



Survey Results -- Overview

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2013 Think Tank Staff Survey

Respondents: 5 displayed, 159 total **Status:** Open

Launched Date: 01/25/2013 **Closed Date:** N/A

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1. The guiding principles of the Think Tank work are to give every child what they need when they need it within a rigorous environment built on strong relationships

| | 1 Strongly disagree | 2 Disagree | 3 No strong feeling | 4 Agree | 5 Strongly agree | Response Total |
|--|------------------------|---------------|------------------------|------------|---------------------|----------------|
| These principles are good for my students. | 0% (0) | 0% (0) | 20% (1) | 20% (1) | 60% (3) | 5 |
| Total Respondents | | | | | | 5 |

2. Our commitment as a public school district is to meet the needs of all learners who walk through our doors.

| | 1 Strongly disagree | 2 Disagree | 3 No strong feeling | 4 Agree | 5 Strongly agree | Response Total |
|---|------------------------|---------------|------------------------|------------|---------------------|----------------|
| We are doing a good job meeting the needs of all of our learners. | 0% (0) | 20% (1) | 0% (0) | 40% (2) | 40% (2) | 5 |
| Total Respondents | | | | | | 5 |

3. When our children grow up and start applying to colleges and looking at careers, they will be competing with students from around the world

| | 1 Strongly disagree | 2 Disagree | 3 No strong feeling | 4 Agree | 5 Strongly agree | Response Total |
|---|------------------------|---------------|------------------------|------------|---------------------|----------------|
| It is important to consider this as we design our elementary program. | 0% (0) | 0% (0) | 40% (2) | 0% (0) | 60% (3) | 5 |

Total Respondents 5

4. The Common Core adopted by Illinois and most other states is significantly more rigorous, accelerating the curriculum by at least one grade level

| | 1 Strongly disagree | 2 Disagree | 3 No strong feeling | 4 Agree | 5 Strongly agree | Response Total |
|--|--------------------------------|-----------------------|--------------------------------|--------------------|-----------------------------|-----------------------|
| We are doing a good job preparing our children for the demands of the Common Core. | 0% (0) | 0% (0) | 20% (1) | 40% (2) | 40% (2) | 5 |
| Total Respondents | | | | | | 5 |

5. The Common Core emphasizes engineering, research, writing, informational texts, problem-solving, deep understanding, critical thinking, applying learning, and other elements

| | 1 Strongly disagree | 2 Disagree | 3 No strong feeling | 4 Agree | 5 Strongly agree | Response Total |
|---|--------------------------------|-----------------------|--------------------------------|--------------------|-----------------------------|-----------------------|
| These expectations are sufficiently addressed by our current curriculum and instructional strategies. | 0% (0) | 20% (1) | 20% (1) | 20% (1) | 40% (2) | 5 |
| Total Respondents | | | | | | 5 |

6. The Common Core was developed after studying the best of education in the US and the world, and it has been adopted by most of the US

| | 1 Strongly disagree | 2 Disagree | 3 No strong feeling | 4 Agree | 5 Strongly agree | Response Total |
|---|--------------------------------|-----------------------|--------------------------------|--------------------|-----------------------------|-----------------------|
| It is important for our children to do well against the Common Core expectations. | 0% (0) | 0% (0) | 0% (0) | 40% (2) | 60% (3) | 5 |
| Total Respondents | | | | | | 5 |

7. Many teachers have said that it is difficult to "get it all in" given the current schedule

| | 1 Strongly disagree | 2 Disagree | 3 No strong feeling | 4 Agree | 5 Strongly agree | Response Total |
|---|--------------------------------|-----------------------|--------------------------------|--------------------|-----------------------------|-----------------------|
| Our current structure is working well to accommodate today's expectations for teachers. | 0% (0) | 60% (3) | 20% (1) | 0% (0) | 20% (1) | 5 |
| Total Respondents | | | | | | 5 |

8. Children need to feel safe and happy to learn well

| | 1 Strongly disagree | 2 Disagree | 3 No strong feeling | 4 Agree | 5 Strongly agree | Response Total |
|--|--------------------------------|-----------------------|--------------------------------|--------------------|-----------------------------|-----------------------|
|--|--------------------------------|-----------------------|--------------------------------|--------------------|-----------------------------|-----------------------|

| | disagree | Disagree | feeling | Agree | agree | |
|--|--------------------------|----------|---------|---------|---------|----------|
| Academic and social emotional needs and development of children are equally important. | 0% (0) | 0% (0) | 0% (0) | 40% (2) | 60% (3) | 5 |
| | Total Respondents | | | | | 5 |

9. **Technology, global connections, and changes in society and the economy all offer challenges to traditional educational models; our students come to us with an ever widening range of experiences and abilities; and, the Common Core standards are significantly more rigorous than the Illinois standards they replaced**

| | 1 Strongly disagree | 2 Disagree | 3 No strong feeling | 4 Agree | 5 Strongly agree | Response Total |
|--|--------------------------|---------------|------------------------|------------|---------------------|----------------|
| Overall, District 41 students are well-prepared for the changes in our world and in response to the Common Core. | 0% (0) | 0% (0) | 0% (0) | 80% (4) | 20% (1) | 5 |
| | Total Respondents | | | | | 5 |

10. **Integrating subjects:
The Think Tank is proposing two main blocks for the day: teaching literacy and social studies together and teaching STEAM/math (science, technology, engineering, the arts and math) together (the STEAM teacher would also teach math as a separate subject so that all students would receive core math instruction to gain the math skills they need when they are working on STEAM projects). Reading, writing, critical thinking, and research are the types of skills that will be integrated into all subjects. Like math, music, art and PE will still be separate subjects, but integrated when it makes sense to use a STEAM approach.**

| | 1 Strongly disagree | 2 Disagree | 3 No strong feeling | 4 Agree | 5 Strongly agree | Response Total |
|--|--------------------------|---------------|------------------------|------------|---------------------|----------------|
| I support this approach to integrating subjects. | 20% (1) | 0% (0) | 20% (1) | 40% (2) | 20% (1) | 5 |
| | Total Respondents | | | | | 5 |

11. **Teacher specialization:
Think Tank is proposing that teachers commit to teach either literacy/social studies, or to teach STEAM/math. This way, teachers will be better able to go deeply into the curriculum, become true content experts and be able to build instructional skills that relate directly to that content area. This has become more important due to the increased rigor of the Common Core. Teachers would be given their preference to the extent possible, and have the opportunity to change their assignment, much as they do today. Teachers would teach either grades 2/3 or grades 4/5 (a later question addresses the multi-grade component).**

| | 1 Strongly disagree | 2 Disagree | 3 No strong feeling | 4 Agree | 5 Strongly agree | Response Total |
|--|--------------------------|---------------|------------------------|------------|---------------------|----------------|
| I support the idea of teacher specialization | 20% (1) | 0% (0) | 20% (1) | 40% (2) | 20% (1) | 5 |
| | Total Respondents | | | | | 5 |

12. **Interventions and supports:
Currently, children have TLT time during which they may switch teachers and groups. Instead of one TLT time (usually for literacy), Think Tank is proposing two slots for What I Need (WIN), one for literacy and one for math. WIN times would be scheduled so that children would not be pulled from core instruction. During WIN time, children could receive special services, interventions and enrichment.**

| | 1 Strongly disagree | 2 Disagree | 3 No strong feeling | 4 Agree | 5 Strongly agree | Response Total |
|-----------------------------------|------------------------|---------------|------------------------|------------|---------------------|----------------|
| I support the concept of WIN time | 0% (0) | 0% (0) | 0% (0) | 60% (3) | 40% (2) | 5 |
| Total Respondents | | | | | | 5 |

13. **Structure of the day:**
Currently, children have one main general education teacher and see other teachers and professionals for specials, interventions and services. The Think Tank proposes that children will have two main teachers, with the potential for a two-year relationship. Basically, students would spend half their day with one of these teachers and half with the other, specials being embedded into the day. This structure starts with second grade, Pre-K, K and first grade being unchanged.

| | 1 Strongly disagree | 2 Disagree | 3 No strong feeling | 4 Agree | 5 Strongly agree | Response Total |
|---|------------------------|---------------|------------------------|------------|---------------------|----------------|
| I believe that children in Grades 2 and 3 will benefit by this structure | 20% (1) | 0% (0) | 40% (2) | 40% (2) | 0% (0) | 5 |
| Total Respondents | | | | | | 5 |

14. **Structure of the day:**
Currently, children have one main general education teacher and see other teachers and professionals for specials, interventions and services. The Think Tank proposes that children will have two main teachers, with the potential for a two-year relationship. Basically, students would spend half their day with one of these teachers and half with the other, specials being embedded into the day. This structure starts with second grade, Pre-K, K and first grade being unchanged.

| | 1 Strongly disagree | 2 Disagree | 3 No strong feeling | 4 Agree | 5 Strongly agree | Response Total |
|---|------------------------|---------------|------------------------|------------|---------------------|----------------|
| I believe that children in Grades 4 and 5 will benefit by this structure | 20% (1) | 0% (0) | 20% (1) | 40% (2) | 20% (1) | 5 |
| Total Respondents | | | | | | 5 |

15. **Strategic grouping of children in literacy/social studies:**
The curriculum and Common Core in literacy and social studies is well suited to a 2/3 and 4/5 structure. Over the course of two years, students would experience 8 integrated modules. Students would continue to have guided instruction in small groups, but teachers would have fewer guided groups than currently.

| | 1 Strongly disagree | 2 Disagree | 3 No strong feeling | 4 Agree | 5 Strongly agree | Response Total |
|---|------------------------|---------------|------------------------|------------|---------------------|----------------|
| I support the idea of strategic grouping of students 2/3 in literacy and social studies. | 20% (1) | 0% (0) | 20% (1) | 60% (3) | 0% (0) | 5 |
| Total Respondents | | | | | | 5 |

16. **Strategic grouping of children in literacy/social studies:**
The curriculum and Common Core in literacy and social studies is well suited to a 2/3 and 4/5 structure. Over the course of two years, students would experience 8 integrated modules. Students would continue to have guided instruction in small groups, but teachers would have fewer guided groups than currently.

| | 1 Strongly disagree | 2 Disagree | 3 No strong feeling | 4 Agree | 5 Strongly agree | Response Total |
|---|------------------------|---------------|------------------------|------------|---------------------|----------------|
| I support the idea of strategic grouping of students 4/5 in literacy and social studies. | 20% (1) | 0% (0) | 0% (0) | 60% (3) | 20% (1) | 5 |
| Total Respondents | | | | | | 5 |

17. Strategic grouping of children in STEAM/math:
 These subjects, especially math, are currently taught more sequentially and so are not proposed for a multi-grade approach. Think Tank is proposing that most students would be in groups of grade-level peers; no child would be instructed below their grade-level but could receive higher than grade level. As an example, our student data shows that we would have enough students to have a class of second graders getting third grade math--they could be accelerated but still with grade-level peers. WIN would address struggling learners. These groups would stay together for the whole STEAM/math block. There may be some exceptions based on individual student needs.

| | 1 Strongly disagree | 2 Disagree | 3 No strong feeling | 4 Agree | 5 Strongly agree | Response Total |
|---|------------------------|---------------|------------------------|------------|---------------------|----------------|
| I support the idea of strategic grouping of students 2/3 in STEAM/math | 20% (1) | 0% (0) | 20% (1) | 60% (3) | 0% (0) | 5 |
| Total Respondents | | | | | | 5 |

18. Strategic grouping of children in STEAM/math:
 These subjects, especially math, are currently taught more sequentially and so are not proposed for a multi-grade approach. Think Tank is proposing that most students would be in groups of grade-level peers; no child would be instructed below their grade-level but could receive higher than grade level. As an example, our student data shows that we would have enough students to have a class of second graders getting third grade math--they could be accelerated but still with grade-level peers. WIN would address struggling learners. These groups would stay together for the whole STEAM/math block. There may be some exceptions based on individual student needs.

| | 1 Strongly disagree | 2 Disagree | 3 No strong feeling | 4 Agree | 5 Strongly agree | Response Total |
|---|------------------------|---------------|------------------------|------------|---------------------|----------------|
| I support the idea of strategic grouping of students 4/5 in STEAM/math | 20% (1) | 0% (0) | 0% (0) | 60% (3) | 20% (1) | 5 |
| Total Respondents | | | | | | 5 |

19. Homeroom:
 Whichever main teacher the child begins the day with will be their homeroom teacher. Children will start and end the day with a short period of time for homeroom, which is a time for taking care of routine matters, for activities related to the District 41 Learner Characteristics and for strengthening a sense of community.

| | 1 Strongly disagree | 2 Disagree | 3 No strong feeling | 4 Agree | 5 Strongly agree | Response Total |
|--------------------------------|------------------------|---------------|------------------------|------------|---------------------|----------------|
| I support the idea of homeroom | 20% (1) | 20% (1) | 20% (1) | 40% (2) | 0% (0) | 5 |
| Total Respondents | | | | | | 5 |

20. Common PLC time:
 Think Tank is planning to create a common PLC time, so that all members of the school community are available for PLC work as needed. Currently, specials teachers, ENL and resource teachers, and others are not available to meet

with grade level teams.

| | 1 Strongly disagree | 2 Disagree | 3 No strong feeling | 4 Agree | 5 Strongly agree | Response Total |
|---------------------------|------------------------|---------------|------------------------|------------|---------------------|----------------|
| I support common PLC time | 0% (0) | 0% (0) | 0% (0) | 60% (3) | 40% (2) | 5 |
| Total Respondents | | | | | | 5 |


21. I feel mostly comfortable moving forward with the Think Tank proposals as described

| | | Response Total | Response Percent |
|--------------------------|---|----------------|------------------|
| Yes |  | 2 | 40% |
| No |  | 3 | 60% |
| Total Respondents | | | 5 |


22. I *would* feel mostly comfortable moving forward with the Think Tank proposals as described if I could know details about my assignment and other matters before the end of this school year

| | | Response Total | Response Percent |
|--------------------------|---|----------------|------------------|
| Yes |  | 4 | 80% |
| No |  | 1 | 20% |
| Total Respondents | | | 5 |

23. I need more time to think about these ideas


| | | Response Total | Response Percent |
|--------------------------|--|----------------|------------------|
| Yes |  | 5 | 100% |
| No | | 0 | 0% |
| Total Respondents | | | 5 |

24. I feel more work is needed before I could support these ideas



| | | Response Total | Response Percent |
|--------------------------|--|----------------|------------------|
| Yes |  | 5 | 100% |
| No | | 0 | 0% |
| Total Respondents | | | 5 |

25. I think these ideas are mostly good for student learning



Response Response

| | | Total | Percent |
|-----|--|--------------------------|----------|
| Yes |  | 5 | 100% |
| No | | 0 | 0% |
| | | Total Respondents | 5 |



26. I think these ideas are mostly good for students from a social-emotional standpoint

| | | Response Total | Response Percent |
|-----|---|--------------------------|------------------|
| Yes |  | 2 | 40% |
| No |  | 3 | 60% |
| | | Total Respondents | 5 |



27. I think I can manage these changes with support from my principal and the administration

| | | Response Total | Response Percent |
|-----|--|--------------------------|------------------|
| Yes |  | 4 | 80% |
| No |  | 1 | 20% |
| | | Total Respondents | 5 |


28. I am comfortable moving forward with integrating curriculum

| | | Response Total | Response Percent |
|-----|--|--------------------------|------------------|
| Yes |  | 4 | 80% |
| No |  | 1 | 20% |
| | | Total Respondents | 5 |

29. I am comfortable moving forward with teacher specialization in literacy/social studies or STEAM/math

| | | Response Total | Response Percent |
|-----|--|--------------------------|------------------|
| Yes |  | 4 | 80% |
| No |  | 1 | 20% |
| | | Total Respondents | 5 |

30. I am comfortable moving forward with What I Need (WIN) time for intervention, enrichment and support



| | | Response Total | Response Percent |
|-----|--|----------------|------------------|
| Yes |  | 5 | 100% |
| No | | 0 | 0% |

Total Respondents 5



31. I am comfortable moving forward with changing the structure of the day (half day literacy/social studies and half day STEAM/math)

| | | Response Total | Response Percent |
|-----|--|--------------------------|-------------------------|
| Yes |  | 4 | 80% |
| No |  | 1 | 20% |
| | | Total Respondents | 5 |

32. I am comfortable moving forward with strategic grouping of grades 2/3 as proposed

| | | Response Total | Response Percent |
|-----|---|--------------------------|-------------------------|
| Yes |  | 3 | 60% |
| No |  | 2 | 40% |
| | | Total Respondents | 5 |

33. I am comfortable moving forward with strategic grouping of grades 4/5 as proposed

| | | Response Total | Response Percent |
|-----|--|--------------------------|-------------------------|
| Yes |  | 4 | 80% |
| No |  | 1 | 20% |
| | | Total Respondents | 5 |


34. Comments (please limit comments to 50 words)

View responses to this question [view](#)

Total Respondents 2

(skipped this question) 3

35. Please select your building:

| | | Response Total | Response Percent |
|-------------------|--|--------------------------|-------------------------|
| Abraham Lincoln | | 0 | 0% |
| Benjamin Franklin | | 0 | 0% |
| Churchill | | 0 | 0% |
| Forest Glen |  | 5 | 100% |
| | | Total Respondents | 5 |

36. Please select your grade:

| | | Response Total | Response Percent |
|---------------------------------------|--|---------------------------|-----------------------------|
| K or 1 |  | 5 | 100% |
| 2 or 3 | | 0 | 0% |
| 4 or 5 | | 0 | 0% |
| I am not assigned to a specific grade | | 0 | 0% |
| | | Total Respondents | 5 |