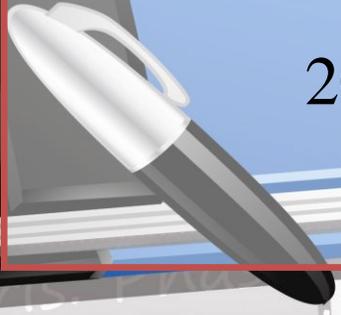
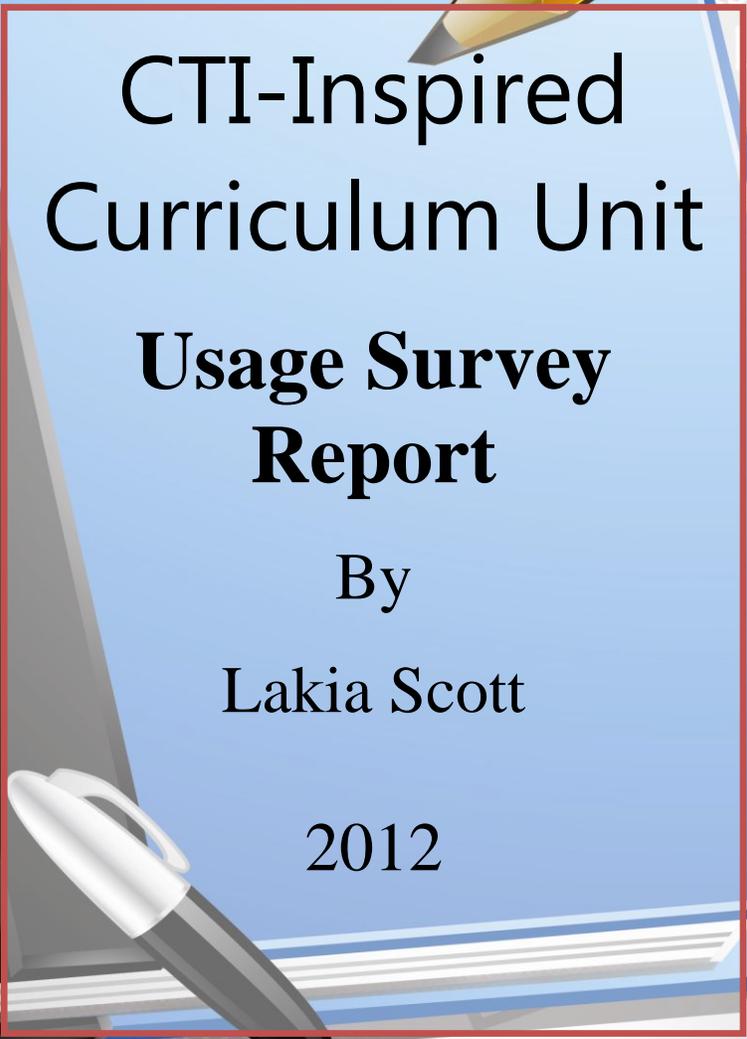


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# CTI-Inspired Curriculum Unit Usage Survey Report

By

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2012

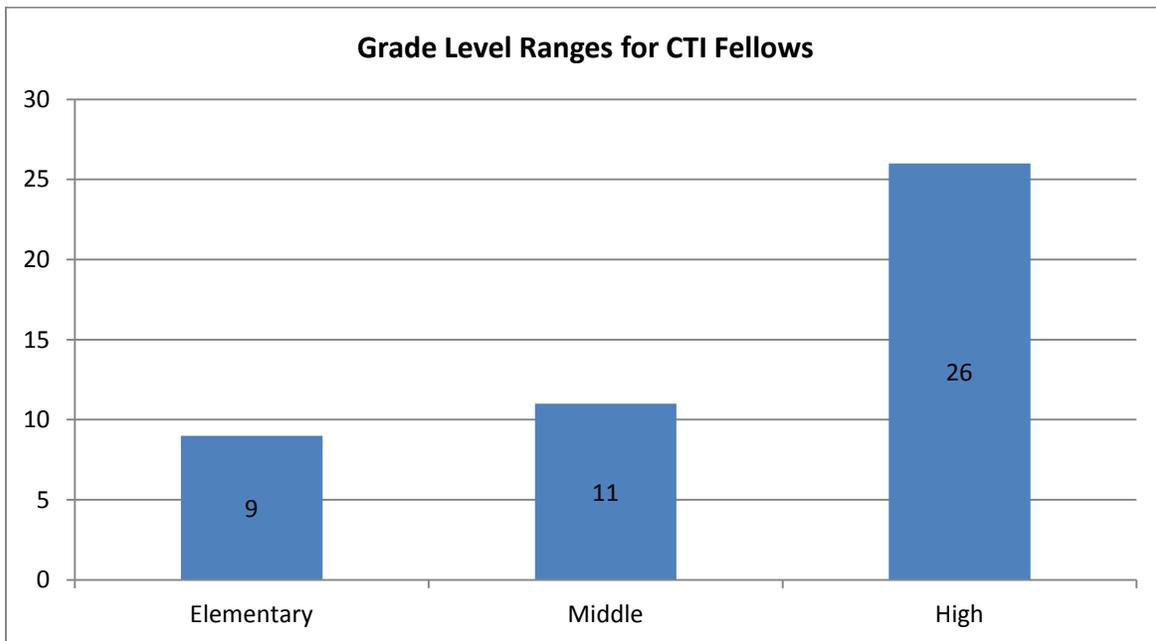
# Curriculum Unit Usage Survey Results

## Data Collection and Procedures

During May 2012, an electronic survey was sent via email to the 2011-2012 cohort of CTI Fellows. The survey asked Fellows 5 questions geared towards their teaching of the CTI-inspired Curriculum Unit. These questions were created by the Lead Researcher and then revised and reformatted by other Evaluation Team members. Fellows were given one month to answer questions from the survey, in which 46 of 85 participated (54%). Compiled into 4 multiple-choice questions and 1 open-ended response, the results of the survey follow.

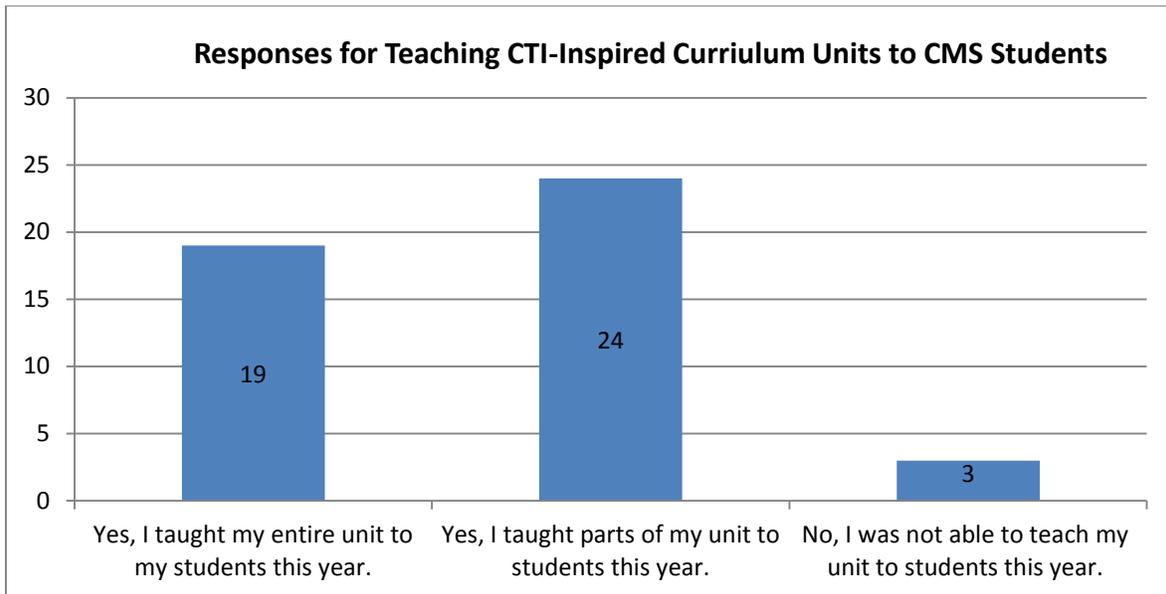
## Results

Chart 1. *Grade Level Ranges for CTI Fellows*



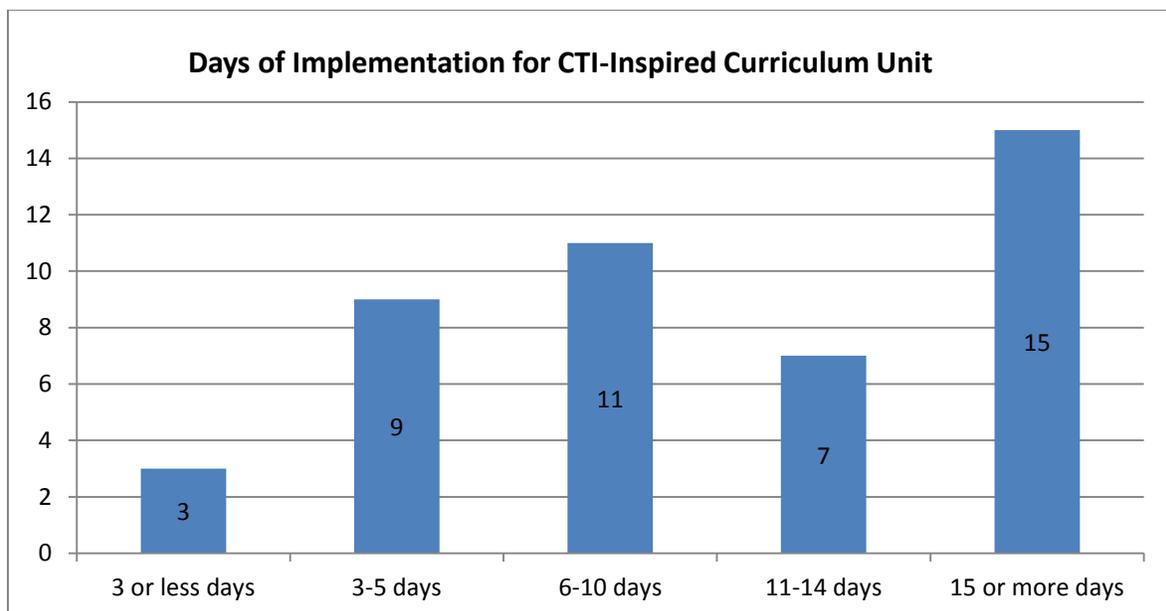
In response to the question, “What grade level do you teach,” a total of 46 Fellows from the 2011-2012 cohort responded. Of those surveyed, 56% (26) reported that they taught high school. Another 24% (11) noted that they taught in middle school. Lastly, 20% (9) reported that they taught elementary grades. As can be seen in Chart 1, in this Cohort, approximately 80% of the Fellows surveyed taught secondary subject areas.

Chart 2. *Responses for Teaching CTI-Inspired Curriculum Units to CMS Students*



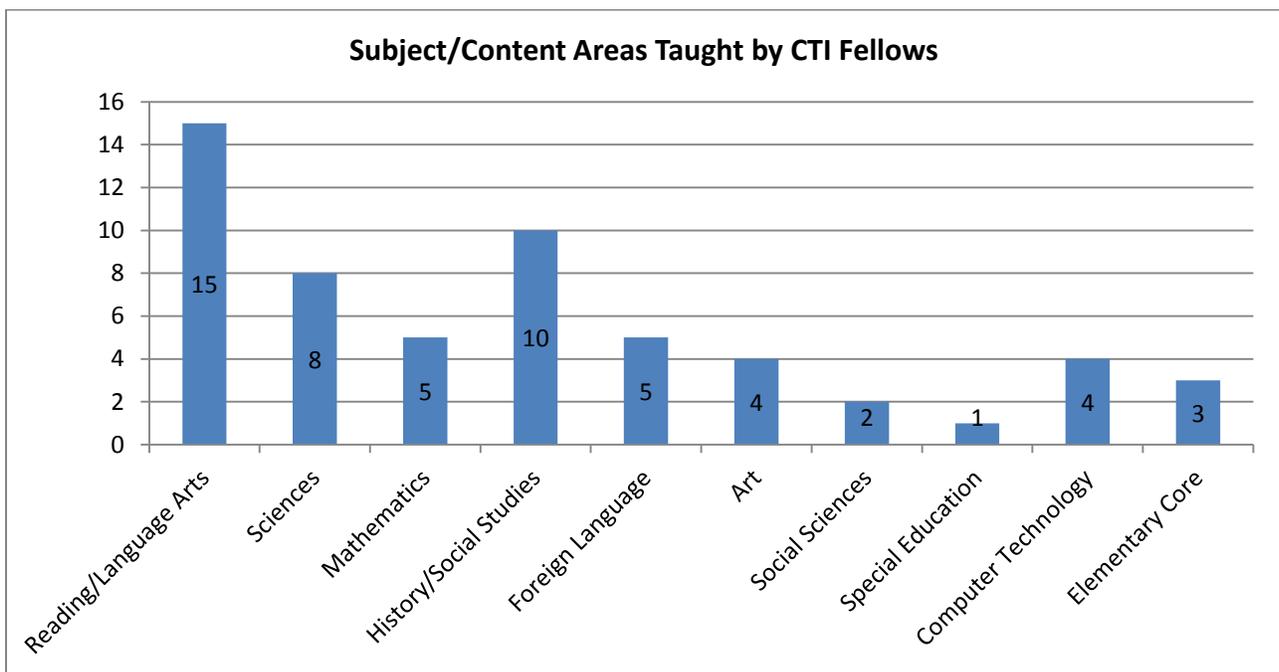
In response to the question, “Did you teach part or all of your CTI-inspired Curriculum Unit developed this year,” a total of 46 Fellows from the 2011-2012 cohort responded. Of those surveyed, 41% (19) responded that they had taught their entire CTI-Inspired Curriculum Unit to their students this year. 52% (24) noted that they had only taught parts of their CTI-inspired Curriculum Unit. Lastly, 7% (3) reported that they had not taught their unit this year. As can be seen in Chart 2, it can be concluded that at least 93% of the Fellows that completed the survey taught part or all of their CTI-inspired Curriculum Units to their students this year.

Chart 3. *Days of Implementation for CTI-Inspired Curriculum Unit*



In response to the question, “How many days did it take you to implement your CTI-inspired curriculum unit,” a total of 45 Fellows from the 2011-2012 cohort responded. Of those surveyed, 33% (15) responded that it took 15 or more days. Following, 24% (11) reported that it took 6-10 days to implement. Next, 20% (9) replied that it took 3-5 days and 16% noted that it took 11-14 days. Lastly, 7% (3) stated that it took 3 or less days to implement their unit. As seen in Chart 3, it can be concluded that due to a range of factors that may influence teaching time and availability, the CTI-inspired Curriculum Unit was taught for a certain number of days at the Fellow’s discretion, however, most of the Fellows reported that their units took more than 3 days to implement.

Chart 4. *Subject/Content Areas Taught by CTI Fellows*



In response to the question, “What subject area do you teach,” a total of 46 Fellows from the 2011-2012 cohort responded. The question also accepted multiple responses, which totaled the response count to 57. In order of the most prominent to least prominent, 26% (15) taught Reading/Language Arts, 18% (10) taught History/Social Studies, and 14% (8) taught in the Science related fields. Additionally, 9% (5) taught Mathematics, 9% (5) taught a Foreign Language, 7% (4) taught Art, 7% (4) Computer Technology, and taught 5% (3) elementary grade core courses. Lastly, only 4% (2) taught in the social sciences and 2% (1) in Special Education. As can be seen in Chart 4, this Cohort of CTI Fellows represent most subject areas, yet, they are most prominent in the Reading/Language Arts, History/Social Studies, and Science related fields.

The final question, “Have you implemented this unit as part of your CMS curriculum? If yes, what standards did your unit address?” yielded a total of 46 responses from Fellows of the 2011-

2012 cohort. When asked about the standards, the fellows stated North Carolina Standard Course of Study objectives as those they were trying to address with their CU were in the following areas:

- Science
  - 7<sup>th</sup> grade science – Forces/Motions
- Language Arts
  - Writing Conventions
  - Figurative Language
  - Cultural appreciation
  - 9<sup>th</sup> Grade Writing and Spoken Language objectives
  - Implementing grammatical rules
  - Vocabulary development
  - Argumentative writing
- Mathematics
  - Problem Solving
  - Algebraic functions
  - Geometric patterns (stem and leaf plots)
  - 8<sup>th</sup> grade objectives
  - Trigonometry
- French
  - Cultures (historical and contemporary literature)
- Social Studies
  - Nationalism and world history
  - Revolution, early formation of government, democracy practices
  - Economics
  - Historical thinking for modern societies
  - Political parties
- Art
  - Critical responses
- Technology
  - Data collection