**College Ready Mathematics Master Teacher Participant Survey**

**Topic I: Implementation of Common Core State Standards in Mathematics**

After three years of planning, studying, preparing, and general angst, the actual implementation of CCSS-M has arrived. In Arkansas, CCSSM is being implemented through grade 8 this year. Many school districts have decided to proceed with full implementation of CCSSM at all levels. Other districts are modifying courses as part of a transition phase preparing students for eventual implementation of the new standards.

1. What courses are you teaching this year? Which of these courses have, or will be, altered in response to CCSSM implementation? In each altered course, has CCSSM been fully implemented, partially implemented, or has the course been left unchanged?

2. For those of you teaching courses in which CCSSM is now implemented (such as 7th and 8th grades in Arkansas), what has been the effect on and/or response from

a) Students?

b) Parents?

c) The community?

3. For those of you teaching courses in which CCSS-M will be implemented next year (but not yet), how has your content coverage and teaching methods changed this year in

a) Algebra I, Geometry, and/or Algebra II?

b) Are other courses you teach being affected by CCSSM implementation? How?

4. As implementation has moved ahead, has the process coincided with your expectations? Has everything gone as you expected, or has it been different (better or worse)? Have there been problems? What are they? Are they the problems you expected, or problems you did not expect?

Successes?

**Topic II: Inquiry-based learning**

In previous surveys, nearly all MMT participants have indicated they have increased their use of inquiry-based learning activities.

5. Give a few specific examples of changes in your teaching over the last three years, such as examples of IBL activities you have implemented, or changes in your classroom assessment practices.

6. What has been the impact on your students of implementing IBL teaching strategies?

a) How are your students different at the end of your course?

b) What feedback have you received from teachers receiving your former students as your students moved into later courses?

c) Do you see differences in students coming into your courses from previous teachers implementing IBL strategies?

**Topic III: Professional Learning Communities and Support Structures**

In previous workshops, you have indicated that PLC’s occur in many different forms: department meetings, teachers of the same grade, talks with colleagues in the hallway, friends developed in summer workshops, etc.

7. Do you have a PLC in your school that is functioning effectively to support you in implementing CCSSM? In using inquiry-based learning? Describe your PLC.

8. Is this PLC firmly established as a permanent fixture in your school? What do you foresee as the long term challenges in sustaining your PLC?

9. What professional development activities have been most useful to you in preparing for CCSSM?

**Topic IV: Next Steps**

10. What types of professional development workshops do you have an interest in/need/recommend?

11. What advice do you have for us as we plan for future professional development programs (including year three of our last cohorts)?