1. Introduction

Enhanced Learning Maps Unit Feedback Survey
2017-2018 School Year

This survey asks questions about each component of the ELM unit you implemented. Thank you in advance for your thoughtful feedback. We will consider your responses as we revise and improve the ELM materials. You may want to have access to these materials as you take the survey. Please note that you have the option to save your progress for up to one month and come back to complete the survey at a later time if you prefer.

Please indicate whether or not we have your permission to use your statements on our website.

- Yes, you may publish my statements on your website.
- No, you may not publish my statements on your website.

Name

State

- Alaska
- Iowa
- Kansas
- Missouri
- Wisconsin

Cohort

- Cohort 1 (2016)
- Cohort 2 (2017)
- Cohort 3 (2018)

Is this the first unit you are providing feedback for during the 2017-18 academic year?

- Yes
- No

2. Unit Info

For which subject are you providing feedback?

- English Language Arts
- Mathematics

For which unit are you providing feedback? Please select a subject, then a grade, then the unit within that grade.

- Subject
- Grade
- Standard(s) and Unit Title

3. Demographics

https://kusurvey.ca1.qualtrics.com/Q/EditSection/Blocks/Ajax/GetSurveyPrintPreview?ContextSurveyID=SV_6saed52zDggS7Nb&ContextLibraryID=... 1/13
School Setting

The questions in this section address your school setting. You will only receive these questions the first time you submit your feedback for the 2017-18 academic year.

Please provide a context for your school setting.

- Urban
- Suburban
- Rural

Please select all grades taught in your school.

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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</tbody>
</table>

Estimate the percent of students who receive free or reduced price lunch.

<table>
<thead>
<tr>
<th></th>
<th>0 - 25%</th>
<th>26 - 50%</th>
<th>51 - 75%</th>
<th>76 - 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom</td>
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</tbody>
</table>

How many students attend your school?

<table>
<thead>
<tr>
<th></th>
<th>Fewer than 50</th>
<th>50 - 100</th>
<th>101 - 200</th>
<th>201 - 500</th>
<th>501 - 1000</th>
<th>More than 1000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

What is the total number of students to whom you teach this subject?


How do you generally group students for learning?

- Assign students to groups that vary over time based on the instructional objectives and student ability.
- Assign students to small permanent groups for assignments and other group work.
- Assign students to groups during activities only.
- Students work independently.
- Other

What are the formally adopted instructional resources for this content area in your school or district? Please provide the name of the book or program and the source (e.g., publisher).
Do you utilize any of the following supplemental resources for this content area? Select all that apply.

- EngageNY
- Materials developed by teachers in my district.
- Google
- NCTE
- Khan Academy
- NCTM
- Learnzillion.com
- Pinterest
- Leveled readers
- Sharemylesson.com
- Materials I develop.

4. Learning Map Interface

Learning Map Interface
The questions in this section address the design and usability of the learning map software.

Please indicate your level of agreement with the statements below.

<table>
<thead>
<tr>
<th>I am better prepared to implement the unit in my second year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

Please indicated your level of agreement to the following:

<table>
<thead>
<tr>
<th>The learning map software loads quickly when I first open it.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learning map software was intuitive to use.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is important that the learning map software loads quickly.</td>
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</tbody>
</table>

What are your recommendations for making the software easier to use?

What, if anything, would you like to see added to the learning map software?
The learning map information deepened my understanding of the content I teach.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

In what ways did the learning map information deepen your understanding?

The learning map information generally represented how my students learn.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

The learning map information helped me meet individual student needs.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

In what ways did the learning map information help you meet individual student needs?

How do you use the maps with students?

How did you use the learning map information in your instruction? Select all that apply.

- [ ] Plan whole group instruction
- [ ] Interpret the meaning of student responses
- [ ] Establish learning goals
- [ ] Consider next steps in learning
- [ ] Consider prerequisites
- [ ] Other
- [ ] Diagnose misconceptions
How and when do you make decisions to differentiate?

Did you save any of your own map views?
- Yes
- No

How did you use the map view you saved?

What nodes do you think are missing or need to be created/added?

5. Teacher Notes

Teacher Notes
The questions in this section address the information in the Teacher Notes document.

How frequently do you consult professional or research journals to learn about pedagogy or the content you teach?

<table>
<thead>
<tr>
<th>Never</th>
<th>Occasionally</th>
<th>Monthly</th>
<th>Weekly</th>
<th>Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Did you read the Teacher Notes?
- Yes
- No

Please indicate your level of agreement with the statement below.

The Teacher Notes were helpful to me.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>
What did you learn from reading the Teacher Notes?

What suggestions do you have for making the Teacher Notes more useful for you?

Why did you not read the Teacher Notes? Select all that apply.

- [ ] They were too long
- [ ] I did not have time
- [ ] They were too hard to read
- [ ] It did not seem necessary
- [ ] Other

What could we do related to the Teacher Notes to make it more likely you would read them?

6. Instructional Activity and Related Materials

Instructional Activity and Related Materials (Student Handouts and Supplements)
The questions in this section address the format, alignment, and information in the Instructional Activity.

How many total students did you teach using the lessons in this Enhanced Learning Maps (ELM) Instructional Activity?

Did you teach the lessons in this Instructional Activity to students in special populations? If so, please select all that apply.

- [ ] Students with an IEP
- [ ] Students with a 504 Plan
- [ ] ELL students
Did you use any technology to teach the lessons in this Instructional Activity?
- Yes
- No

Please describe the technology you or your students used during the lessons in this Instructional Activity.

Did you choose to significantly alter or omit one of the lessons in the Instructional Activity?
- Yes
- No

Which lesson did you significantly alter or omit (e.g., Lesson 3)? Please explain why you made this decision.

Please indicate your level of agreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>I found the format of the Instructional Activity easy to use.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The Instructional Activity appropriately address the intended standard(s).</td>
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<td></td>
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<tr>
<td>The information provided in the Instructional Activity was appropriate for teaching the lessons.</td>
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</table>

Please indicate aspects of information provided in the Instructional Activity that you felt were inappropriate. Select all that apply.
- There was too much information
- There was too little information
- It was too difficult to read
- It was too complicated to implement
- One or more lessons were too long
- I did not have the suggested materials available
7. Math Guiding Questions

The questions in this section address the Guiding Questions (Math) in the Instructional Activity.

Did you use the Guiding Questions provided?

- Yes
- No

What Guiding Questions should be added?

Please indicate your level of agreement with each statement.

The *Elicit student thinking* questions helped me engage students in talking about mathematics.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
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</table>

How did you engage students in talking about mathematics and elicit student thinking?

What evidence did you receive?

The *Determine if the student can...* questions helped me diagnose student understanding and/or misconceptions.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

Why did you not use the Guiding Questions? Select all that apply.
8. ELA Checking for Understanding

The questions in this section address the Checking for Understanding Questions (ELA) in the Instructional Activity.

Did you use the Checking for Understanding Questions provided?

- Yes
- No

What Checking for Understanding Questions should be added?

Please indicate your level of agreement with each statement.

The *Determine if the student can...* questions helped me diagnose student understanding and/or misconceptions.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Why did you not use the Checking for Understanding Questions? Select all that apply.

- I did not have them available during the lesson
- They did not seem to apply to my students
- I constructed my own questions
- They were too broad
9. Instructional Activity

The questions in this section address the student engagement and understanding during the Instructional Activity.

Please indicate your level of agreement with the following statements.

My students were engaged in the lessons.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
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</table>

The engagement I observed in this unit was...

<table>
<thead>
<tr>
<th>MORE than usual</th>
<th>SAME as usual</th>
<th>LESS than usual</th>
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</table>

How do you perceive student understanding of this topic after this instruction when compared to understanding of the same topic after instruction in previous years or with other materials?

What suggestions do you have for improving the Instructional Activities?

10. Student Activity

Student Activity

The questions in this section address the effectiveness of the Student Activity.
Please indicate your level of agreement with each statement.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>The questions/tasks in the Student Activity were written at an appropriate level of difficulty for the standard.</td>
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<tr>
<td>The questions/tasks in the Student Activity drew on the knowledge and skills I taught in the lessons.</td>
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<tr>
<td>My students were authentically engaged in the Student Activity.</td>
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<tr>
<td>The Student Activity effectively represented the concepts and skills taught in these lessons.</td>
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<tr>
<td>My students’ responses to the Student Activity provided me with sufficient information to assess their understanding.</td>
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</table>

You said that you `{q:/QID37/ChoiceGroup/SelectedAnswers/1}` that the questions/tasks in the Student Activity were written at an appropriate level.

What problems did you identify with the questions/tasks? Select all that apply.

- [ ] They were too hard
- [ ] They were too easy
- [ ] Other

What suggestions do you have for improving the Student Activity?

11. Student Activity Solution/Feedback Guide

Student Activity Solution/Feedback Guide
The questions in this section address the effectiveness of the Student Activity Solution/Feedback Guide.

Please indicate your level of agreement with each statement.
The common errors in the Solution/Feedback Guide were consistent with errors my students made.

What common errors did you observe that were not included in the Solution/Feedback Guide?

I used the information provided in the Solution/Feedback Guide with my students' responses to follow up with individual students.

Please explain why you did not use the information provided in the Solution/Feedback Guide to follow up with individual students.

The information provided in the Solution/Feedback Guide helped me to diagnose misconceptions and missing knowledge in struggling students.

What suggestions do you have for improving the Solution/Feedback Guide?

12. Final Thoughts

Final Thoughts
The questions in this section address your final thoughts and comments about the ELM Instructional Resources.

What did you learn when using the Enhanced Learning Maps Instructional Resources?
How did you apply that learning in your classroom or teaching?

How did the Enhanced Learning Maps Instructional Resources change your approach to formative assessment?

Which features of the Enhanced Learning Maps Instructional Resources do you like the best?

Which features of the Enhanced Learning Maps Instructional Resources do you like the least?

What else should be included in the Learning Map Software to make it an invaluable resource?

enhancedlearningmaps.org  |  785.864.8198  |  EnhancedLM@ku.edu