

Purpose of the Survey

Digital Tool https://bit.ly/IM_CGA | Paper Tool https://bit.ly/IM_CGAP

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

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

3-8 years
of teaching experience

9 or more years
of teaching experience

Question 1.2:

Which best describes the length of time you have been at your current school?

Less than 3 years
at your current school

3-8 years
at your current school

9 or more years
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?

Yes

No

Elementary School Teachers

Please skip this section if you do not teach elementary school.

Question 1.5E:

Select the option that best describes your teaching structure.

Homeroom Teacher

Stays with one class all day, teaching all subjects

Departmentalized Teacher

Teaches one or two subjects to different classes throughout the day.

Support Teacher

Provides additional help to students.

Question 1.6E:

Select the option that best describes the daily allocated time for core mathematics class.

Less than 60 minutes per day

60 minutes per day

More than 60 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 that best describes your teaching structure.

One course with multiple sections

Multiple courses and sections

Mixed subjects

Question 1.6MH:

Select the option that best describes your typical math teaching schedule.

Traditional:
Less than 60 minutes per class

Extended Traditional:
60 or more minutes per class

Block:
90 minutes per class

Extended Block:
90 or more minutes per class

Other

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.

<input type="checkbox"/> Never	<input type="checkbox"/> Rarely	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Consistently	<input type="checkbox"/> Frequently
There is never additional time in the schedule for math instruction, support or practice.	There is additional time a few times per year.	There is additional time a few times per month.	There is additional time a few times per week.	There is additional time almost every day.	There is additional time every day.

Question 1.8*:

Which best describes how often you use Imagine IM (ILIM K12) to teach mathematics?

<input type="checkbox"/> Never	<input type="checkbox"/> Rarely	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Consistently	<input type="checkbox"/> Frequently
I never use Imagine IM resources.	I use Imagine IM resources a few times per year.	I use Imagine IM resources a few times per month.	I use Imagine IM resources a few times per week.	I use Imagine IM resources almost every day.	I use Imagine IM resources every day.

Question 1.9:

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

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

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)?

<input type="checkbox"/> Never	<input type="checkbox"/> Rarely	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Consistently	<input type="checkbox"/> Frequently
I never have sufficient time to complete all components of a math lesson.	I have sufficient time a few times per year.	I have sufficient time a few times per month.	I have sufficient time a few times per week.	I have sufficient time almost every day.	I have sufficient time every day.

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?

<input type="checkbox"/> Never	<input type="checkbox"/> Rarely	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Consistently	<input type="checkbox"/> 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.

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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.

<input type="checkbox"/> Never	<input type="checkbox"/> Rarely	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Consistently	<input type="checkbox"/> 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.

<input type="checkbox"/> Never	<input type="checkbox"/> Rarely	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Consistently	<input type="checkbox"/> 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*:

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.

<input type="checkbox"/> Never	<input type="checkbox"/> Rarely	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Consistently	<input type="checkbox"/> 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.

Question 3.2*:

About how often do you participate in vertical mathematics PLC meetings?

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.

<input type="checkbox"/> Never	<input type="checkbox"/> Rarely	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Consistently	<input type="checkbox"/> 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.

<input type="checkbox"/> Never	<input type="checkbox"/> Rarely	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Consistently	<input type="checkbox"/> 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.

<input type="checkbox"/> Never	<input type="checkbox"/> Rarely	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Consistently	<input type="checkbox"/> 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

Community refers to the collaboration and support systems in place at a school to foster effective mathematics instruction.

Question 4.1*:

Outside of PLCs, about how often do you meet with other teachers at your school to plan or discuss mathematics?

<input type="checkbox"/> Never	<input type="checkbox"/> Rarely	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Consistently	<input type="checkbox"/> Frequently
I never meet with other teachers to plan or discuss mathematics.	I meet with other teachers a few times per year.	I meet with other teachers almost every month.	I meet with other teachers every month.	I meet with other teachers almost every week.	I meet with other teachers every week.

Question 4.2*:

About how often does the school provide families with information to help them understand their child's math instruction?

<input type="checkbox"/> Never	<input type="checkbox"/> Rarely	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Consistently	<input type="checkbox"/> Frequently
The school never provides family support.	The school provides family support a few times per year.	The school provides family support almost every month.	The school provides family support every month.	The school provides family support almost every week.	The school provides family support every week.

Cultivating Growth Assessment

Question 4.3*:

About how often does your school leadership check in on the effort and progress required for shifting math instructional practices?

<input type="checkbox"/> Never	<input type="checkbox"/> Rarely	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Consistently	<input type="checkbox"/> Frequently
Leadership never checks in on the effort and progress required for shifting math instructional practices.	Leadership checks in a few times per year.	Leadership checks in almost every month.	Leadership checks in every month.	Leadership checks in almost every week.	Leadership checks in every week.

Question 4.4*:

About how often do you feel that math instruction is important in your school?

<input type="checkbox"/> Never	<input type="checkbox"/> Rarely	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Consistently	<input type="checkbox"/> Frequently
I never feel like math instruction is important at my school.	I feel like math instruction is important a few times per year.	I feel like math instruction is important almost every month.	I feel like math instruction is important every month.	I feel like math instruction is important almost every week.	I feel like math instruction is important every week.

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)

- | | |
|---|--|
| <input type="checkbox"/> Regularly revisiting content in PLC or staff meetings | <input type="checkbox"/> Performs classroom observations to provide feedback on implementing professional learning content |
| <input type="checkbox"/> Providing ongoing coaching related to the professional learning content | <input type="checkbox"/> Integrating new practices into school-wide goals or initiatives |
| <input type="checkbox"/> Allocating time for collaborative planning and sharing of best practices | <input type="checkbox"/> Other (the actions do not align with the choices provided) |
| <input type="checkbox"/> Offering embedded professional learning on related topics | <input type="checkbox"/> 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.