Findings from a National Survey

FROM ADOPTION TO PRACTICE
Teacher Perspectives
On the Common Core

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RC Education Week Research Center
THE WILLIAM AND FLORA HEWLETT FOUNDATION
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COVER ILLUSTRATION:
EPE/Christopher Swanson
INTRODUCTION

When the Common Core State Standards Initiative, a state-led effort coordinated by the National Governors Association and the Council of Chief State School Officers, released final versions of the voluntary common standards for English/language arts and mathematics in June 2010, policymakers across the nation moved to formally approve the new academic benchmarks. Although 46 states and the District of Columbia eventually adopted the common core state standards (CCSS), several states have more recently reversed course on adoption.

The ultimate impact of the common core will be heavily influenced by how educators and school systems manage a host of complex implementation challenges involved in putting into practice the higher, more-uniform academic expectations. Among the daunting tasks facing adopters: identifying instructional materials aligned to the new content frameworks, driving change in instructional practices, training staff, and otherwise providing the supports necessary to teach to the new standards.

In addition, a rapidly approaching next generation of assessments measuring students’ mastery of the new standards is expected to pose significant implementation hurdles. Two national consortia—Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment Consortium (SBAC)—are leading development of new assessment systems aligned with the common core. The consortia conducted fields tests in the spring of 2014, with the first full administration of the assessments to take place in the 2014-15 school year.

In the years since adoption of the common core standards, teachers in most states have been working to incorporate the new expectations for what students should know and be able to do into their daily classroom instruction. Increasing attention has also turned to preparing students for the upcoming assessments.

To learn more about educators’ views of the common core standards and their readiness to put them into practice, the Education Week Research Center—with support from The William and Flora Hewlett Foundation—conducted a national survey of registered users of edweek.org, Education Week’s flagship website. About 500 teachers and instructional specialists responded to the survey, which was fielded during the 2013-14 school year. A follow-up to a similar survey conducted a year earlier, this study tracks movement on such key issues as familiarity with the common standards, availability and quality of aligned curricular resources, and professional development experiences. It also delves deeper into perspectives on assessments aligned to the common standards.

This report presents findings from the new survey and offers critical insights into: educators’ awareness of the standards and the assessments tied to them; the curricular resources and training they have received to support classroom practice; the impact of the new benchmarks on instruction and student learning; and a range of other topics.
EXECUTIVE SUMMARY

• To better understand teachers’ views on the common core state standards (CCSS), the Education Week Research Center invited users of edweek.org—Education Week’s flagship website—to participate in an online survey in October 2013.

• Surveys were received from approximately 500 qualified respondents—teachers and instructional specialists in K-12 schools. The results presented in this report focus on the 457 respondents from states that had adopted the common core.

• While not statistically representative of the nation’s educators, respondents include a diverse group of teachers and instructional specialists who span a wide range of subject areas, grade levels, and geographic regions.

• The survey examines educators’ views on a variety of issues related to the common core, including: familiarity with the standards and aligned assessments; curricular resources; professional development and training; preparedness for the new standards and assessments; and their impact on classroom instruction and student learning.

• While a large majority of respondents report having some familiarity with the common standards in both English/language arts (ELA) and mathematics, respondents are less familiar with the aligned assessments being developed by two national consortia.

• Fewer than half of respondents believe that their textbooks and other main curricular materials are aligned to the common core.

• While most respondents report having access to high-quality multimedia and other supplementary resources aligned to the common core, fewer than half report access to high-quality, aligned textbooks.

• When seeking guidance on curricular materials aligned with the new standards, teachers put the most trust in the opinions of other teachers and statements from independent panels of experts.

• Although a large majority of educators have received some professional development for the common core, nearly eight in 10 report wanting more.

• The most common training topics are the ELA and math standards, and alignment between the new standards and the state’s prior frameworks. Few respondents report receiving training on the common assessments.

• Respondents report that the most useful forms of training involve collaborative planning time, professional learning communities, structured training opportunities, and job-embedded coaching.

• Educators feel moderately prepared to teach the common core to their students as a whole. However, their confidence drops for certain student groups, particularly English-language learners and students with disabilities.

• Teachers believe that their schools are more prepared to put the common standards into practice than they are to implement aligned assessments.

• Very few teachers feel their students are highly prepared to master the common standards or the assessments linked to them.

• Most educators believe the common core will have a positive impact on their own instruction and student learning. Respondents have a less favorable view of the effects of the forthcoming aligned assessments.
Notable Trends

- Since the Center’s original survey was fielded in October 2012, the share of teachers and instructional specialists describing themselves as “very familiar” with the common standards in mathematics increased substantially (from 18% in 2012 to 31% the following year).

- The share of educators who are “very familiar” with the new standards for English/language arts also increased, from 34 percent in 2012 to 45 percent in 2013.

- Respondents in 2013 were more likely to have participated in professional development on the common core (87% compared with 71% a year earlier).

- The duration of training also increased substantially. As of 2013, slightly more than 40 percent of teachers had spent at least five days in common-core training, compared with 28 percent the previous year.

- Over time, educators have taken a dimmer view on the quality of their training on the new standards. In 2013, little more than half of respondents (53%) felt their training was of high quality, a decline from two-thirds the previous year.

- Educators’ ratings of their overall readiness have remained steady. In 2013, respondents placed their overall preparedness to teach the common core at 3.3 on a five-point scale (where 5 is “very prepared”), compared with 3.4 in 2012.

- There has also been little year-to-year change in reported readiness to instruct specific groups of students (e.g., students with disabilities, English-language learners, those academically at risk). However, teachers generally feel less prepared to deliver the common core to such groups.

- Educators’ confidence in their schools’ readiness to implement the common core held steady from 2012 to 2013 (at a score of 3.0 on a five-point scale both years).

- Over this period, teacher ratings of students’ preparedness to master the common core fell slightly from a score of 2.8 (out of 5) to a score of 2.6.

- Teachers have also become somewhat less optimistic that the common core will help improve their classroom practice. In 2013, nearly 70 percent of respondents agreed the new standards would have such instructional benefits, down from 76 percent a year earlier.
METHODOLOGY

The data presented in this report come from an online survey of teachers developed and conducted by the Education Week Research Center and supported by a grant from The William and Flora Hewlett Foundation. The survey instrument was fielded in fall 2013 to a randomly selected sample of registrants of edweek.org, Education Week’s website. The survey examined teachers’ views of the common core state standards and the common assessments aligned to them.

Survey details are provided below:

- The online survey launched on October 7, 2013, to a random sample of edweek.org registrants who had previously identified themselves as classroom teachers. The survey was closed to respondents on October 17, 2013.

- The Education Week Research Center received 591 total survey responses. We excluded respondents who indicated having a nonteaching role, such as school principal or district administrator. In all, 498 respondents were deemed qualified based on self-identification as a teacher or other school-based instructional specialist (e.g., curriculum coordinator or instructional coach).

- The analyses presented in this report are further restricted to respondents who reported working in a state or U.S. territory that had adopted the common core state standards (as of October 2013), resulting in a final sample size of 457.

- The Education Week Research Center analyzed the raw responses as received. No weighted adjustments were employed to account for geography, respondent characteristics, or school factors.

- Survey results are presented in whole percentage-point values and therefore may not sum to 100 percent.

The survey instrument is provided in the Appendix to this report.
RESPONDENT DEMOGRAPHICS

Nearly 500 registered users of the Education Week website responded to the Education Week Research Center’s survey examining educators’ perspectives about the common core state standards and the assessments aligned to them. Although the sample for the study is not statistically representative of the nation’s educators, respondents include a diverse group of teachers—including instructional specialists, such as curriculum coordinators and instructional coaches—who span a wide range of subject areas, grade levels, and local school settings.

Survey respondents work in nearly every state that had adopted the common core as of October 2013, the exceptions being the District of Columbia, Montana, North Dakota, and Vermont. Survey responses from states that had not adopted the standards have been excluded from the results presented throughout this report.

PROFESSIONAL ROLES

Survey respondents have valuable classroom experience. Nearly 90 percent are K-12 teachers, with the remaining respondents serving as school-based instructional specialists in various capacities.

“Which of the following best describes your current professional role?”

Share of responses by role

- Teacher in a K-12 school: 86%
- School-based content specialist or instructional coach: 9%
- School-based department leader: 2%
- School-based curriculum coordinator: 2%
- School-based special education coordinator: 1%

n = 457
GRADE LEVELS

Survey responses were provided by teachers and instructional specialists from across the spectrum of grade levels in K-12 education. Thirty-eight percent of respondents indicate that they work at the high school level, while 24 percent report serving grades K-2. Respondents were asked to report all grade levels in which they work, with one-fifth indicating they serve more than one grade span.

“At what grade level(s) do you work?”

Percent of respondents by level

- Grades 9-12: 38%
- Grades 6-8: 38%
- Grades 3-5: 28%
- Kindergarten-grade 2: 24%
- Other: 2%

n = 457
Note: Respondents were asked to select all answers that apply. Individual items do not sum to 100 percent.
TEACHING ASSIGNMENT

While the common core spells out the content and skills students should master in English/language arts (ELA) and mathematics, instructors of other subjects are also expected to incorporate the standards into their teaching practice. Among survey respondents, the most common teaching-assignment areas are English/language arts (28%) and general education (21%). Several other subject areas—including mathematics (17%), special education (16%), and science (13%)—were also mentioned by substantial numbers of respondents.

“Which of the following best describes your current teaching assignment field?”

Percent of respondents by field

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/language arts</td>
<td>28%</td>
</tr>
<tr>
<td>General education</td>
<td>21%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>17%</td>
</tr>
<tr>
<td>Special education</td>
<td>16%</td>
</tr>
<tr>
<td>Science</td>
<td>13%</td>
</tr>
<tr>
<td>History/Social studies</td>
<td>12%</td>
</tr>
<tr>
<td>English-language learners</td>
<td>7%</td>
</tr>
<tr>
<td>Foreign language</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>11%</td>
</tr>
</tbody>
</table>

n = 457
Note: Respondents were asked to select all answers that apply. Individual items do not sum to 100 percent.
SCHOOL CHARACTERISTICS

Survey respondents teach in diverse settings that vary by school size, community locale, and poverty level.

SCHOOL LOCALE

One-third of respondents work in schools located in a city (33%), with another 36 percent teaching in suburban communities. The remainder, about 30 percent of respondents, work in rural areas and towns (16% and 15%, respectively).

“Which of the following best describes the location of your school?”

Share of respondents by locale

- City: 33%
- Suburb: 36%
- Town: 15%
- Rural area: 16%

n = 408
SCHOOL SIZE

The schools in which respondents work vary considerably in size, as measured by student enrollment. Thirty-five percent of respondents teach in small schools, those with no more than 500 students. One-quarter of respondents report working in a large school with more than 1,000 students.

“Approximately how many students are enrolled at your school?”

*Share of respondents by school enrollment*

- More than 1,000 students: 25%
- 250 students or fewer: 9%
- 251-500 students: 26%
- 501-750 students: 24%
- 751-1,000 students: 16%
SCHOOL POVERTY

Respondents were asked to indicate which of four poverty ranges best describes the percentage of low-income students enrolled in their schools. Twenty-nine percent of respondents report that no more than 25 percent of their students come from low-income backgrounds, with nearly as many teachers indicating that between one-quarter and half of their students are poor. At the other end of the spectrum, about a quarter of respondents (23%) work in schools where the poverty level exceeds 75 percent.

"Which of the following best describes the poverty level at your school?"

Share of respondents by poverty level

<table>
<thead>
<tr>
<th>Poverty Range</th>
<th>Share of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>25% or fewer low-income students</td>
<td>29%</td>
</tr>
<tr>
<td>26 to 50% low-income students</td>
<td>26%</td>
</tr>
<tr>
<td>51 to 75% low-income students</td>
<td>23%</td>
</tr>
<tr>
<td>More than 75% low-income students</td>
<td>23%</td>
</tr>
</tbody>
</table>

n = 407
AWARENESS OF THE COMMON CORE AND ALIGNED ASSESSMENTS

Deeper knowledge of the common standards and the forthcoming aligned tests being developed by two national consortia—Partnership for Assessment of Readiness for College and Careers and the Smarter Balanced Assessment Consortium—could help teachers better integrate the common core with their classroom instruction. To gauge awareness of these developments, teachers and instructional specialists were asked to indicate their level of familiarity with the new standards in English/language arts and mathematics, and with the associated consortia assessments in those areas.

OVERALL FAMILIARITY

More than eight out of ten respondents (84%) indicate having some level of familiarity with the common standards in mathematics. Thirty-one percent of educators report being “very familiar” with the math benchmarks. Levels of awareness are even higher for English/language arts, with 94 percent of respondents reporting some familiarity and 45 percent rating themselves “very familiar” with the ELA standards.

Compared with the standards, educators are less familiar with the forthcoming aligned assessments. Only eight percent of respondents feel they are “very familiar” with the mathematics assessments under development by PARCC or SBAC, with a total of 56 percent reporting at least a slight familiarity. Respondents are somewhat more familiar with the consortia’s English/language arts assessments, with 65 percent of teachers and instructional specialists reporting at least some level of familiarity; eight percent rate themselves “very familiar.”

“Rate your overall level of familiarity with the Common Core State Standards and aligned assessments being developed by two national consortia.”

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>KEY Not at all familiar</th>
<th>Slightly familiar</th>
<th>Somewhat familiar</th>
<th>Very familiar</th>
<th>TOTAL FAMILIAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common standards in mathematics</td>
<td>16%</td>
<td>22%</td>
<td>31%</td>
<td>31%</td>
<td>84%</td>
</tr>
<tr>
<td>Common standards in ELA and literacy</td>
<td>6%</td>
<td>14%</td>
<td>35%</td>
<td>45%</td>
<td></td>
</tr>
</tbody>
</table>

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OVERALL FAMILIARITY (cont.)

KEY
- Not at all familiar
- Slightly familiar
- Somewhat familiar
- Very familiar

STATEMENT

PARCC or SBAC assessments - mathematics
- n = 423
- 44% Not at all familiar
- 24% Slightly familiar
- 24% Somewhat familiar
- 8% Very familiar

TOTAL FAMILIAR

PARCC or SBAC assessments - ELA
- n = 433
- 35% Not at all familiar
- 29% Slightly familiar
- 28% Somewhat familiar
- 8% Very familiar

TOTAL FAMILIAR
MATERIALS RELATED TO COMMON ASSESSMENTS

In light of the instructional changes that may be required to prepare students for common-core-aligned assessments, technical materials and other informational resources about those tests could be useful tools for educators. Survey respondents were asked to indicate whether they are familiar with a range of resources related to the PARCC and SBAC assessments.

About four in 10 respondents (39%) report that they are not familiar with any technical or informational resources related to the consortia assessments. About one-half, however, indicate some familiarity with practice tests or sample items. Fewer educators are acquainted with other common-assessment resources: achievement-level descriptors (28%); scoring rubrics (27%); assessment blueprints, frameworks, and specifications (24%); and technology specifications (16%).

“Please indicate the types of materials related to the PARCC and SBAC assessments with which you are familiar.”

Percent of respondents by resource

<table>
<thead>
<tr>
<th>Resource</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice tests and sample items</td>
<td>49%</td>
</tr>
<tr>
<td>Achievement-level descriptors</td>
<td>28%</td>
</tr>
<tr>
<td>Scoring rubrics</td>
<td>27%</td>
</tr>
<tr>
<td>Assessment blueprints, frameworks, and specifications</td>
<td>24%</td>
</tr>
<tr>
<td>Technology specifications</td>
<td>16%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
</tr>
<tr>
<td>I am not familiar with any materials related to those assessments</td>
<td>39%</td>
</tr>
</tbody>
</table>

n = 446

Note: Respondents were asked to select all answers that apply. Individual items do not sum to 100 percent.
CURRICULAR RESOURCES

To help students master the knowledge and skills demanded by the common core, teachers will draw on a range of curricular resources, from traditional textbooks to technology-enabled tools and media. Given the importance of high-quality, standards-aligned curriculum to effective instruction, concerns have been raised about the degree to which textbooks and other materials are aligned with the common core. The survey asks teachers about their access to common-core-aligned curriculum and resources.

ALIGNMENT OF CURRICULAR RESOURCES TO THE COMMON CORE

Claims that materials are common core “aligned” or “approved” started appearing on products shortly after the new standards were unveiled. Yet, most educators do not believe their textbooks and other primary curricular materials are aligned with the common core. Only eight percent “strongly agree” the materials are aligned, with another third voicing a moderate level of agreement.

“My textbooks and other main curricular materials are aligned with the Common Core State Standards.”

<table>
<thead>
<tr>
<th>KEY</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23%</td>
<td>35%</td>
<td>33%</td>
<td>8%</td>
</tr>
</tbody>
</table>

n = 426
Don’t know = 20

41%
ACCESS TO ALIGNED RESOURCES

Respondents reported to extent to which they agree that they have access to certain types of high-quality materials aligned to the common core standards: textbooks, supplementary materials, and digital and multimedia resources. In the results below, those who report not having any access to a given curriculum resource are included in the “strongly disagree” category.

Among the types of curricular materials examined, reported access to aligned resources was lowest for textbooks. Fewer than one-third of educators (31%) say they have access to high-quality textbooks aligned with the new standards. Slim majorities, however, report having access to aligned supplementary materials and digital and multimedia resources (51% and 54% of respondents, respectively).

“To what extent do you agree or disagree that you have access to high-quality, CCSS-aligned materials of the following types?”

<table>
<thead>
<tr>
<th>Key</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main textbooks</td>
<td>n = 389</td>
<td>39%</td>
<td>30%</td>
<td>24%</td>
</tr>
<tr>
<td>No materials of this type = 45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplementary resources</td>
<td>n = 411</td>
<td>24%</td>
<td>25%</td>
<td>43%</td>
</tr>
<tr>
<td>No materials of this type = 24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital and multimedia resources</td>
<td>n = 410</td>
<td>25%</td>
<td>22%</td>
<td>44%</td>
</tr>
<tr>
<td>No materials of this type = 28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TRUST ABOUT CLAIMS OF ALIGNMENT

Since adoption of the common core by most states, the education market has been flooded with products claiming to be aligned with those standards. However, there is little authoritative, comprehensive guidance available on a key question facing educators: Are these products actually well-aligned to the common core? As a result, teachers’ choices and implementation decisions may be strongly shaped by their trust in the groups and individuals making such statements. The survey examined confidence in the claims made by three key actors: curriculum providers and publishers, independent experts, and other teachers.

Educators place the greatest stock in the opinions of their colleagues. An overwhelming majority of respondents (87%) report trusting other teachers’ statements about the alignment of curricular materials with the common core. Nearly two-thirds voice confidence in the work of independent panels of experts. In contrast, educators are more skeptical of the claims made by industry players, with only 38 percent of respondents trusting statements from curriculum providers and publishers.

“To what extent do you agree or disagree that statements about the alignment of curricular materials with the Common Core made by the following groups can be trusted?”

<table>
<thead>
<tr>
<th>KEY</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other teachers</td>
<td>3%</td>
<td>11%</td>
<td>63%</td>
<td>24%</td>
</tr>
<tr>
<td>Curriculum providers and publishers</td>
<td>21%</td>
<td>41%</td>
<td>35%</td>
<td>3%</td>
</tr>
<tr>
<td>Independent panels of experts</td>
<td>12%</td>
<td>23%</td>
<td>56%</td>
<td>9%</td>
</tr>
</tbody>
</table>

87% agree with other teachers
38% agree with curriculum providers and publishers
65% agree with independent panels of experts
FEATURES OF QUALITY MATERIALS

In an open-ended question, survey participants were asked about characteristics indicative of quality in common-core-aligned instructional materials. Teachers most commonly referenced materials that emphasize students’ critical thinking and application of the new standards, properties mentioned by 36 percent of respondents. About one-third of respondents cite the importance of transparent alignment of instructional resources to the common standards and related assessments. Among the other features noted by educators: readily available instructional tools (18%), complex and engaging materials and texts (16%), and support for differentiated instruction (14%).

“What characteristics or features do you believe indicate quality in CCSS-aligned instructional materials?”

Percent of respondents

- Promotes students' critical thinking and application of CCSS: 36%
- Features transparent alignment to CCSS and assessments: 34%
- Provides a variety of readily available instructional tools: 18%
- Offers complex and engaging materials and texts: 16%
- Supports differentiated instruction: 14%
- Provides exercises and activities for student practice: 10%
- Based on input from teachers/education experts: 9%
- Offers developmentally appropriate materials: 7%
- Other (e.g., builds on previous materials): 19%

n = 300
Don’t know = 22
Note: Responses were coded into all applicable answer categories. Individual items do not sum to 100 percent.
PROFESSIONAL DEVELOPMENT AND TRAINING

Given that the common core marks a considerable departure from most previous state standards and expectations, the new standards will require many teachers to make significant changes in their instructional practices. As a result, high-quality training and professional development are often cited as a critical factor for supporting meaningful integration of the common core into the day-to-day operation of the nation’s classrooms.

When asked about their professional-development experiences, a large majority of teachers (87%) report having had some training related to the common core. Of those teachers, nearly eight in 10 (or 68% of all respondents) say they want more professional development on the common core. In a similar vein, most of the respondents who had not received training on the new standards (10% of all respondents) were interested in such opportunities.

“Which of the following best describes your experience with professional development and training related to the Common Core?”

Share of respondents by experience with professional development

- I have had some training and do not want any more: 4%
- I have had some training and want some more: 10%
- I have had some training and want more: 68%
- I have had no training and want some more: 19%
- I have had no training and do not want any more: 4%
AMOUNT OF TRAINING

The survey finds considerable variation in the duration of professional development related to the common core. Forty-one percent of those who report having received training spent more than five days in such activities; another 17 percent received four or five days of training. Nearly one-quarter of teachers spent two to three days in training; 17 percent had no more than one day of professional development on the common core.

“Approximately how much time, overall, have you spent in training and professional development for the Common Core State Standards?”

Percent of respondents who received training

- More than 5 days: 41%
- 4 to 5 days: 17%
- 2 to 3 days: 24%
- 1 day: 10%
- Less than 1 day: 7%

n = 367

Note: Question asked only to respondents who reported having received training.
TRAINING TOPICS

Respondents who received training on the common core provided additional information about the topics covered in that professional development. The survey asked about nine specific areas of training.

Eighty-two percent of respondents indicate that their training addressed the new standards in English/language arts, the most commonly cited training area. The majority of respondents also report receiving professional development on the new mathematics standards (55%) and the alignment between the common core and their state’s prior standards (53%). In contrast, fewer than one in four respondents report receiving training related to the common assessments currently in development (23%) or strategies for teaching the common core to specific student groups (15%). Only 15 percent had been trained on the Next Generation Science Standards, a separate initiative that complements the common core’s focus on math and ELA.

“Which of the following topics have been addressed in your training and professional development for the common standards?”

*Percent of respondents by type of training*

- Common standards in ELA and literacy: 82%
- Common standards in math: 55%
- Alignment between CCSS and state’s prior standards: 53%
- Strategies for applying the CCSS across all subject areas: 46%
- Curriculum resources and materials: 42%
- Developing your own classroom-based assessments: 31%
- Assessments being developed by multi-state consortia: 23%
- Teaching CCSS to specific student groups (e.g., ELLs): 15%
- Next Generation Science Standards: 15%
- Other: 8%

n = 367

Note: Question asked only to respondents who reported having received training. Respondents were asked to select all answers that apply. Individual items do not sum to 100 percent.
TRAINING SUPPORTS

Respondents who received professional development related to the common core rated the degree to which specific types of training have been helpful to them.

At least seven in 10 respondents agree that the following supports have been valuable: collaborative planning time with colleagues (89%), professional learning communities (73%), conferences, seminars, and other structured training opportunities (70%), and job-embedded training or coaching (70%). Nearly two-thirds (64%) report finding online webinars or videos to be helpful.

Collaborative planning time receives a particularly hearty endorsement from teachers, with nearly half (47%) strongly agreeing that such training has been worthwhile.

“Please indicate the extent to which you agree or disagree that the following types of professional development and training for the CCSS have been helpful to you.”

**Collaborative planning time with colleagues**

- Strongly disagree: 3%
- Disagree: 9%
- Agree: 42%
- Strongly agree: 47%

**Structured, formal training (seminars, lectures, conferences)**

- Strongly disagree: 10%
- Disagree: 20%
- Agree: 55%
- Strongly agree: 15%
TRAINING SUPPORTS (cont.)

**KEY**

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

**Job-embedded training or coaching**

- 
  - Total agreeing: 70%
  - Strongly disagree: 9%
  - Disagree: 21%
  - Agree: 45%
  - Strongly agree: 25%
  - n = 231
  - No such training = 129

**Professional learning communities**

- 
  - Total agreeing: 73%
  - Strongly disagree: 8%
  - Disagree: 19%
  - Agree: 48%
  - Strongly agree: 25%
  - n = 282
  - No such training = 75

**Online webinar or video**

- 
  - Total agreeing: 64%
  - Strongly disagree: 13%
  - Disagree: 23%
  - Agree: 50%
  - Strongly agree: 14%
  - n = 242
  - No such training = 112

**Other**

- 
  - Total agreeing: 62%
  - Strongly disagree: 24%
  - Disagree: 14%
  - Agree: 38%
  - Strongly agree: 24%
  - n = 37
  - No such training = 105
TRAINING QUALITY

Respondents who had participated in professional development related to the common standards were asked to rate the overall quality of those training experiences.

A thin majority of respondents (53%) agree that their common core training has been of high quality, with most signaling a modest level of agreement. Strong opinions—either favorable or unfavorable—about the quality of such training are relatively rare. Only 10 percent of respondents strongly agree that their professional development has been of high quality, while 13 percent express strong disagreement.

“Overall, my training and professional development for the Common Core State Standards have been of high quality.”

Percent of respondents

Note: Question asked only to respondents who reported having received training.
FEATURES OF QUALITY TRAINING

In an open-ended question, survey respondents identified the characteristics they associate with high-quality professional development for the common core. Educators most frequently cite training that includes classroom best-practices and teaching strategies (29%) and information on instructional shifts tied to the new standards (26%). Roughly one in five respondents also reference group planning and discussion (22%), common-core-aligned resources and materials (21%), and experienced and knowledgeable presenters (21%) as features of high-quality training.

“What characteristics or features do you believe indicate quality in professional development and training for the Common Core State Standards?”

Percent of respondents

- Presents best classroom practices and strategies for teaching: 29%
- Provides information/research on CCSS-instructional shifts: 26%
- Includes group planning and discussion: 22%
- Provides CCSS-aligned resources and materials: 21%
- Features experienced and knowledgeable presenters: 21%
- Offers training for specific grades, subjects, and student groups: 11%
- Offers time to incorporate training into teaching: 9%
- Includes information about aligned assessments: 7%
- Other (e.g., self-taught training): 17%

n = 258
Don’t know = 6
Note: Responses were coded into all applicable answer categories. Individual items do not sum to 100 percent.
PERSPECTIVES ON THE COMMON CORE AND ALIGNED ASSESSMENTS

When states began to adopt the common core, analysts suggested that making the new standards a reality in classrooms would present numerous challenges for teachers and the schools in which they serve. As educators work to implement the common standards and ready themselves to administer aligned assessments in 2014-15, survey participants were asked to evaluate their own and their schools’ preparedness to teach the standards and their students’ readiness to master them. Respondents also rated the likely impact of the new standards and assessments on instructional practice and student learning.

TEACHING THE COMMON CORE TO DIVERSE STUDENTS

The survey asked teachers how prepared they feel to teach the common standards to their students as a whole and to specific subgroups. Respondents rated their preparedness on a five-point scale, where 1 is “not at all prepared” and 5 is “very prepared.”

Only 16 percent of respondents feel “very prepared” to teach the new standards to their students as a whole. At the other end of the scale, nine percent believe that they are “not at all prepared.” The average preparedness score for teaching the common core to students (a score of 3.3) falls near the middle of the five-point scale.

Results suggest that respondents are less confident about their readiness to teach the common standards to specific groups of students, such as English-language learners, students with disabilities, low-income students, and those academically at risk. No more than 13 percent report being “very prepared” to teach the common core to these groups. Preparedness scores were lowest for students with disabilities and English-language learners (2.6 and 2.5, respectively, compared with 3.3 for students as a whole).

“How prepared do you personally feel to teach the Common Core State Standards to the following groups of students?”

<table>
<thead>
<tr>
<th>KEY</th>
<th>RESPONSE AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement</td>
<td>Average</td>
</tr>
<tr>
<td>Your students as a whole</td>
<td></td>
</tr>
<tr>
<td>n = 400</td>
<td>9% 14% 28% 32% 16%</td>
</tr>
<tr>
<td>Don’t know = 13</td>
<td>3.3</td>
</tr>
</tbody>
</table>

1 -- Not at all prepared  2  3  4  5 -- Very prepared
TEACHING THE COMMON CORE TO DIVERSE STUDENTS (cont.)

KEY

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>5 -- Very prepared</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1 -- Not at all prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATEMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English-language learners</td>
<td>29%</td>
<td>25%</td>
<td>24%</td>
<td>14%</td>
<td>8%</td>
</tr>
<tr>
<td>n = 375 Don't know = 36</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>24%</td>
<td>27%</td>
<td>23%</td>
<td>18%</td>
<td>8%</td>
</tr>
<tr>
<td>n = 386 Don't know = 23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low-income students</td>
<td>12%</td>
<td>20%</td>
<td>26%</td>
<td>29%</td>
<td>13%</td>
</tr>
<tr>
<td>n = 391 Don't know = 21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academically at-risk students</td>
<td>17%</td>
<td>21%</td>
<td>27%</td>
<td>24%</td>
<td>10%</td>
</tr>
<tr>
<td>n = 393 Don't know = 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESPONSE AVERAGE

2.5
2.6
3.1
2.9
SCHOOL PREPAREDNESS

Respondents believe that their schools are more prepared to put the common standards themselves into practice than they are to implement assessments aligned to the new standards. On a five-point scale (where 1 is “not at all prepared” and 5 is “very prepared”), teachers give their schools an average score of 3.0 for preparedness to implement the common academic standards, compared with a readiness score of 2.5 for the assessments. Nearly a quarter of respondents (23%) feel their schools are “not at all prepared” to put the common assessments into practice, while only five percent feel “very prepared.”

“How prepared is your school to put the common standards and assessments aligned to those standards into practice?”

<table>
<thead>
<tr>
<th>KEY</th>
<th>RESPONSE AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATEMENT</td>
<td>n = 391</td>
</tr>
<tr>
<td>Comm standards</td>
<td>n = 389</td>
</tr>
<tr>
<td>1 -- Not at all prepared</td>
<td>12%</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5 -- Very prepared</td>
<td></td>
</tr>
</tbody>
</table>

3.0

2.5
STUDENT PREPAREDNESS

Respondents were asked to rate their students’ preparedness for the common standards and assessments, on the same five-point scale used to evaluate their own readiness (where 1 is “not at all prepared” and 5 is “very prepared”).

Educators view students as less ready to master the rigors of new standards and tests than schools are to implement them. Only four percent of teachers rate their students “very prepared” for the demands of the common core standards, with an average preparedness score of 2.6 out of five.

Teachers also believe that their students are somewhat less prepared for the common assessments than for the standards. Just two percent of respondents rate their students “very prepared” for the common assessments, with an average score of 2.4 on a five-point scale.

“How prepared are your students to master the common standards and assessments aligned to those standards?”

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>RESPONSE</th>
<th>AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common standards</td>
<td></td>
<td>2.6</td>
</tr>
<tr>
<td>1 -- Not at all</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>prepared</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>5 -- Very prepared</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Aligned assessments</td>
<td></td>
<td>2.4</td>
</tr>
<tr>
<td>1 -- Not at all</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>prepared</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>5 -- Very prepared</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

n = 372
Don’t know = 21

n = 362
Don’t know = 30
INSTRUCTIONAL CHANGE

Almost all respondents believe that the common core will have an impact on their classroom instruction in the long run. Thirty-six percent report that the new standards will influence their instruction “a great deal,” with another 44 percent indicating their classroom practice will change “somewhat.” Only five percent of respondents feel the common core will not change their teaching practices at all.

“In the long term, my classroom instruction will change as a result of the Common Core.”
Share of respondents

<table>
<thead>
<tr>
<th>KEY</th>
<th>Not at all</th>
<th>Slightly</th>
<th>Somewhat</th>
<th>A great deal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5%</td>
<td>16%</td>
<td>44%</td>
<td>36%</td>
</tr>
</tbody>
</table>

n = 388
Don’t know = 22
IMPACT OF COMMON STANDARDS

More pointedly, the survey also asked respondents whether the common core standards and assessments would change instruction and student learning for the better. Most teachers (69%) believe that the common standards will improve their own classroom instruction, with nearly a quarter of them (23%) strongly agreeing with that proposition.

Teachers feel that the common standards have a similar potential to benefit students. Overall, 65 percent of respondents agree that the common standards will improve student learning and 27 percent voice strong agreement.

“To what extent do you agree or disagree with the following statements about the Common Core State Standards?”

<table>
<thead>
<tr>
<th>KEY STATEMENT</th>
<th>TOTAL AGREEING</th>
</tr>
</thead>
<tbody>
<tr>
<td>The standards will improve my own instruction and classroom practice.</td>
<td>69%</td>
</tr>
<tr>
<td>The standards will improve student learning.</td>
<td>65%</td>
</tr>
</tbody>
</table>

- **The standards will improve my own instruction and classroom practice.**
  - Strongly disagree: 14%
  - Disagree: 17%
  - Agree: 46%
  - Strongly agree: 23%
  - Total: 69%
  - N = 370
  - Don’t know = 40

- **The standards will improve student learning.**
  - Strongly disagree: 15%
  - Disagree: 20%
  - Agree: 38%
  - Strongly agree: 27%
  - Total: 65%
  - N = 351
  - Don’t know = 59
IMPACT OF COMMON ASSESSMENTS

Compared with their outlook on the impacts of the new standards, teachers were more measured in their views that the forthcoming common assessments will also have positive effects.

A small majority of teachers (54%) feel the common assessments will improve their classroom instruction; only 13 percent “strongly agree” that the tests will have a positive impact. This compares with 69 percent expecting that instructional improvements will result from the new standards themselves.

Fewer than half of respondents (45%) think the common assessments will improve student learning. Fully one-quarter of teachers express strong disagreement with the view that the assessments will produce a positive effect on learning.

“To what extent do you agree or disagree with the following statements about student assessments aligned to the Common Core State Standards?”

<table>
<thead>
<tr>
<th>KEY</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATEMENT</td>
<td>The assessments will improve my own instruction and classroom practice.</td>
<td>20%</td>
<td>26%</td>
<td>41%</td>
</tr>
<tr>
<td>n = 340</td>
<td>Don’t know = 66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL AGREING</td>
<td>54%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The assessments will improve student learning.</td>
<td>25%</td>
<td>30%</td>
<td>31%</td>
<td>14%</td>
</tr>
<tr>
<td>n = 332</td>
<td>Don’t know = 72</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL AGREING</td>
<td>45%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX: SURVEY INSTRUMENT

1. Which of the following best describes your current professional role?
   - Teacher in a K-12 school (including special education)
   - School-based curriculum coordinator
   - School-based department leader
   - School-based content specialist or instructional coach
   - School-based special education coordinator
   - School or district administrator (e.g., school principal or central office staff)
   - Other

2. Where do you work?
   - [ ]

3. At what grade level(s) do you work? Check all that apply.
   - [ ] Kindergarten – grade 2
   - [ ] Grades 3 – 5
   - [ ] Grades 6 – 8
   - [ ] Grades 9 – 12
   - [ ] Other

4. Which of the following best describes your current teaching assignment field? Check all that apply.
   - [ ] General Education (elementary, all subjects)
   - [ ] English Language Arts
   - [ ] History/Social Studies
   - [ ] Mathematics
   - [ ] Science
   - [ ] Foreign Language
   - [ ] English Language Learners
   - [ ] Special Education
   - [ ] Other

5. Please rate your overall level of familiarity with the Common Core State Standards (CCSS) and aligned assessments being developed by two national consortia — the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (SBAC).

<table>
<thead>
<tr>
<th>Familiarity Level</th>
<th>Very Familiar</th>
<th>Somewhat Familiar</th>
<th>Slightly Familiar</th>
<th>Not At All Familiar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Standards in Mathematics</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Common Standards in English Language Arts and Literacy (ELA)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>PARCC or SBAC Assessment – Mathematics</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>PARCC or SBAC Assessment – ELA</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

6. Please indicate the types of materials related to the PARCC and SBAC assessments with which you are familiar. Check all that apply.
   - [ ] Achievement level descriptors
   - [ ] Assessment blueprints, frameworks, and specifications
   - [ ] Practice tests and sample items
   - [ ] Scoring rubrics
   - [ ] Technology specifications
   - [ ] Other
   - [ ] I am not familiar with any materials related to these assessments

7. To what extent do you agree or disagree with the following statement? My textbooks and other main curricular materials are aligned with the Common Core State Standards.

<table>
<thead>
<tr>
<th>Agreement Level</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Do Not Know</th>
</tr>
</thead>
</table>

8. To what extent do you agree or disagree that statements about the alignment of curricular materials with the Common Core made by the following groups can be trusted?

   - [ ] Curriculum providers and publishers
   - [ ] Independent panels of experts
   - [ ] Other teachers

9. To what extent do you agree or disagree that you have access to high-quality, CCSS-aligned materials of the following types?

<table>
<thead>
<tr>
<th>Material Type</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>I do not have any materials of this type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testbooks</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Supplementary resources (additional texts, exercises, lesson plans)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Digital and multimedia resources</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

10. What characteristics or features do you believe indicate quality in CCSS-aligned instructional materials? Please share your response in the space below.
11. Which of the following best describes your experience with professional development and training related to the Common Core?

- [ ] I have had some training and want more
- [ ] I have had some training and do not want more
- [ ] I have had no training and want some
- [ ] I have had no training and do not want any

12. Approximately how much time, overall, have you spent in training and professional development for the Common Core State Standards?

- [ ] Less than 1 day
- [ ] 1 day
- [ ] 2 to 3 days
- [ ] 4 to 5 days
- [ ] More than 5 days

13. Which of the following topics have been addressed in your training and professional development for the common standards? Check all that apply.

- [ ] Common standards in English Language Arts and Literacy
- [ ] Common standards in Mathematics
- [ ] Strategies for applying the common standards across all subject areas
- [ ] Next Generation Science Standards
- [ ] Alignment between the common standards and your state’s standards prior to the CCSS
- [ ] Curricular materials and resources to teach the common standards
- [ ] Teaching common standards to specific student groups (e.g., students with disabilities or English language learners)
- [ ] Common assessments being developed by multiple consortia
- [ ] Developing your own classroom-based assessments aligned to the common standards
- [ ] Other

14. Please indicate the extent to which you agree or disagree that the following types of professional development and training for the CCSS have been helpful to you.

<table>
<thead>
<tr>
<th>_memcpy-325464577</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>NA (Not Applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative planning, teaming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structured, formal training (seminars, lectures, conferences)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job-embedded training or coaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional learning communities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online webinar or video</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. To what extent do you agree or disagree with the following statement?

Overall, my training and professional development for the Common Core State Standards have been of high quality.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Do Not Know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. What characteristics or features do you believe indicate quality in professional development and training for the Common Core State Standards? Please share your response in the space below.

... (space for response)

17. On a five-point scale (where 5 is “very prepared” and 1 is “not at all prepared”), how prepared do you personally feel to teach the Common Core State Standards to the following groups of students?

<table>
<thead>
<tr>
<th></th>
<th>Very Prepared</th>
<th>Not At All Prepared</th>
<th>Do Not Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your students as a whole</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English language learners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low-income students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academically gifted students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. On a five-point scale (where 5 is “very prepared” and 1 is “not at all prepared”), how prepared is your school to put the common standards and assessments aligned to those standards into practice?

<table>
<thead>
<tr>
<th></th>
<th>Very Prepared</th>
<th>Not At All Prepared</th>
<th>Do Not Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aligned assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. On a five-point scale (where 5 is “very prepared” and 1 is “not at all prepared”), how prepared are your students to master the common standards and assessments aligned to those standards?

<table>
<thead>
<tr>
<th></th>
<th>Very Prepared</th>
<th>Not At All Prepared</th>
<th>Do Not Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aligned assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
20. In the long-term, how much do you think your classroom instruction will change as a result of the Common Core?

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>I Do Not Know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21. To what extent do you agree or disagree with the following statements about the Common Core State Standards?

<table>
<thead>
<tr>
<th>The standards will improve my own instruction and classroom practice</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>I Do Not Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>The standards will improve student learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

22. To what extent do you agree or disagree with the following statements about student assessments aligned to the Common Core State Standards?

<table>
<thead>
<tr>
<th>The assessments will improve my own instruction and classroom practice</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>I Do Not Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessments will improve student learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23. At which kind of school do you work?

- Traditional public school
- Public charter school
- Private school

24. Which of the following best describes the location of your school?

- City
- Suburb
- Town
- Rural area

25. Approximately how many students are enrolled at your school?

- 250 students or fewer
- 251 – 500 students
- 501 – 750 students
- 751 – 1,000 students
- More than 1,000 students

26. Which of the following best describes the poverty level at your school?

- 20% or fewer low-income students
- 21 to 50% low-income students
- 51 to 75% low-income students
- More than 75% low-income students