

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

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.

K 1 2 3 4 5 6 7 8 9 10 11 12

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

	0 – 25%	26 – 50%	51 – 75%	76 – 100%
School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many students attend your school?

Fewer than 50 50 – 100 101 – 200 201 – 500 501 – 1000 More than 1000

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

How do you generally group students for learning $\{q://QID101/ChoiceGroup/SelectedChoices\}$?

- 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.

- | | | |
|---|--|--|
| <input type="checkbox"/> EngageNY | <input type="checkbox"/> Materials developed by teachers in my district. | <input type="checkbox"/> State Department of Education website |
| <input type="checkbox"/> Google | <input type="checkbox"/> NCTE | <input type="checkbox"/> Teachers Pay Teachers |
| <input type="checkbox"/> Khan Academy | <input type="checkbox"/> NCTM | <input type="checkbox"/> Teaching Channel |
| <input type="checkbox"/> Learnzillion.com | <input type="checkbox"/> Pinterest | <input type="checkbox"/> Trade books |
| <input type="checkbox"/> Leveled readers | <input type="checkbox"/> Sharemylesson.com | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> 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.

I am better prepared to implement the unit in my second year.

Strongly agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicated your level of agreement to the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree
The learning map software loads quickly when I first open it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning map software was intuitive to use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important that the learning map software loads quickly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

Strongly agree



Agree



Disagree



Strongly Disagree



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

The learning map information generally represented how my students learn.

Strongly Agree



Agree



Disagree



Strongly Disagree



The learning map information helped me meet individual student needs.

Strongly Agree



Agree



Disagree



Strongly Disagree



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?

Never Occasionally Monthly Weekly Daily

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.

Strongly Agree Agree Disagree Strongly Disagree

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

None

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.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I found the format of the Instructional Activity easy to use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Instructional Activity appropriately address the intended standard(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information provided in the Instructional Activity was appropriate for teaching the lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Other

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.

Strongly Agree



Agree



Disagree



Strongly Disagree



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.

Strongly Agree



Agree



Disagree



Strongly Disagree



Why did you not use the Guiding 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
- They were too specific
- Other

Please describe the questions that you created.

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

They were too specific

Other

Please describe the questions that you created.

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.

Strongly Agree



Agree



Disagree



Strongly Disagree



The engagement I observed in this unit was...

MORE than usual



SAME as usual



LESS than usual



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.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The questions/tasks in the Student Activity were written at an appropriate level of difficulty for the standard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The questions/tasks in the Student Activity drew on the knowledge and skills I taught in the lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students were authentically engaged in the Student Activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Student Activity effectively represented the concepts and skills taught in these lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students' responses to the Student Activity provided me with sufficient information to assess their understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

Strongly Agree



Agree



Disagree



Strongly Disagree



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.

Strongly Agree



Agree



Disagree



Strongly Disagree



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.

Strongly Agree



Agree



Disagree



Strongly Disagree



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?

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