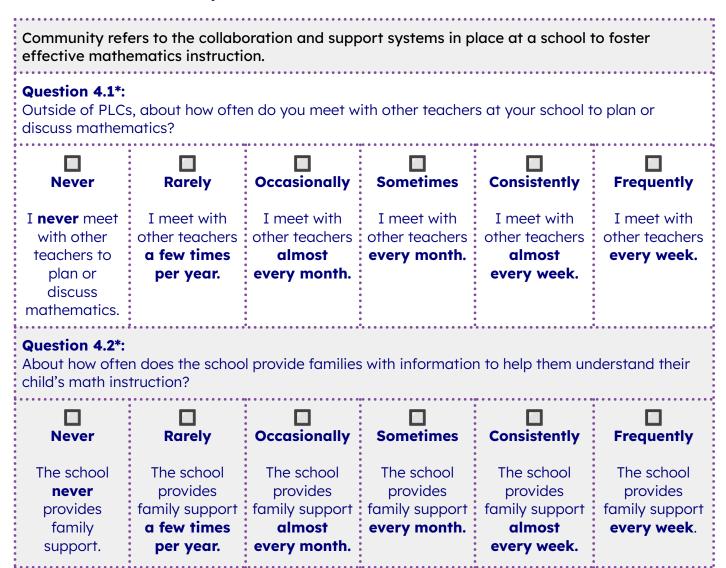
Which best describes how often you receive grade-level or team mathematics support from an instructional coach?

This question is about the mathematics-focused grade level or team support you receive from an instructional coach.

Never	Rarely	Cccasionally	D Sometimes	Consistently	Frequently
I never receive grade-level or team mathematics support from an instructional coach.	I receive grade-level or team support a few times per year .	I receive grade-level or team support almost every month.	I receive grade-level or team support every month.	I receive grade-level or team support almost every week.	I receive grade-level or team support every week .



Section 4: Community



Question 4.3*: About how often does your school leadership check in on the effort and progress required for shifting math instructional practices? Never Rarely **Occasionally Sometimes** Consistently Frequently Leadership Leadership Leadership Leadership Leadership Leadership never checks checks in checks in checks in checks in checks in a few times in on the almost every month. almost every week. effort and per year. every month. every week. progress required for shifting math instructional practices. **Question 4.4*:** About how often do you feel that math instruction is important in your school? Never Rarely Occasionally **Sometimes** Consistently Frequently I never feel I feel like I feel like I feel like I feel like math I feel like math like math instruction is math math math instruction is instruction is instruction is instruction is instruction is important important important at important important important almost every week. my school. a few times almost every every month. every week. per year. month. **Question 4.5:** Which of the following actions has your school taken to continue and improve the practices or strategies you learned from outside training? (Select all that apply) Regularly revisiting content in PLC or Performs classroom observations to provide feedback on implementing staff meetings professional learning content Providing ongoing coaching related to Integrating new practices into the professional learning content school-wide goals or initiatives □ Allocating time for collaborative planning and sharing of best practices Other (the actions do not align with the choices provided) Offering embedded professional learning on related topics □ None



Section 5: Additional Insights

Open reflection: Share any additional thoughts about professional learning or anything else that you think is relevant.

Question 5.1:

Share any additional thoughts, reflections, or feedback regarding math instruction at your school.