

Teacher Survey

HQIM implementation is supported by and integrated with existing infrastructure.

- HQIM is coherent with other systems and instructional vision for student success and equity (assessments, teacher evaluation, RTI, supplemental materials).
- Foundational structures for equitable HQIM adoption and implementation are in place (time for PL, access to HQIM materials, messaging, ongoing monitoring, etc.).

FOUNDATIONAL SUPPORTS

1. How well does your school leaders' vision for instruction align with [curriculum]?

Very poorly aligned
 Poorly aligned
 Somewhat aligned
 Well aligned
 Very well aligned

2. Do you have sufficient time to engage in professional learning focused on [curriculum]?

No
 Rarely
 Sometimes
 Often
 Consistently

3. Do you have access to all the materials and resources you need to implement [curriculum]?

I have none of the materials and resources I need
 I have few of the materials and resources I need
 I have some of the materials and resources I need
 I have most of the materials and resources I need
 I have all the materials and resources I need

LEADERSHIP EXPECTATIONS

1. Do your school leaders expect you to implement what you learn in your professional development focused on [curriculum]?

No
 Not really
 Somewhat
 For the most part
 Absolutely

COLLABORATION

1. Do you have sufficient time outside of PL to collaborate with other teachers in your grade level and/or subject area?

No
 Rarely
 Sometimes
 Often
 Consistently

2. Does your school promote collaboration between general and special educators in the teaching of language arts and reading?

Not at all
 Minimally
 Somewhat
 To a great extent
 To a very great extent

Note to tool administrator: The bracketed text should be replaced with the name of the curriculum in your context.

3. Does your school promote collaboration between general and ESL educators in the teaching of language arts and reading?

Not at all
 Minimally
 Somewhat
 To a great extent
 To a very great extent

4. To what extent do you feel supported by colleagues in achieving your goals for improving your teaching?

Not at all
 Minimally
 Somewhat
 To a great extent
 To a very great extent

Professional learning engages teacher in opportunities to build core skills for implementing HQIM.

Teachers perceive PL to be helpful for improving their ability to adapt HQIM for student needs and identities.

OVERALL VALUE OF PROFESSIONAL LEARNING

1. To what extent have [professional learning activities] helped you use [curriculum] more effectively to meet student needs?

Not at all
 Minimally
 Somewhat
 To a great extent
 To a very great extent

2. To what extent have [professional learning activities] helped you recognize and address common student misconceptions?

Not at all
 Minimally
 Somewhat
 To a great extent
 To a very great extent

SPECIFIC PROFESSIONAL LEARNING SUPPORTS

1. To what extent have [professional learning activities] raised your expectations for student performance?

Not at all
 Minimally
 Somewhat
 To a great extent
 To a very great extent

3. To what extent have [professional learning activities] helped you use data to assess student learning needs?

Not at all
 Minimally
 Somewhat
 To a great extent
 To a very great extent

4. To what extent have [professional learning activities] helped you deepen students' conceptual understanding?

Not at all
 Minimally
 Somewhat
 To a great extent
 To a very great extent

Note to tool administrator: The bracketed text should be replaced with the name of the curriculum in your context.