



2016 Curriculum Unit Usage Survey

Executive Summary

Purpose: The aim of the Curriculum Unit Usage Survey is to report on 2015 CTI Fellows' perceptions and progress about the implementation and distribution of the CTI Curriculum Unit.

Data Collection: 60 Fellows completed the online survey for a response rate of 75% (an average response rate of 34%-45% was identified in meta-analysis by Shih & Fan, 2008). The survey asked teachers about teaching their Curriculum Unit between January and June 2016. The Curriculum Units were written and approved as part of the 2016 CTI Seminars.

Participants: All eight 2015 Seminars were represented by Fellows' responses. 45% teachers taught grades K-5; 22% taught grades 6-8; and 33% taught grades 9-12. Fellows taught a range of subjects including language arts, English, reading, science, math, social studies, art and foreign languages.

Main Findings about unit sharing and assessments

- A total of 92% respondents taught all or part of their Curriculum Unit
- These Curriculum Units were taught to a total of 4,046 CMS students in grades K-12 between January and June.
- In total, these 60 respondents taught 8,325 students this year.
- 88% shared their units with other teachers.
- They also shared their Curriculum Units with the total of 223 other teachers between January and June.
- 32% confirmed that other teachers used their units.
- Curriculum Units were shared with teaching colleagues as follows:
 - Presenting at departmental or grade level meetings 42%
 - Presenting at professional learning community meetings 28%
 - Sharing with their school principal 23%
 - followed by sending emails 23%
 - By talking with colleagues 5%
 - Presenting at Educational Conference 2%
 - Posted on Facebook 2%
 - Posted on Twitter 2%
- Student Assessment
 - 89% of the respondents assessed their students
 - 10% respondents did not



Content analysis was used to identify themes from teacher testimonials: Impact did units have on students, Feedback/ Engaged Students, and Feedback from Teaching Colleagues. Some examples are listed below:

Student Impact

“Students were able to relate more directly to the characters. And this is the first time that my students were able to understand perspective! Again the mastery was at 89% according to the W1 writing rubric.” - *W.A. Hough High School, Supernatural Figures in Theatre, Film and the Brain*

“I was working with one particular student who did not feel confident in his math skills. When I asked him to look at the numbers as money and consider how he would add up the numbers he did it fairly fluently without a calculator and smiled when he realized that he could do it on his own.”- *Northwest School of the Arts*

“80% of my first grade students met their one year growth goal according to TRC.” –*Reedy Creek Elementary School, Supernatural Figures in Theatre, Film and the Brain*

“I was able to introduce the functions standards by showing the students how proportional relationships are interpreted, graphed, and written. Students usually have difficulty setting up proportions (equivalent fractions). This year I was able to teach it fluently and with confidence after discussing it and learning from the CTI seminars.”- *Southwest Middle School, FUNdamentals of Mathematics: Problem Solving and Process Standards*

Student Feedback

“They liked the unit, also they helped me to correct some parts of the unit, like a missing number in a chart or to rephrase a question.”- *Collinswood Language Academy, FUNdamentals of Mathematics: Problem Solving and Process Standards*

“The students loved created their own math problems and participating in the math fair this year. They also loved taking a break from the textbook to have problem-solving Friday activities!!!”- *Barringer Academic Center, Fundamentals of Mathematics: Problem Solving and Process Standards*

“Students said that I should do this again with future classes but the fabric should be smaller so that it doesn't take too long. They wanted to make a pillow but not everyone had time. Those that did make a pillow, were very happy with it.”- *Butler High School, Africa: Moving Beyond Popular Culture*



Please describe any barriers in SHARING your unit (20)

“I think the biggest barrier was that teachers had a difficult time getting passed the “research based” parts and detailed high-education style narrative of the unit. Most teachers really want to be able to use and pull from a resource quickly without having to get through all of the extra pages of writing. Many of my colleagues were turned off by the 20+ pages on work that I had written. Most just skipped right to my resources and did not care to hear about the other work I put into my unit.” –*Elon Park Elementary School*

“The greatest barrier would be to find a time slot during which I could present my unit to the staff.” *End Haven Elementary School*

“I am the only fourth grade science and health teacher at my school. I will need to go outside my school to share my unit. I can do this through the CMS science wiki, discussions with fourth grade colleagues, discussions with Wayne Fisher, director of science education in grades K-8, Kim Cooke, director of P.E. and health education, and presentations within CMS science teacher leadership groups.” –*Steele Creeke Elementary School*

“The main barrier in sharing my unit at my school is that there are very few students at my elementary school who can understand and comprehend the math activities that I presented. Most of the activities are on an upper middle school level.”- *Barringer Academic Center*