



Statewide Implementation Survey Results

Selected Results
State Level

January 2014

Sources of Survey Error

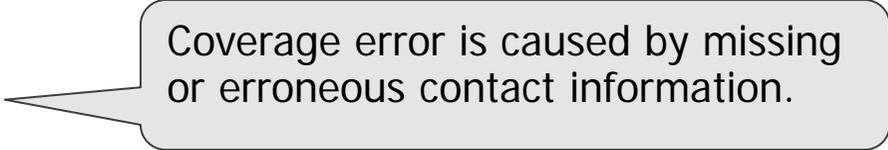
- **Sampling** – if the sample is too small or not representative of the population
- **Coverage** – if some members of the population with a zero-percent chance of being sampled
- **Measurement** – if a respondent's answer is inaccurate or imprecise
- **Non-Response** – if respondents differ from non-respondents

Because some small districts do not have enough teachers to warrant a sample, all teachers in the list were sent the questionnaire.

Many familiar statistical tests (margin of error, tests of significance) are designed to assess sampling error, and those will not be used. Reported results are for survey respondents only.

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- **Coverage** – if some members of the population with a zero-percent chance of being sampled
- **Measurement** – if a respondent's answer is inaccurate or imprecise
- **Non-Response** – if respondents differ from non-respondents



Coverage error is caused by missing or erroneous contact information.

Sources of Survey Error

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- **Coverage** – if some members of the population with a zero-percent chance of being sampled
- **Measurement** – if a respondent's answer is inaccurate or imprecise
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Unclear or biased items in a questionnaire can lead to measurement error. Items in the questionnaires were field-tested with a small group of educators to try to identify and correct these issues. Best practices for question design were used.

Sources of Survey Error

- **Sampling** – if the sample is too small or not representative of the population
- **Coverage** – if some members of the population with a zero-percent chance of being sampled
- **Measurement** – if a respondent's answer is inaccurate or imprecise
- **Non-Response** – if respondents differ from non-respondents

The statewide response rates (including partial responses) for the surveys were:

Teachers: 46%
Principals: 70%
Districts: 72%

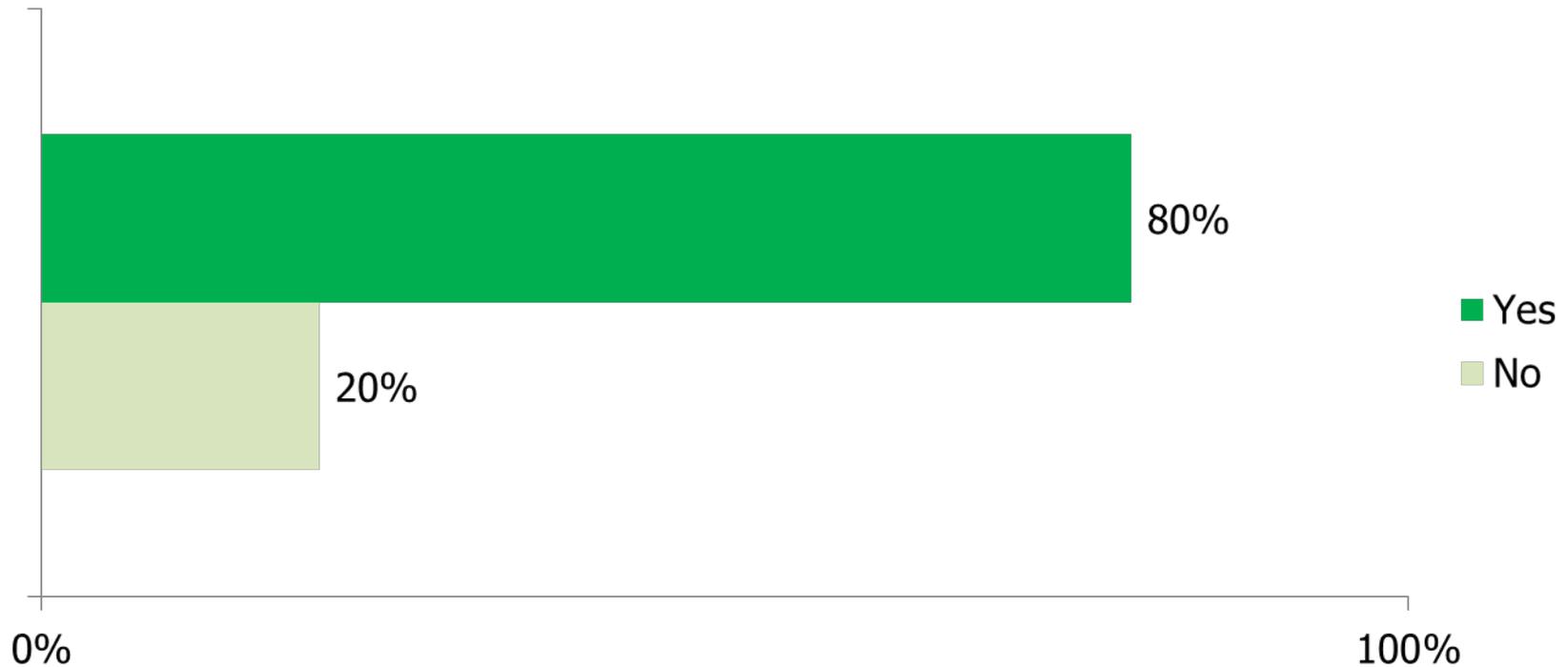
Additionally, some respondents declined to answer some items or stopped part way through the questionnaire. Non-response error results from differences between respondents and non-respondents.

Statewide, 45% of teachers responded to the survey



| | |
|----------|-----|
| State | 45% |
| Region 1 | 49% |
| Region 7 | 46% |
| Region 3 | 44% |
| Region 2 | 44% |
| Region 5 | 43% |
| Region 6 | 39% |

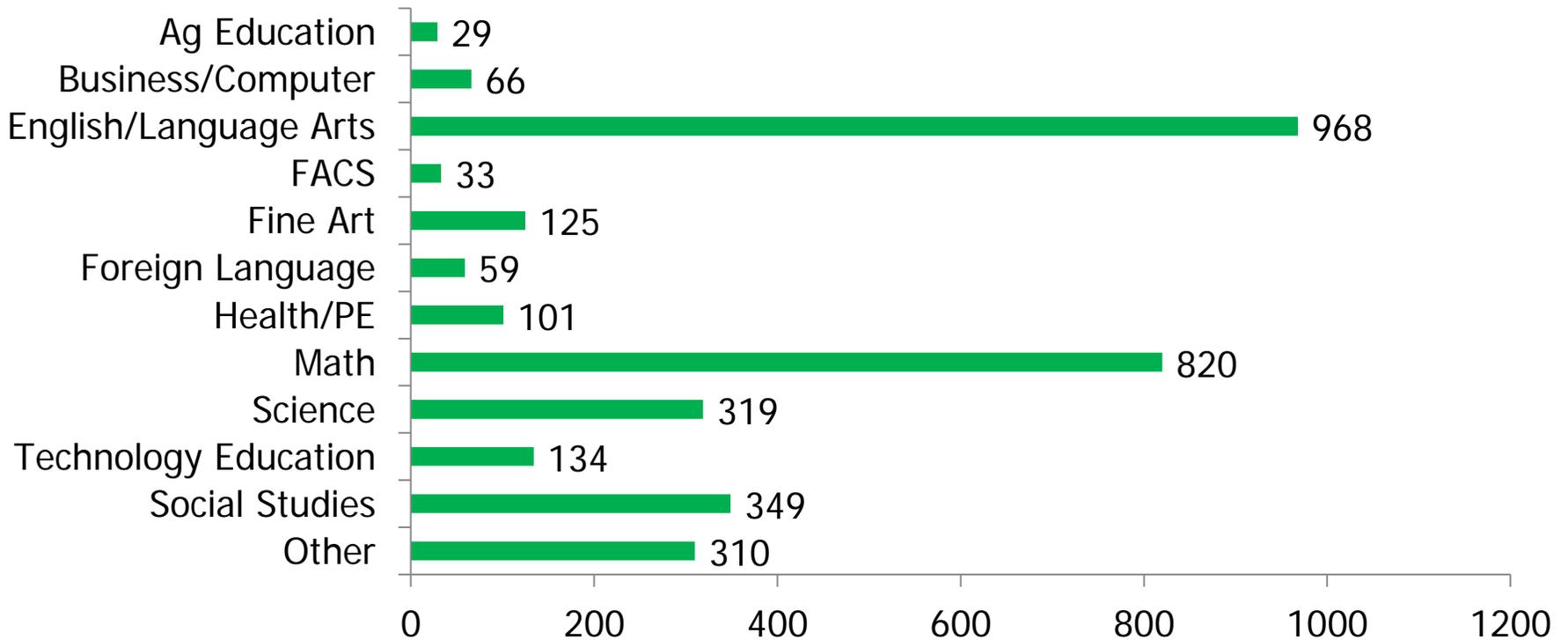
Are you implementing the new Common Core State Standards in your classroom this year?



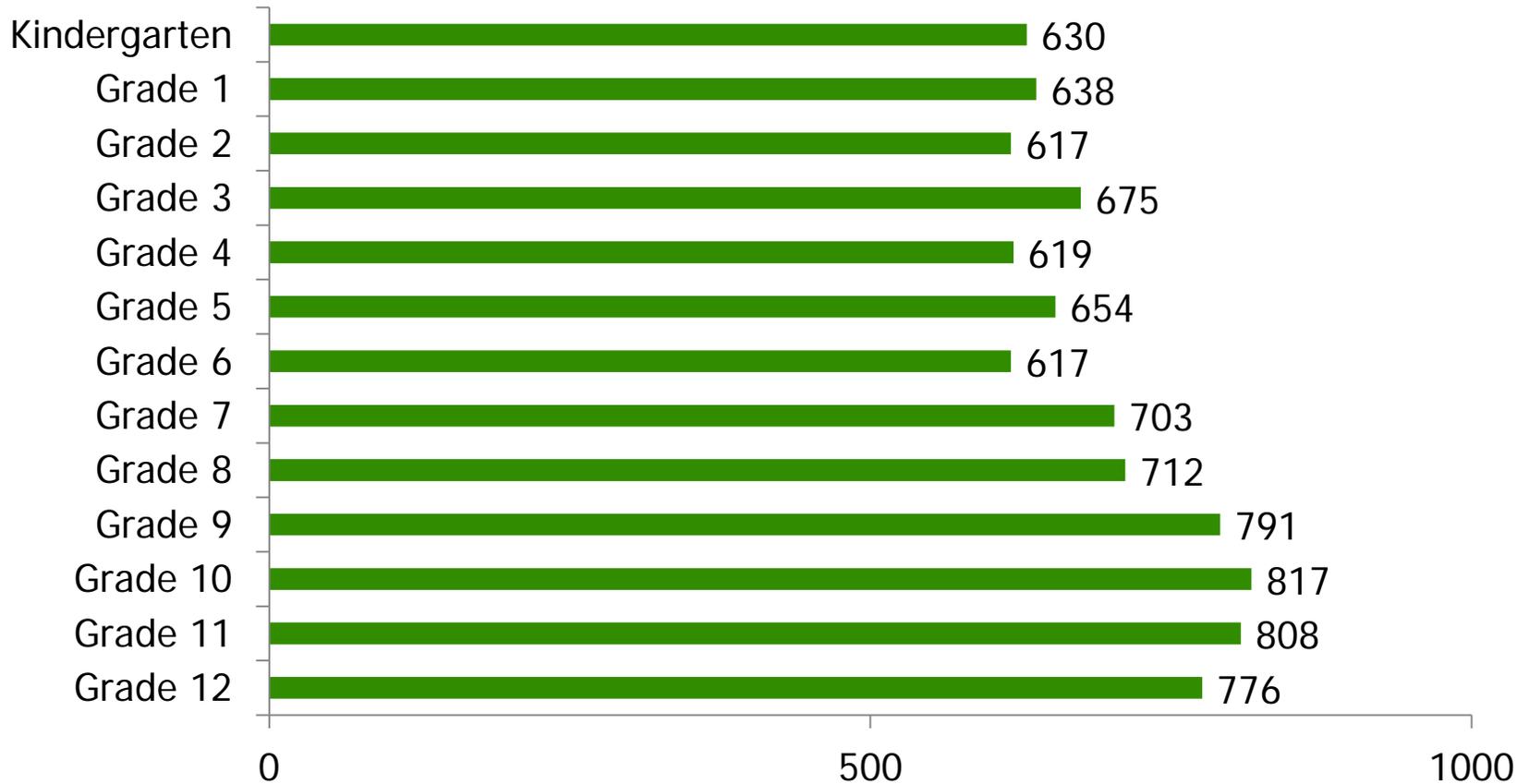
Teachers who reported that they were implementing the new standards proceeded with the questionnaire.

38% of teacher respondents who report implementing the Common Core in their classrooms report teaching one group of students for most of the school day. These teachers teach the core academic subjects.

The remaining 62% of respondents reported teaching a variety of subjects:



Teacher respondents reporting the grade or grades they teach this year.





The survey addresses many of these areas of readiness for CCSS implementation

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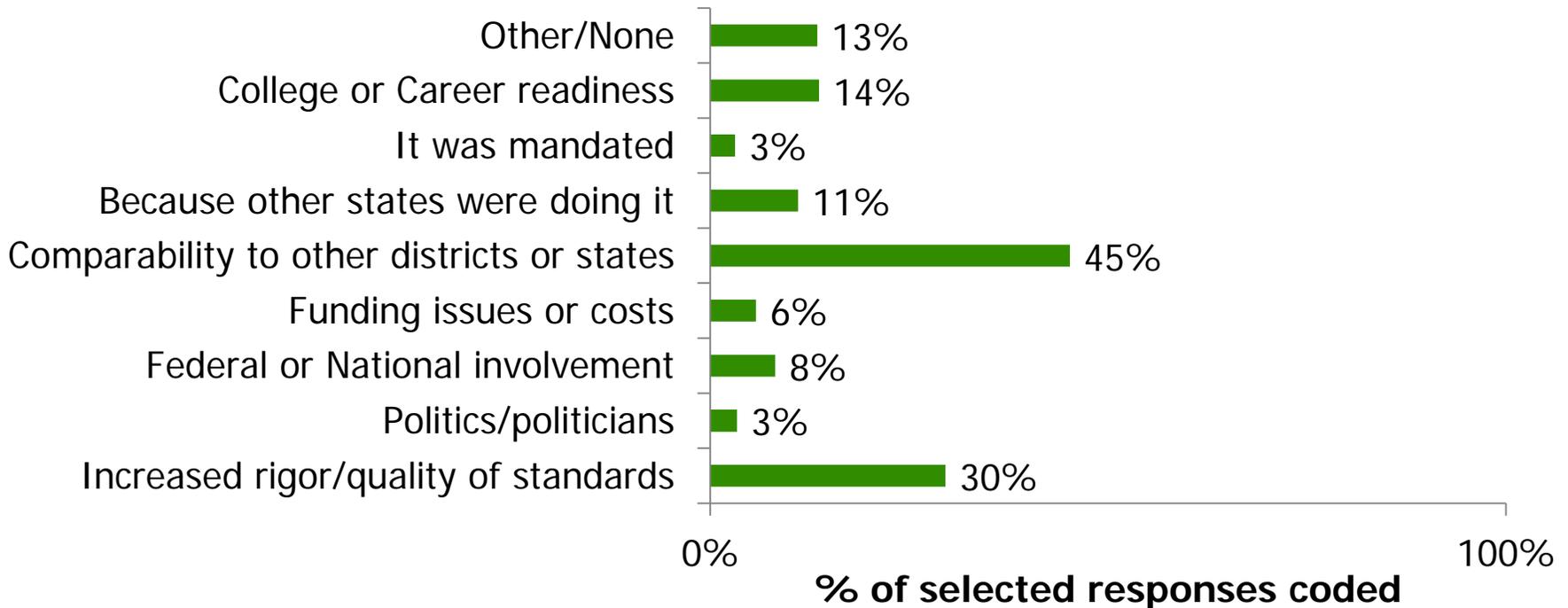
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Professional Learning for Principals

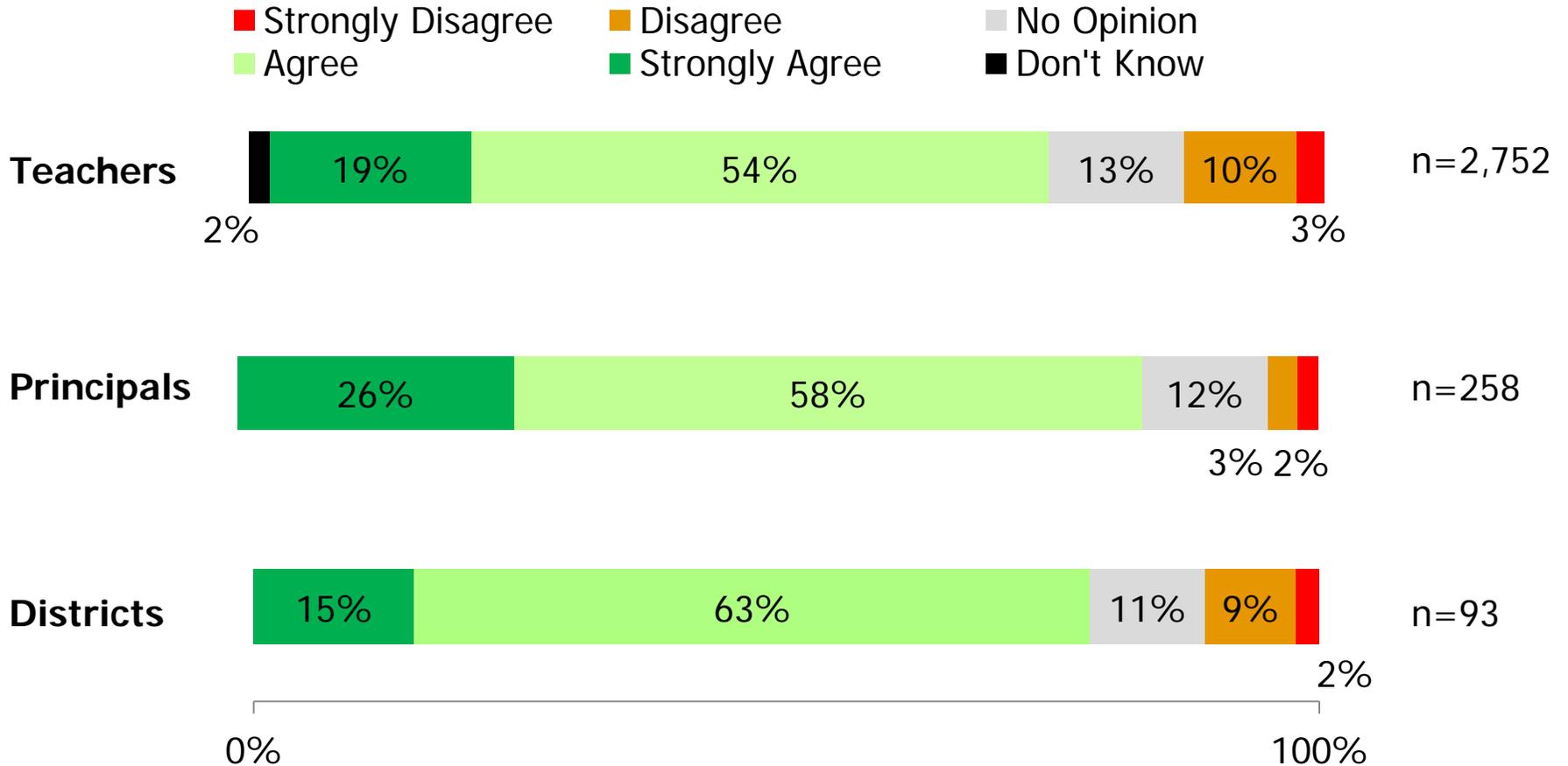
2554 chose to answer the open response question, "In 1-3 sentences, please describe why you think that South Dakota has adopted the Common Core State Standards. Of those, 416 were randomly selected and coded in one or more of eight categories. Responses that did not fit any of the eight categories were coded as "other/none." This chart shows the percentage of the 416 responses in each coding category.

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The majority of respondents agree that they understand their role in implementation of CCSS

All respondents reported agreement and disagreement with the statement, **“I understand the State’s expectations of me to oversee the implementation of Common Core in my classroom/school.”**



Teacher respondents reported their agreement or disagreement with a statement about their role in implementation of CCSS

All respondents reported agreement and disagreement with the statement, **“I understand the State’s expectations of me to oversee the implementation of Common Core in my classroom/school.”** This chart shows the percentage of teacher respondents answering “Agree” or “Strongly Agree.”



| | |
|----------|-----|
| State | 73% |
| Region 7 | 76% |
| Region 2 | 74% |
| Region 3 | 72% |
| Region 5 | 70% |
| Region 1 | 69% |
| Region 6 | 67% |

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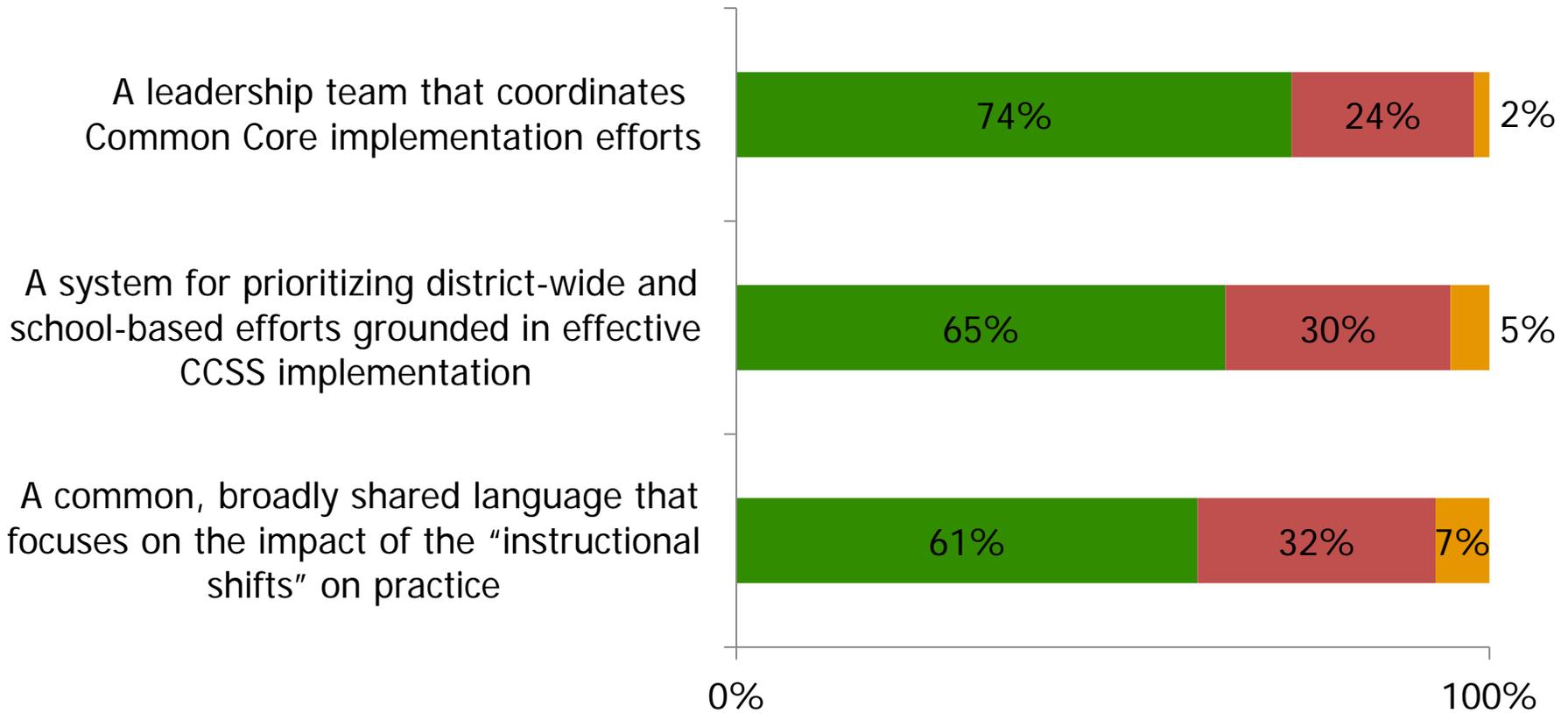
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Most district leaders reported that the following practices and supports are in place

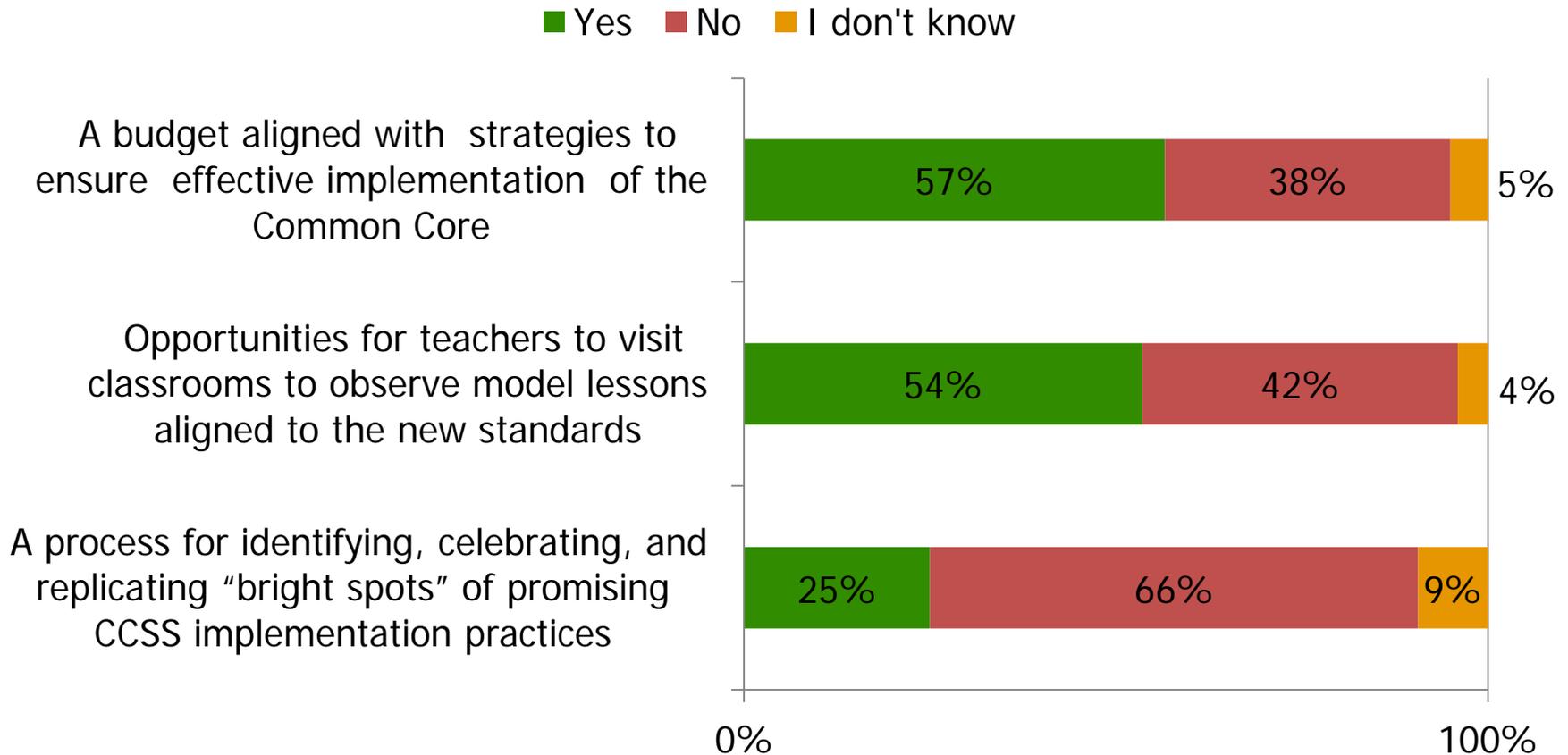
District leaders responded to the question "Please indicate whether your district has the following practices and supports in place to implement the Common Core (n=98)"

■ Yes ■ No ■ I don't know



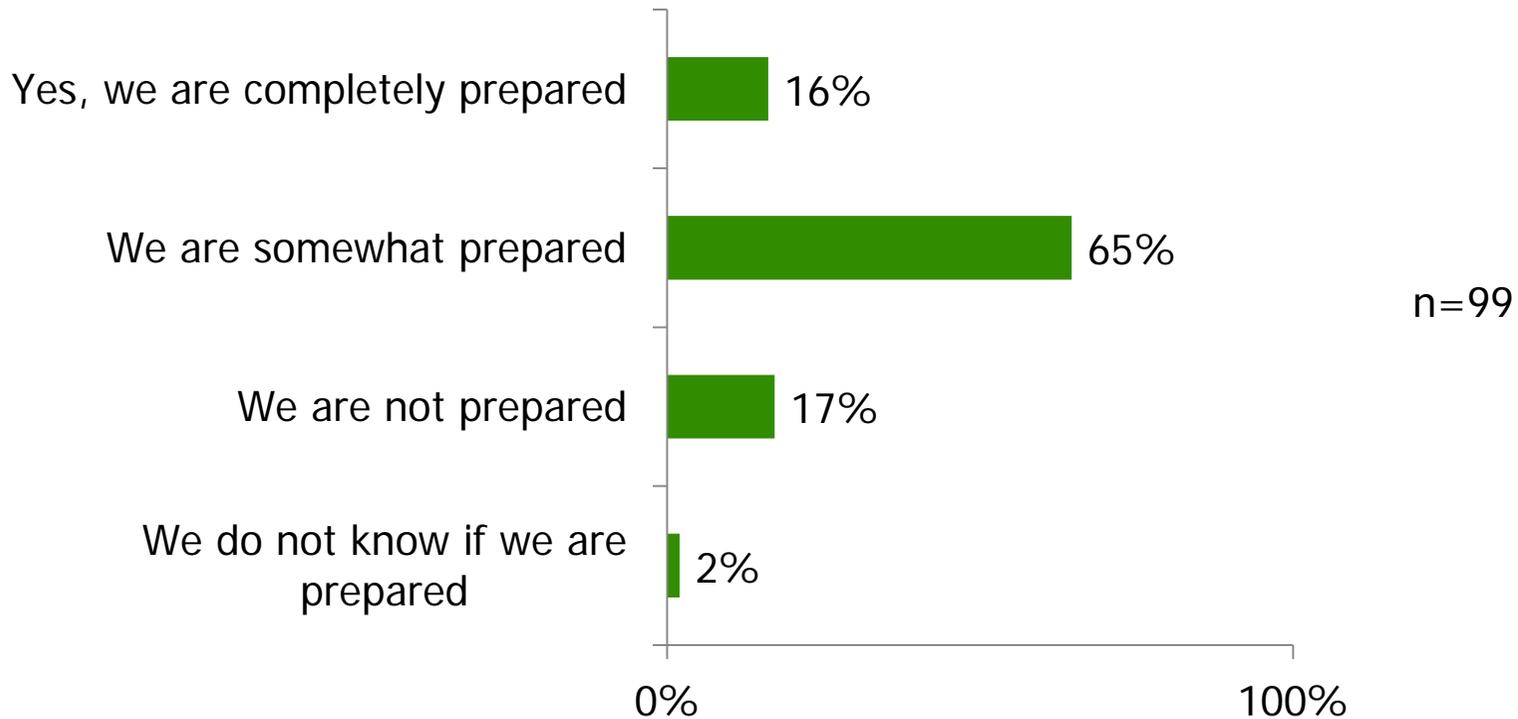
But fewer reported that other practices and supports were in place, including a process for identifying and celebrating bright spots

District leaders responded to the question "Please indicate whether your district has the following practices and supports in place to implement the Common Core (n=98)"



Most district leaders report that they are somewhat prepared to support educators in their districts as they implement the CCSS

District leader responses to the question, "Do you believe your district-level team is prepared to support educators in your district as they implement CCSS?"



85% of principals respondents report that support from their district leaders has been adequate or comprehensive

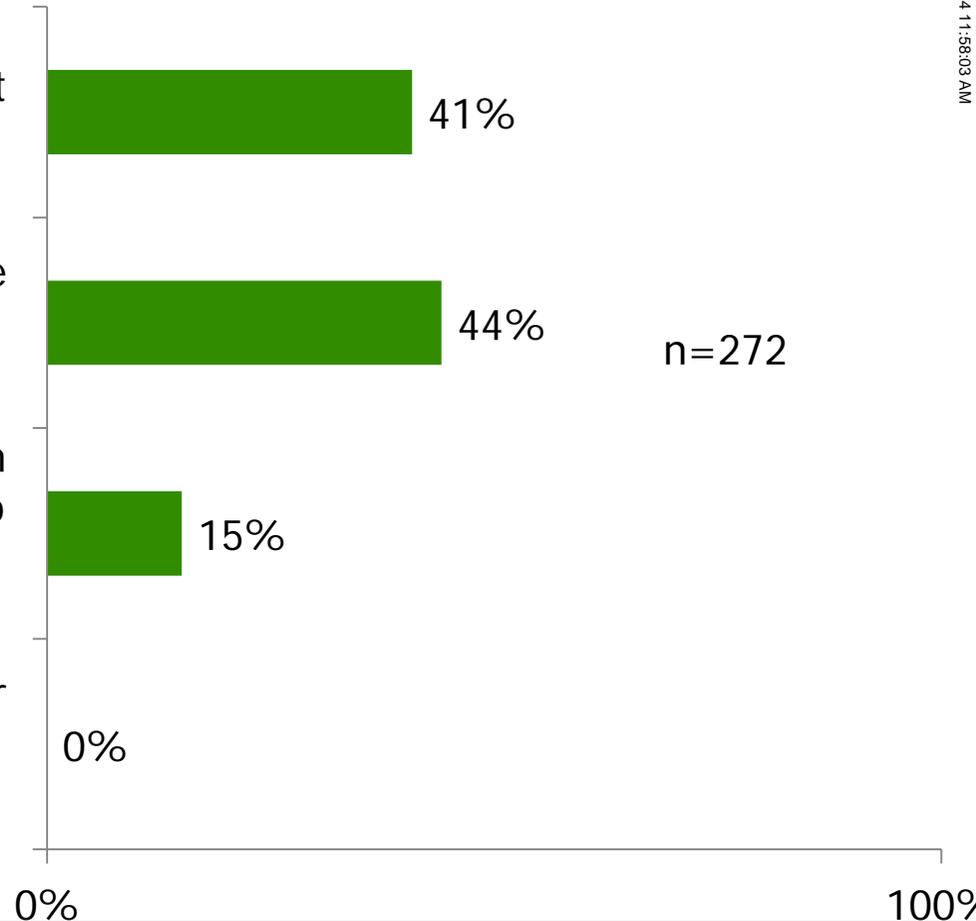
Principals responded to the question, "How would you describe the support district leaders have provided to you as your school transitions its practice to align with the Common Core?"

Comprehensive—District leaders have provided me the tools, resources, and support I need as my school transitions its practice to align with the Common Core

Adequate—District leaders have provided me support as my school transitions its practice, but more would be helpful

Minimal—I have received some information from district leaders about the transition to the Common Core, but little that will help during the transition

Nonexistent - I received no information or support from district leaders about the transition to the Common Core



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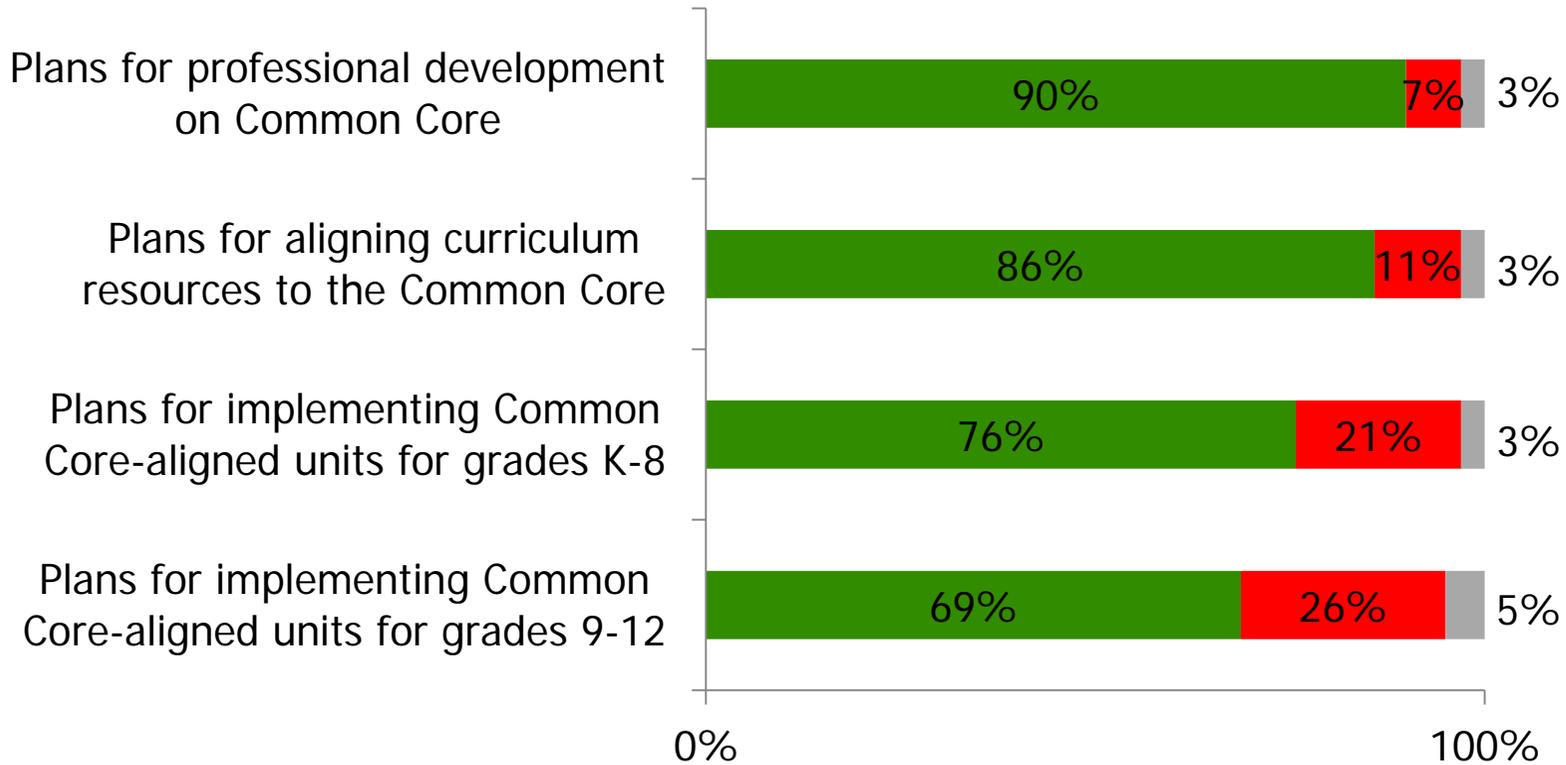
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Professional Learning for Principals

Most district leaders had plans for professional development, but not all had plans for implementing CCSS-aligned units

District leaders responded to the question, "Please indicate whether your district has the following plans to implement the Common Core."

■ Yes ■ No ■ I Don't Know



n=99

Principal responses to the question, "Does your school district have a plan for implementing the Common Core State Standards and transitioning to aligned assessments?"

■ Yes ■ No ■ I Don't Know



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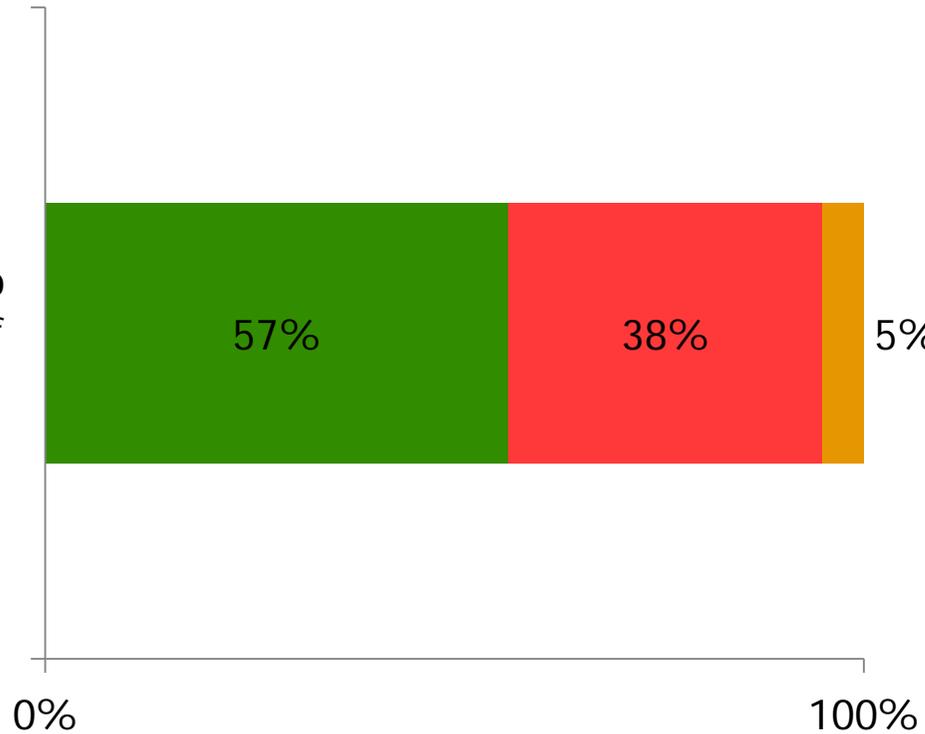
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Professional Learning for Principals

57% of district leader respondents report that they have a budget aligned with strategies for CCSS implementation

■ Yes ■ No ■ I don't know



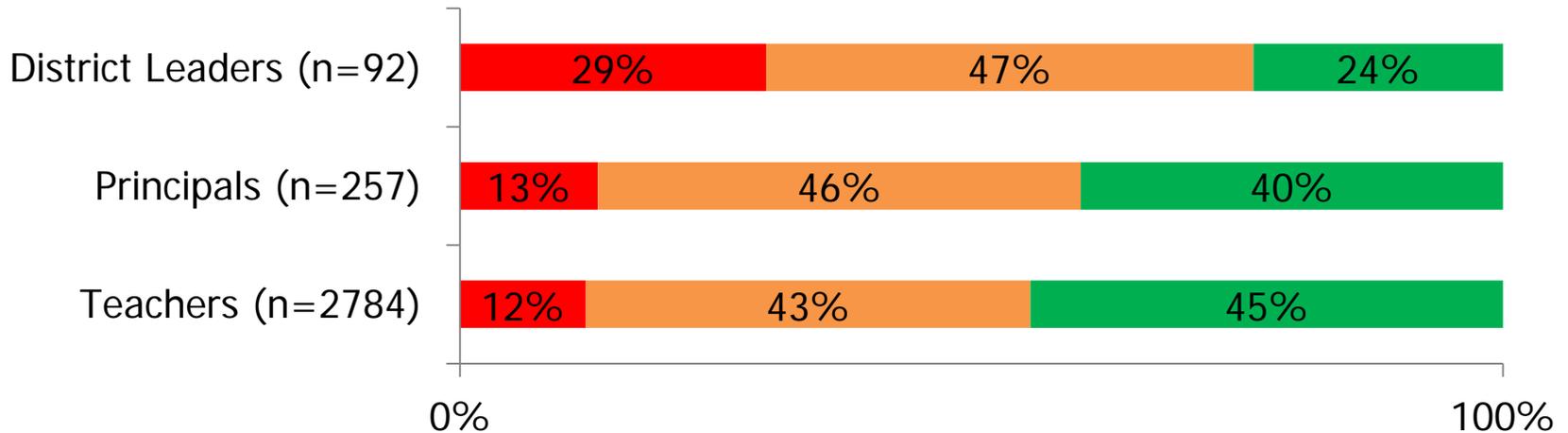
A budget aligned with strategies to ensure effective implementation of the Common Core

n=98

District leaders are more likely than other respondents to report that financial resources are an obstacle for CCSS implementation

Respondents chose from three levels of obstacle for a list of items with the question stem, "What are some obstacles that put your efforts at consistent and successful implementation of the Common Core in your classroom/school/district at risk?" These are responses to the option, **"Financial resources are not aligned to the Common Core."**

- A major obstacle that will make it impossible for me to transition my practice to align to the Common Core
- An obstacle that will make it difficult for me to transition to the Common Core
- Not an obstacle



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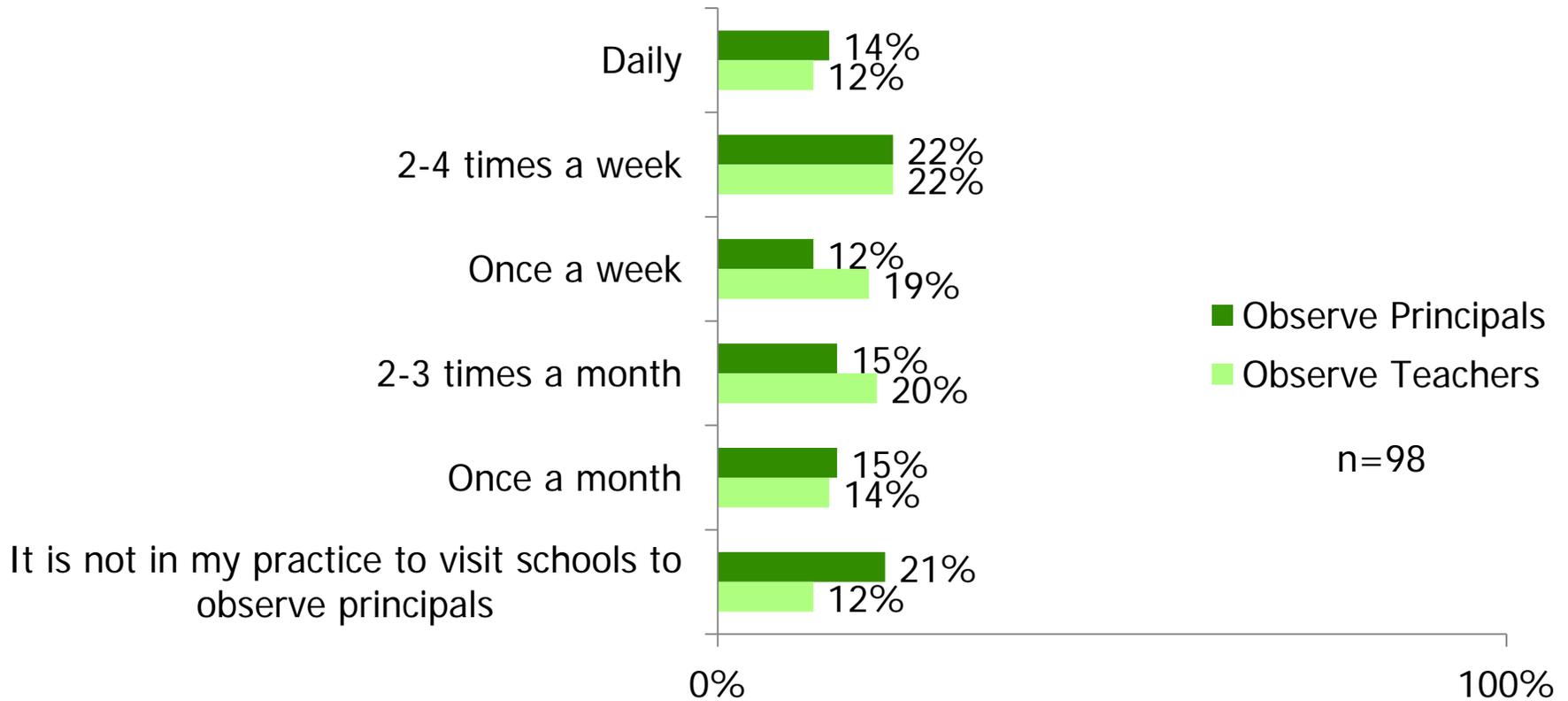
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District leaders responded to the questions, **“Since September 2013, about how many times a month have you or a district-level administrator visited schools announced or unannounced to observe principal/teacher practice?”**

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Teachers who teach either one group of students most of the day or English or Math report accessing state planning resources related to CCSS more frequently

Teacher responses to the question, "Please indicate if or how often you access the following resources:"

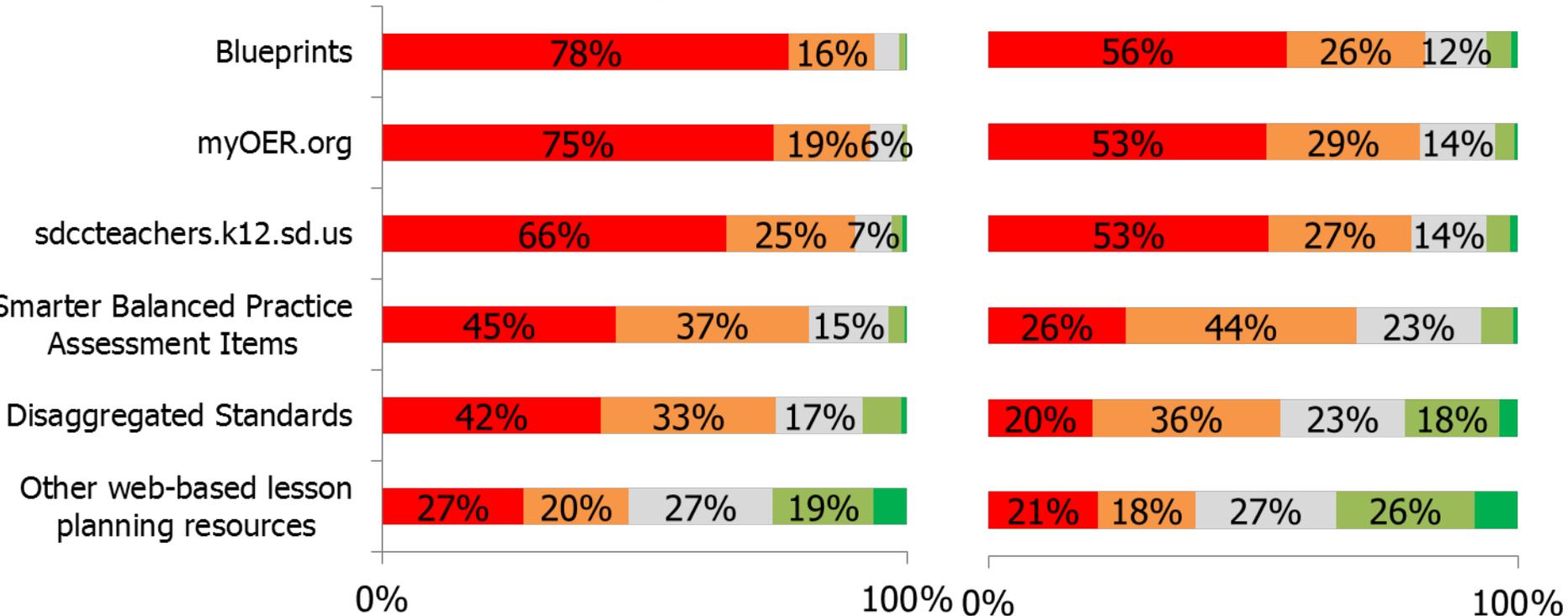
■ Never
 ■ Once or twice a year
 ■ Monthly
 ■ Weekly
 ■ Daily

Teachers of other subjects

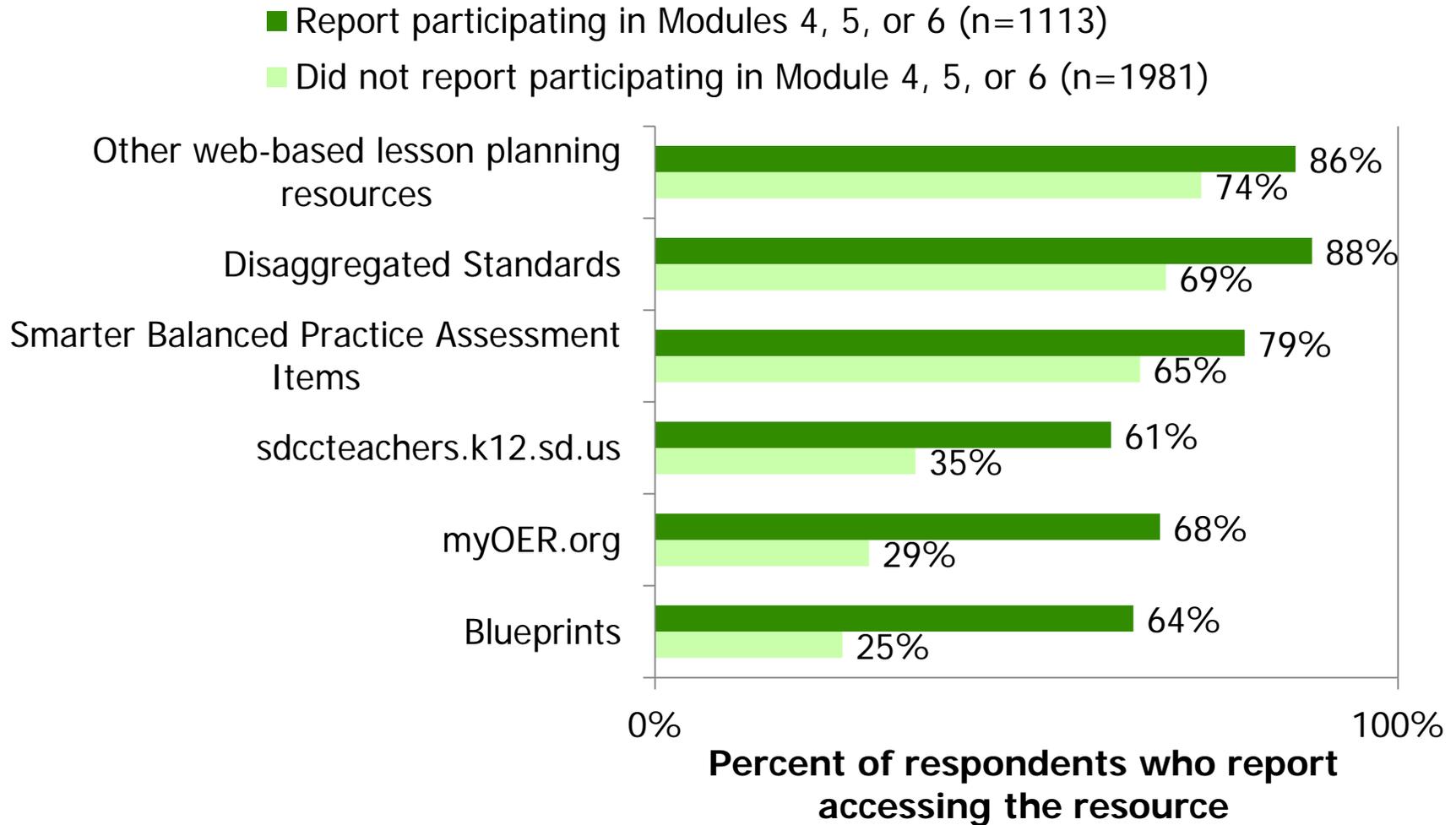
n=641

Teachers of general, English and/or Math

n=2453



Teachers who reported participating in state training modules 4,5, or 6 were more likely to report accessing resources, especially state resources

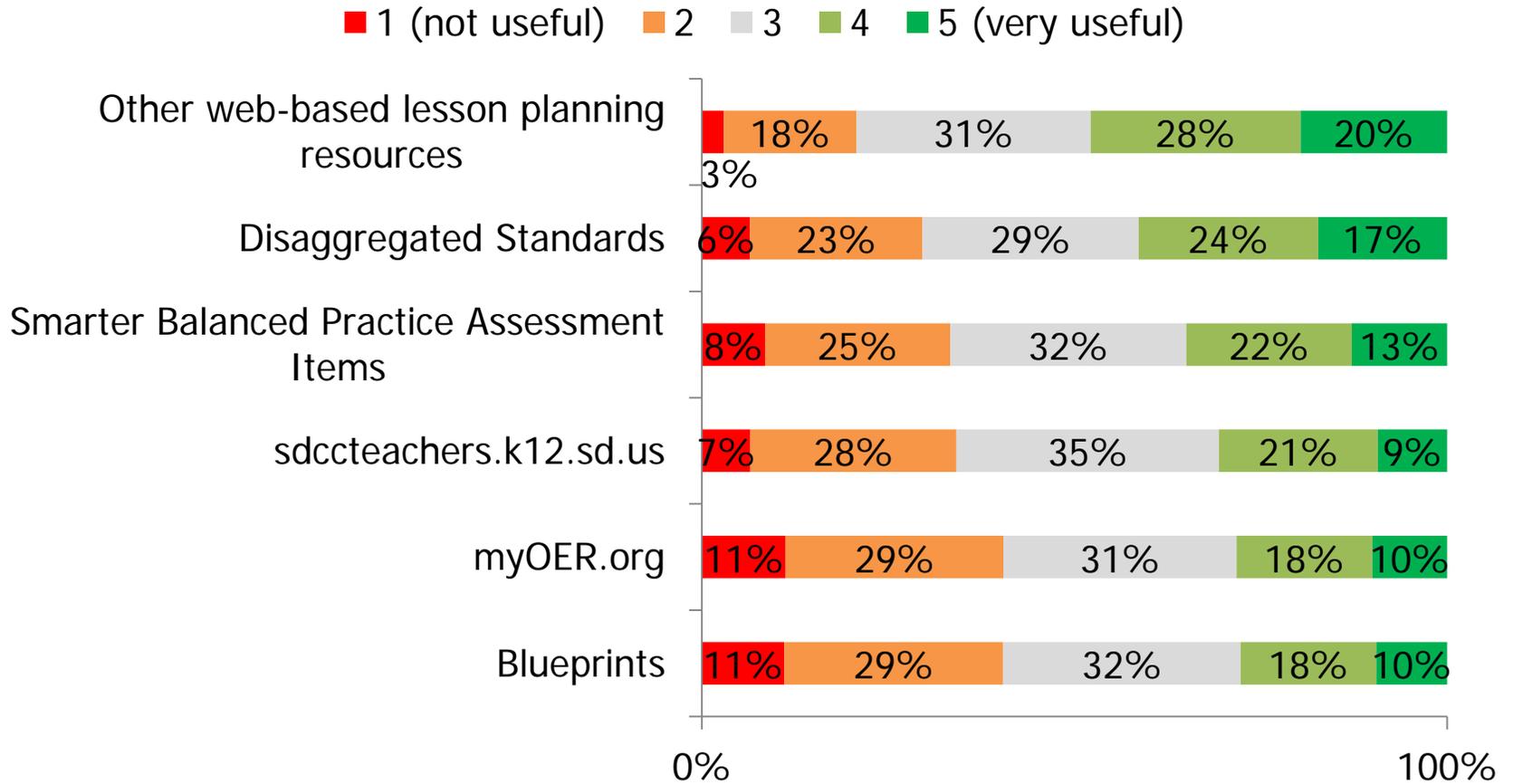


Statewide average teacher ratings of usefulness for planning resources among respondents who teach the same group of students throughout the day, English and or Math

| Resource | Average usefulness rating (1= not useful, 5= very useful) | % Who have accessed |
|--|---|---------------------|
| Other web-based lesson planning resources | 3.4 | 79% |
| Disaggregated Standards | 3.2 | 80% |
| Smarter Balanced Practice Assessment Items | 3.1 | 74% |
| sdccteachers.k12.sd.us | 3.0 | 47% |
| myOER.org | 2.9 | 47% |
| Blueprints | 2.9 | 44% |

However, opinions about the usefulness of each of the resources were mixed

Among teacher respondents who have accessed the resource, reported usefulness



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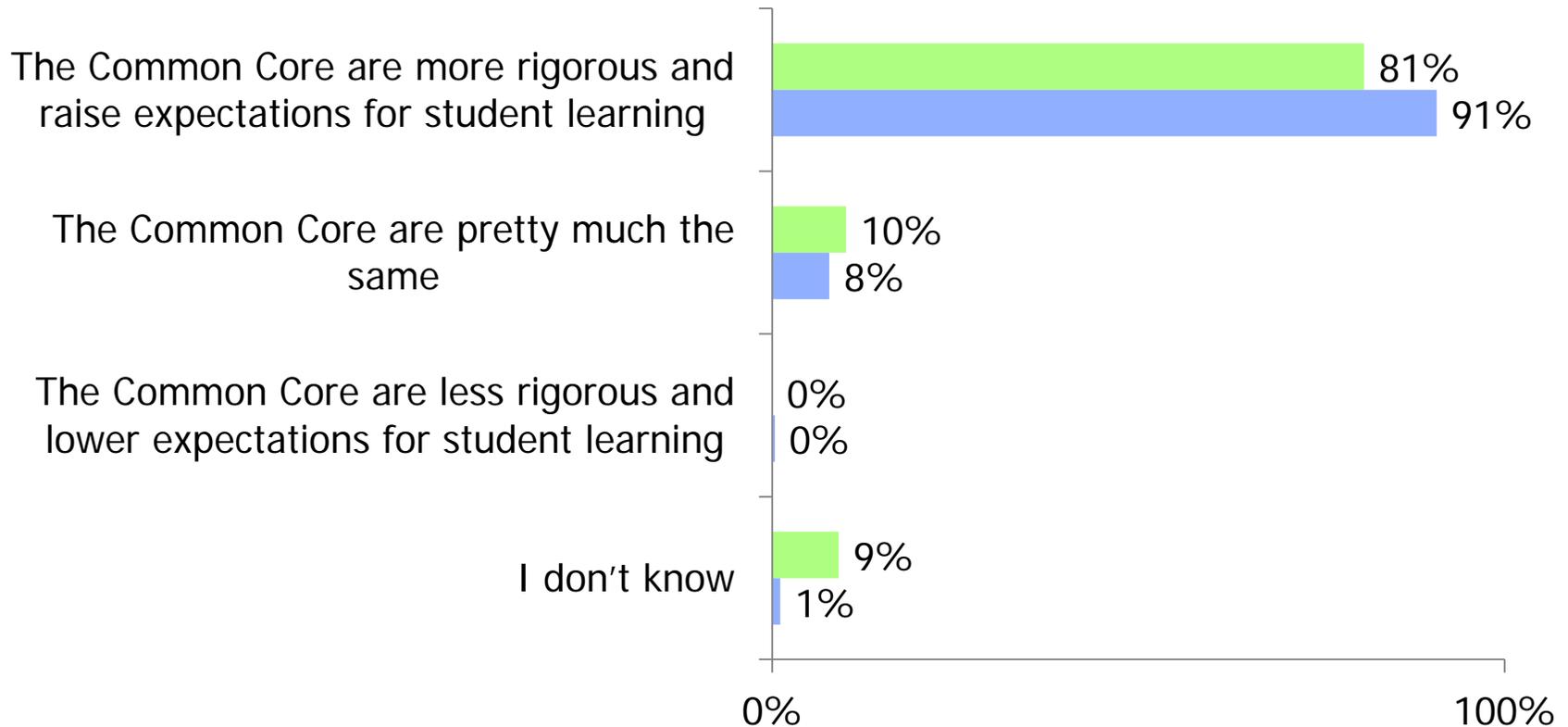
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Respondents answered the question, "How would you describe the difference between the state's previous academic standards and the CCSS?"

■ District Leaders (n=99) ■ Principals (n=269)



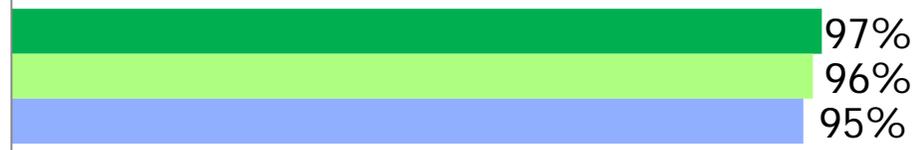
Respondents (only teachers who indicated teaching a course aligned to the CCSS in ELA responded) were asked to categorize six practices as “A focus of the Common Core” or “Not a focus of the Common Core”

■ Teachers (n=1,881)
 ■ Principals (n=257)
 ■ District Leaders (n=92)

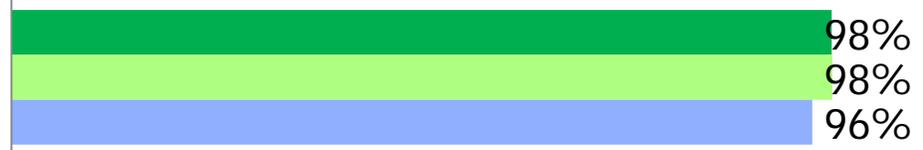
Advancing literacy through all content areas by analyzing how two or more texts address similar themes or topics.



Structuring opportunities for students to have conversations and justify their thinking based on evidence from the texts they've...



Creating learning experiences that build knowledge using informational texts, not just literature

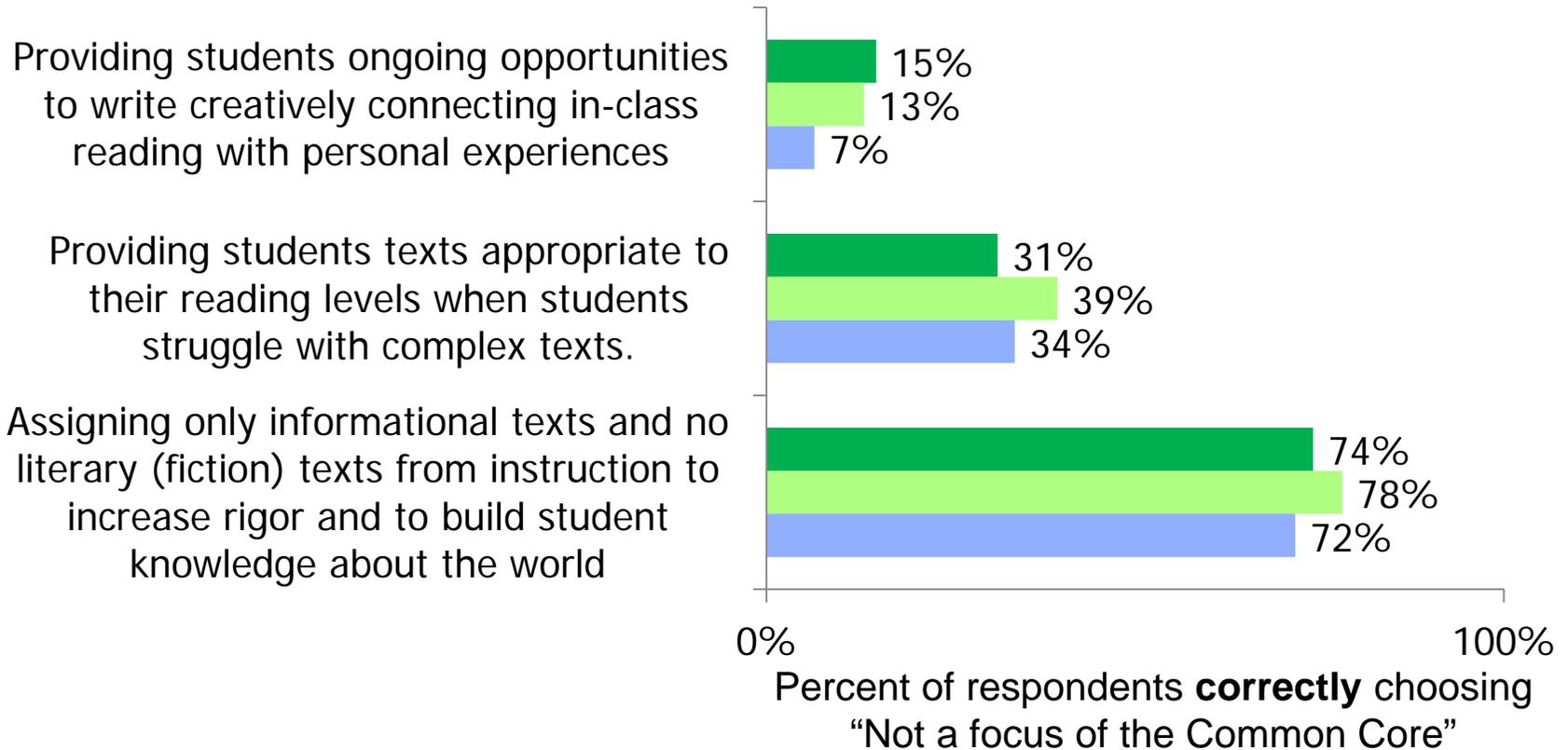


0% 100%
Percent of respondents **correctly** choosing
“A focus of the Common Core”

However, fewer respondents correctly indicated that other practices were NOT a focus of the CCSS, especially related to writing from personal experience

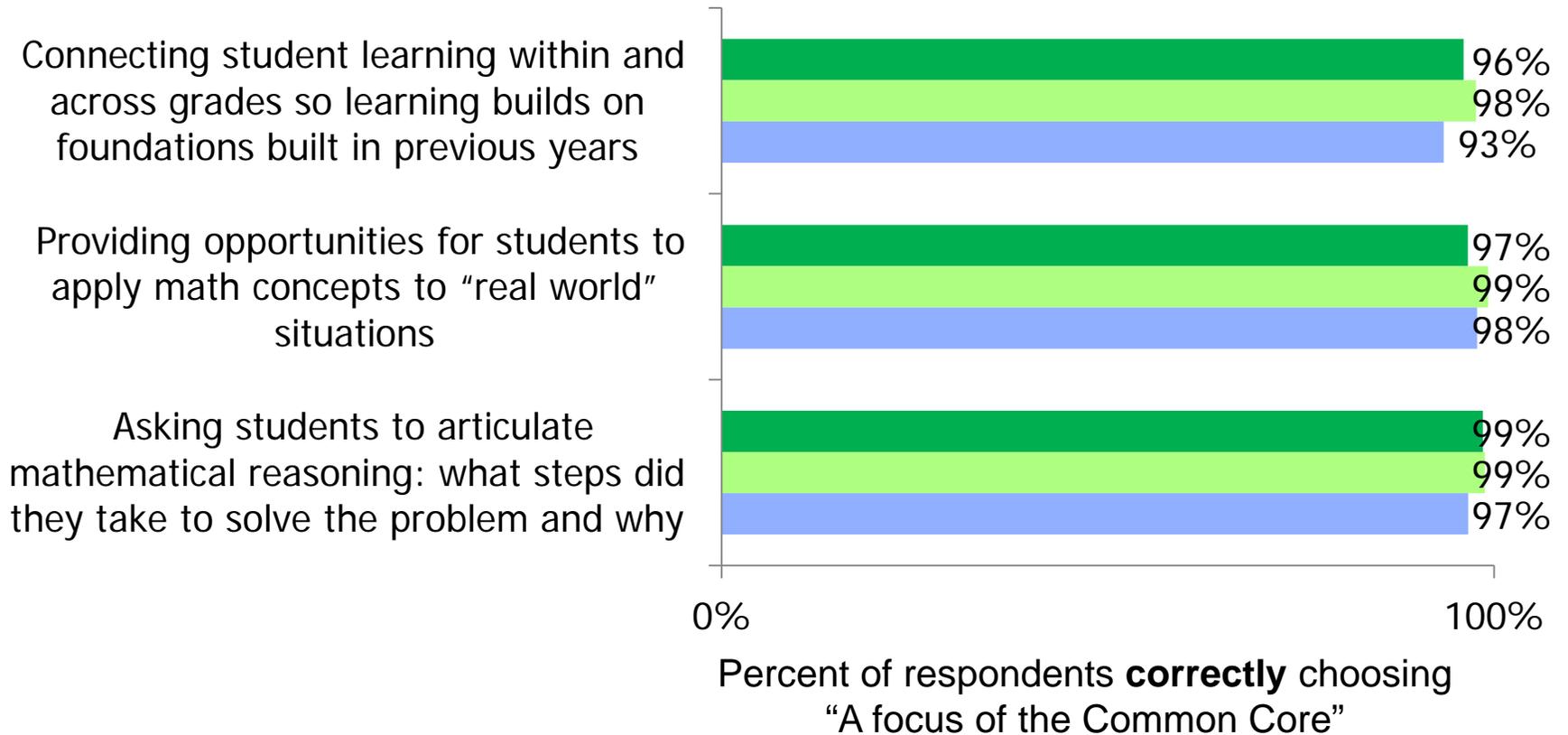
Teacher respondents who report teaching a course aligned to the ELA CCSS were asked to categorize six practices as “A focus of the Common Core” or “Not a focus of the Common Core”

■ Teachers (n=1,881) ■ Principals (n=257) ■ District Leaders (n=92)

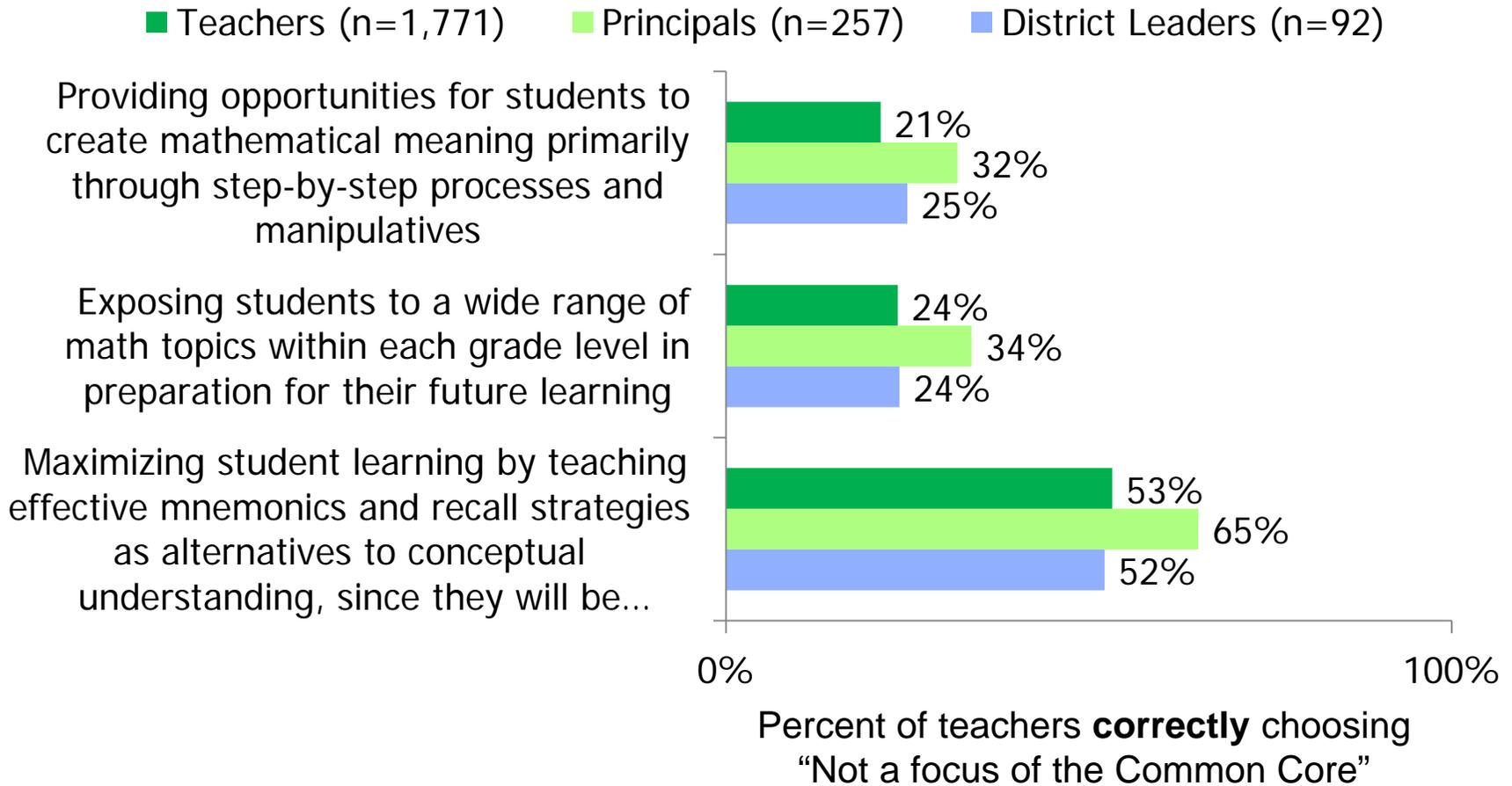


Teacher respondents who report teaching a course aligned to the Math CCSS, district leaders and principals were asked to categorize six practices as “A focus of the Common Core” or “Not a focus of the Common Core”

■ Teachers (n=1,771)
 ■ Principals (n=257)
 ■ District Leaders (n=92)

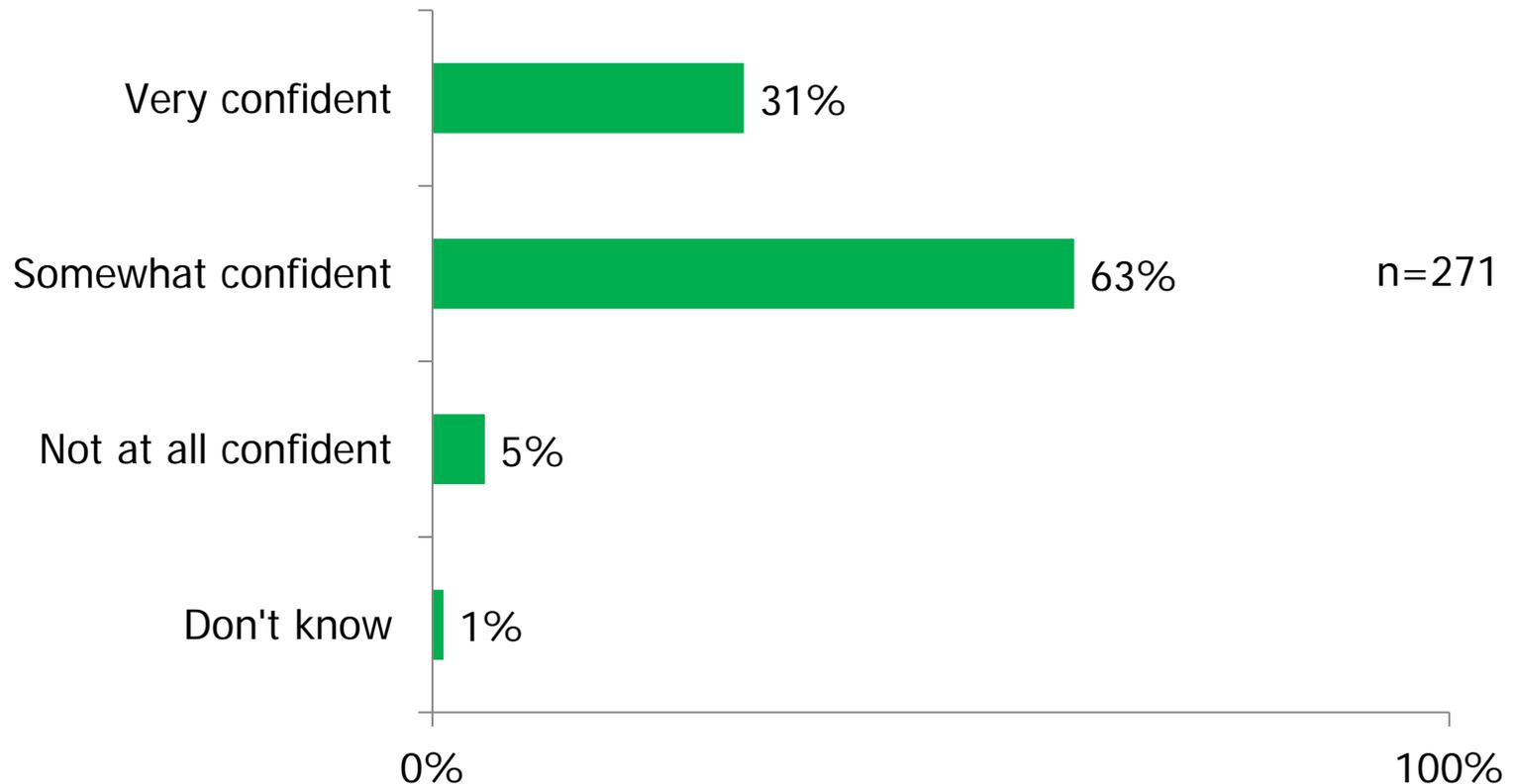


Respondents who report teaching a course aligned to the Math CCSS were asked to categorize six practices as “A focus of the Common Core” or “Not a focus of the Common Core.”



Most principal respondents report that they are at least somewhat confident in their ability to identify CCSS-aligned instructional practices during classroom observations

Principals responded to the question, "How confident do you feel about your ability to identify instructional practices that reflect the Common Core State Standards during classroom observations?"



Respondent agreement with the statement, **“Overall, I believe the CCSS will have a positive impact on teacher practice in my school/district”**

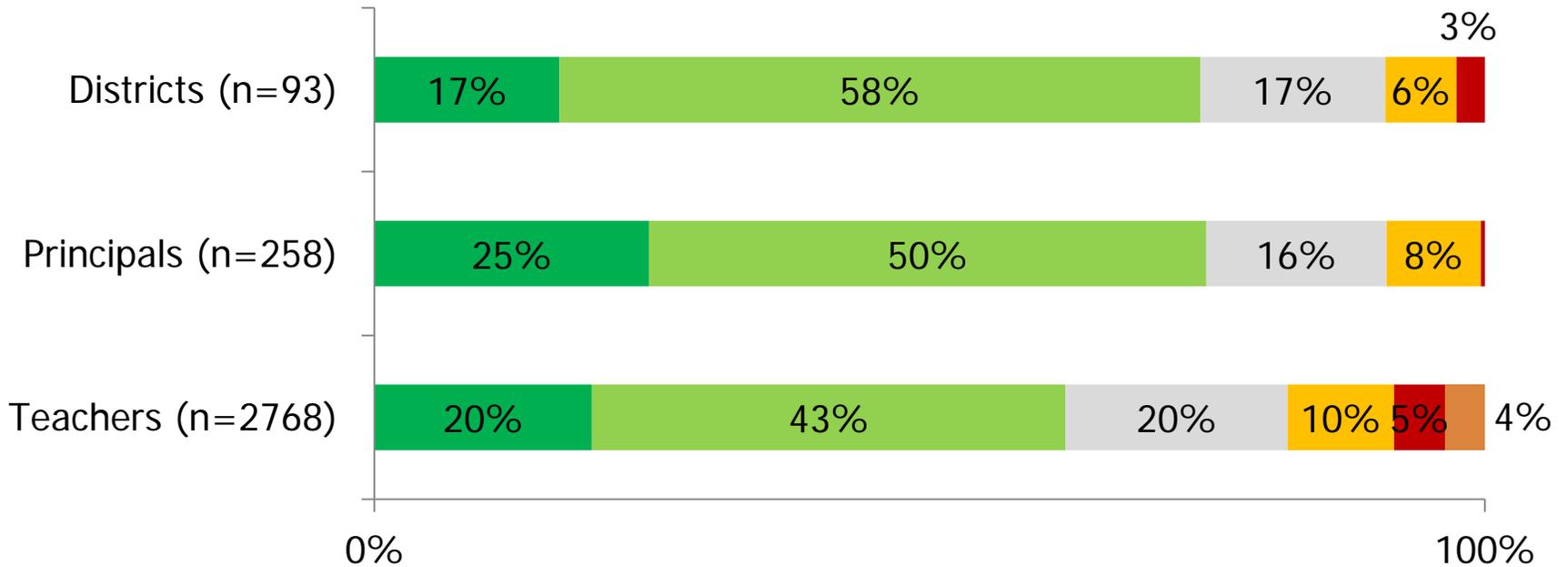
- Strongly Agree
- Agree
- No Opinion
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable



Respondent agreement with the statement, **“Overall, I believe the CCSS will have a positive impact on student achievement in my school/district.”**

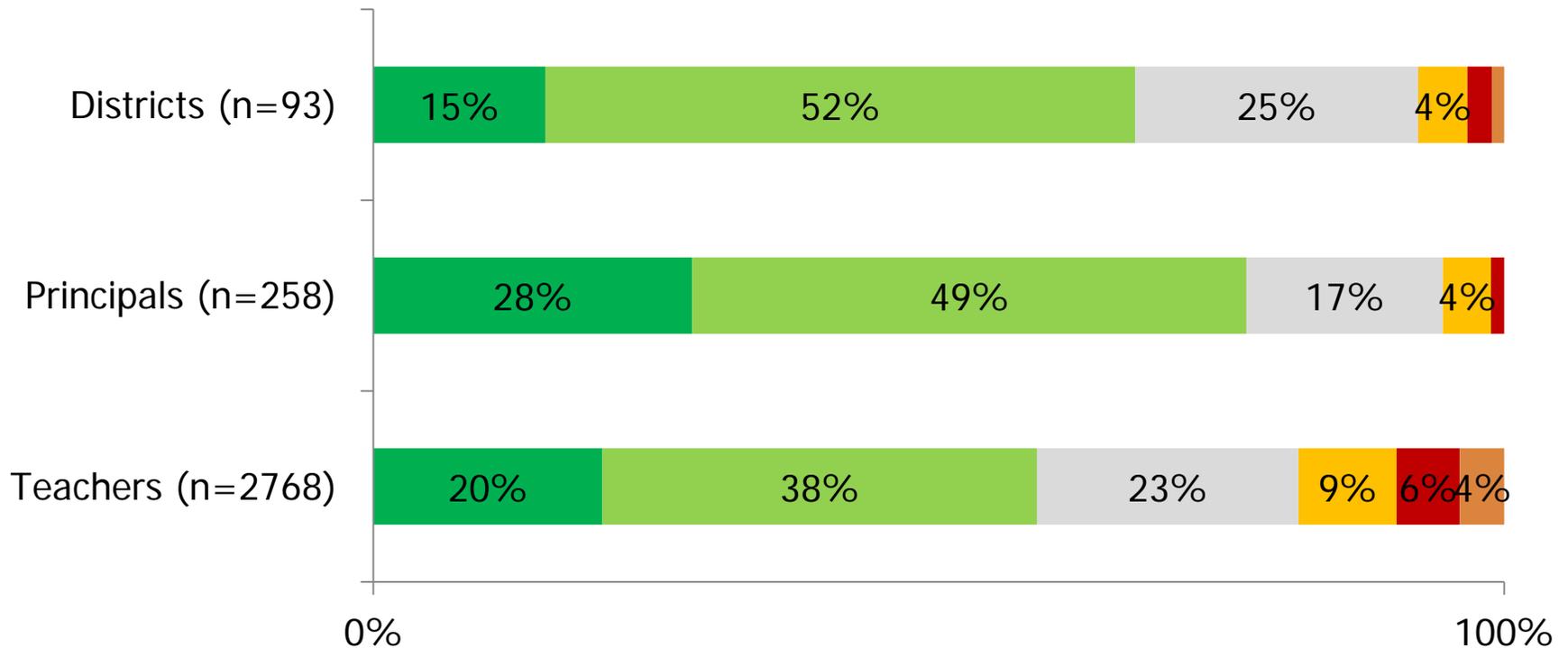
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- Strongly Agree
- Agree
- No Opinion
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable



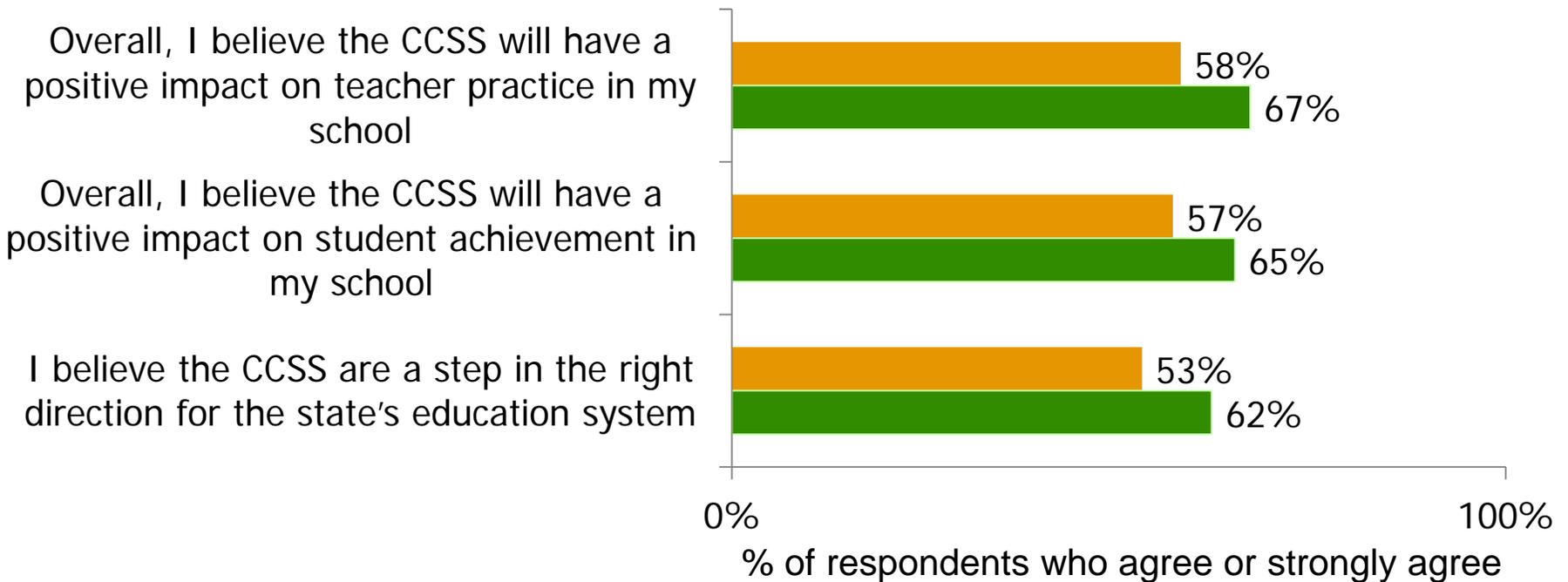
Respondent agreement with the statement, **“I believe the CCSS are a step in the right direction for the state’s education system.”**

- Strongly Agree
- Agree
- No Opinion
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable



Among teacher respondents, those who correctly identified at least one practice that is NOT a focus of the CCSS reported higher levels of support for CCSS

- Teacher respondents who did not identify a practice that is NOT a focus of CCSS (n=978)
- Teacher respondents who identified at least one practice that is NOT a focus of CCSS (n=1738)



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89% of teacher respondents answered “yes” to the question, “Have you made any changes in your teaching practice in order to align it with the Common Core?” Those respondents indicated which changes they have made (n=2529). 175 respondents specified a different change to their practice

| Change to practice | % Yes |
|---|-------|
| Asking students more questions and encouraging them to develop answers independently | 96% |
| Incorporating new curricular materials and instructional strategies in my teaching | 95% |
| Structuring more opportunities for students to develop and solve their own problems | 87% |
| Diversifying the ways I assess student learning and provide feedback | 81% |
| Increasing my collaboration with colleagues within my school and and/or in other schools | 79% |
| Developed or incorporated either formative or summative assessments (beyond Smarter Balanced) that are aligned to the Common Core standards | 67% |

Teacher respondents indicated changes they have made to their teaching practice to align to the Common Core

This chart shows the percent of teacher respondents answered “yes” to the question, “Have you made any changes in your teaching practice in order to align it with the Common Core?”



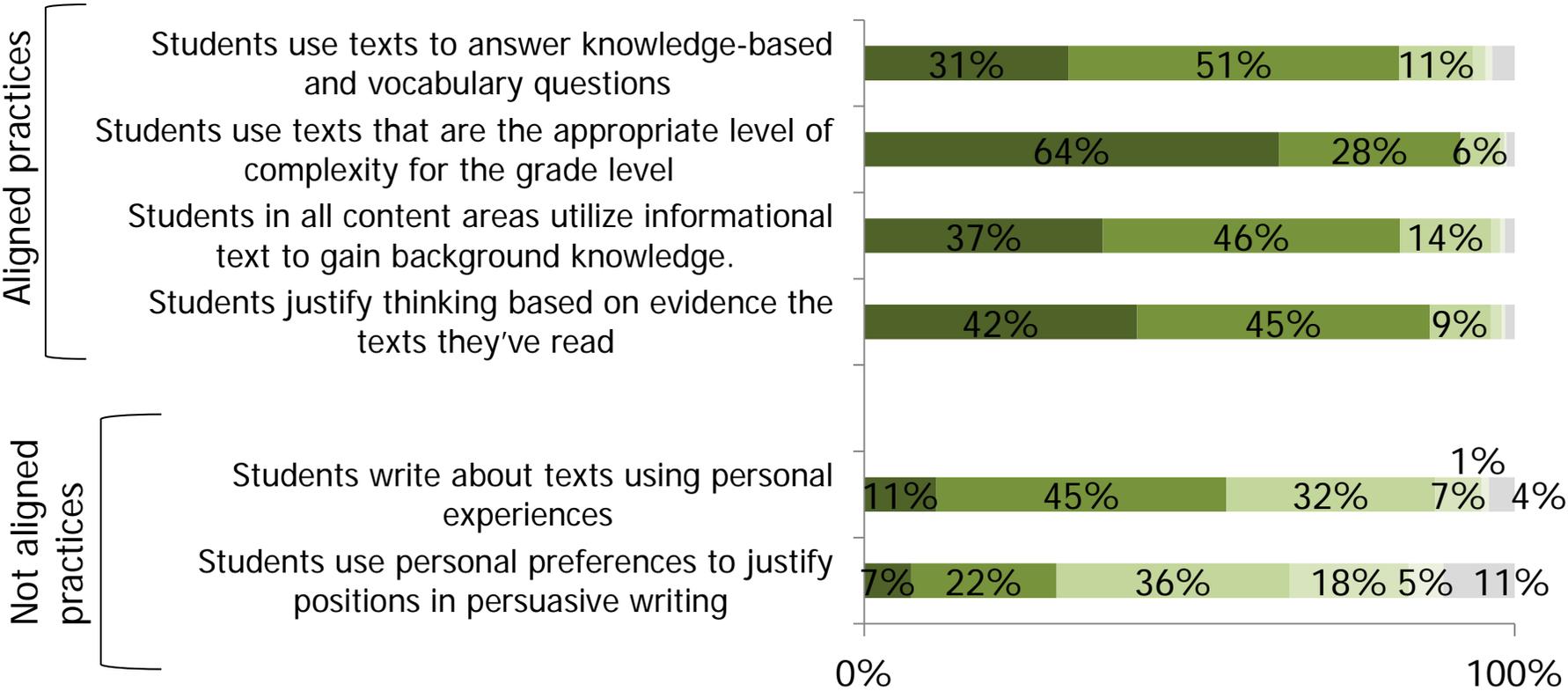
| | |
|----------|-----|
| State | 89% |
| Region 1 | 90% |
| Region 5 | 90% |
| Region 2 | 90% |
| Region 3 | 89% |
| Region 7 | 89% |
| Region 6 | 88% |

Teacher respondents with a course aligned to the CCSS in ELA report that students are engaging in aligned practices more frequently than unaligned practices

Teacher respondents with a course aligned to ELA responded to the question, "Approximately how often do your students engage in the following activities?" (n=1774)

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■ Daily
 ■ Weekly
 ■ Monthly
 ■ Once per Semester
 ■ Yearly
 ■ Never



Teacher respondents with a course aligned to the CCSS in Math report that students are engaging in aligned practices more frequently than unaligned practices

Teacher respondents with a course aligned to Math responded to the question, "Approximately how often do your students engage in the following activities?" (n=1733)

■ Daily ■ Weekly ■ Monthly ■ Once per Semester ■ Yearly ■ Never

Aligned practices

Not aligned practice

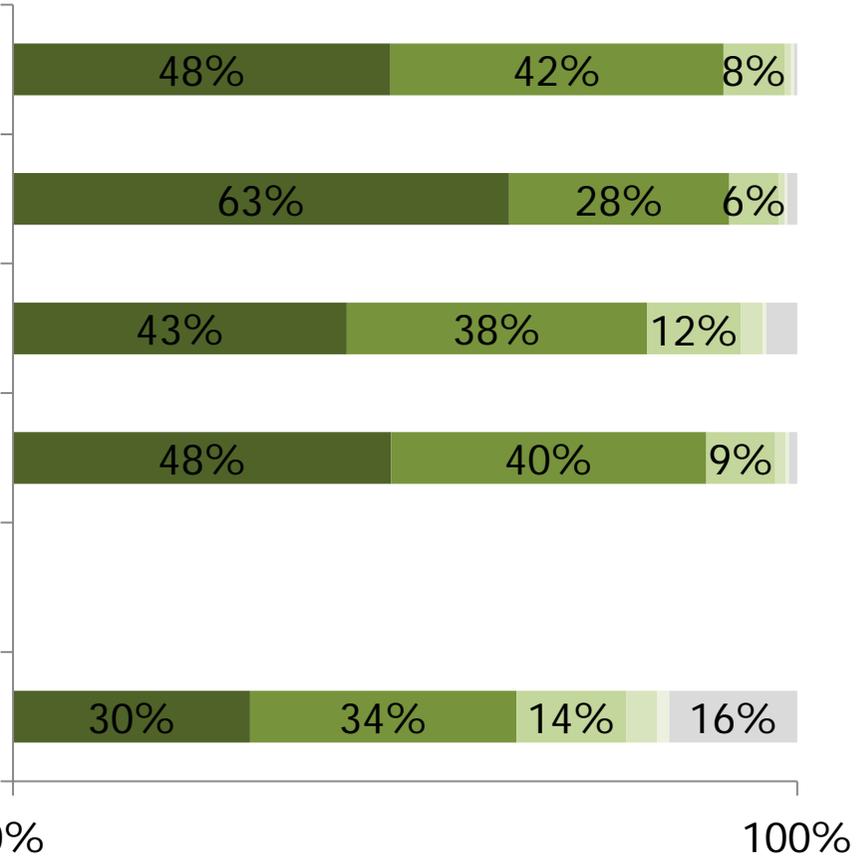
Students make connections between math concepts and "real world" situations

Students use mathematical tools (e.g. calculator, manipulatives) at all grade levels to help solve problems.

Students listen to arguments of others and engage in questioning to make sense of the problem

Students find patterns in the mathematics and use them to make generalizations

Students use repetition of algorithms to make meaning of the math



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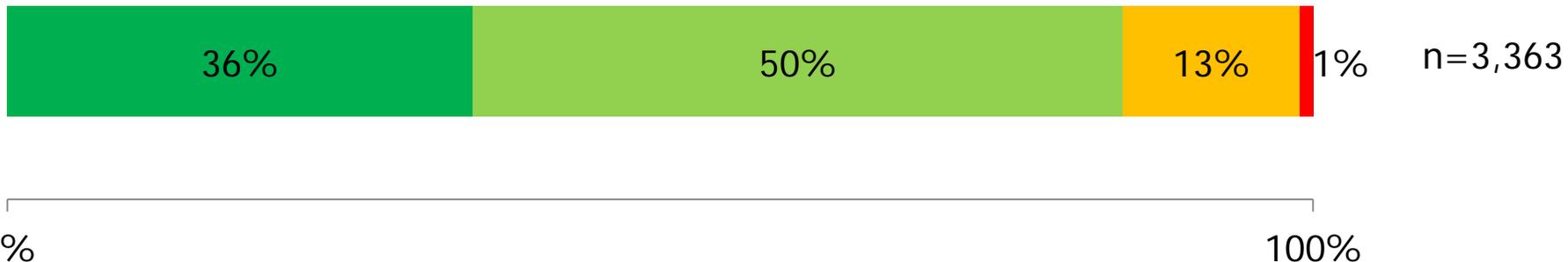
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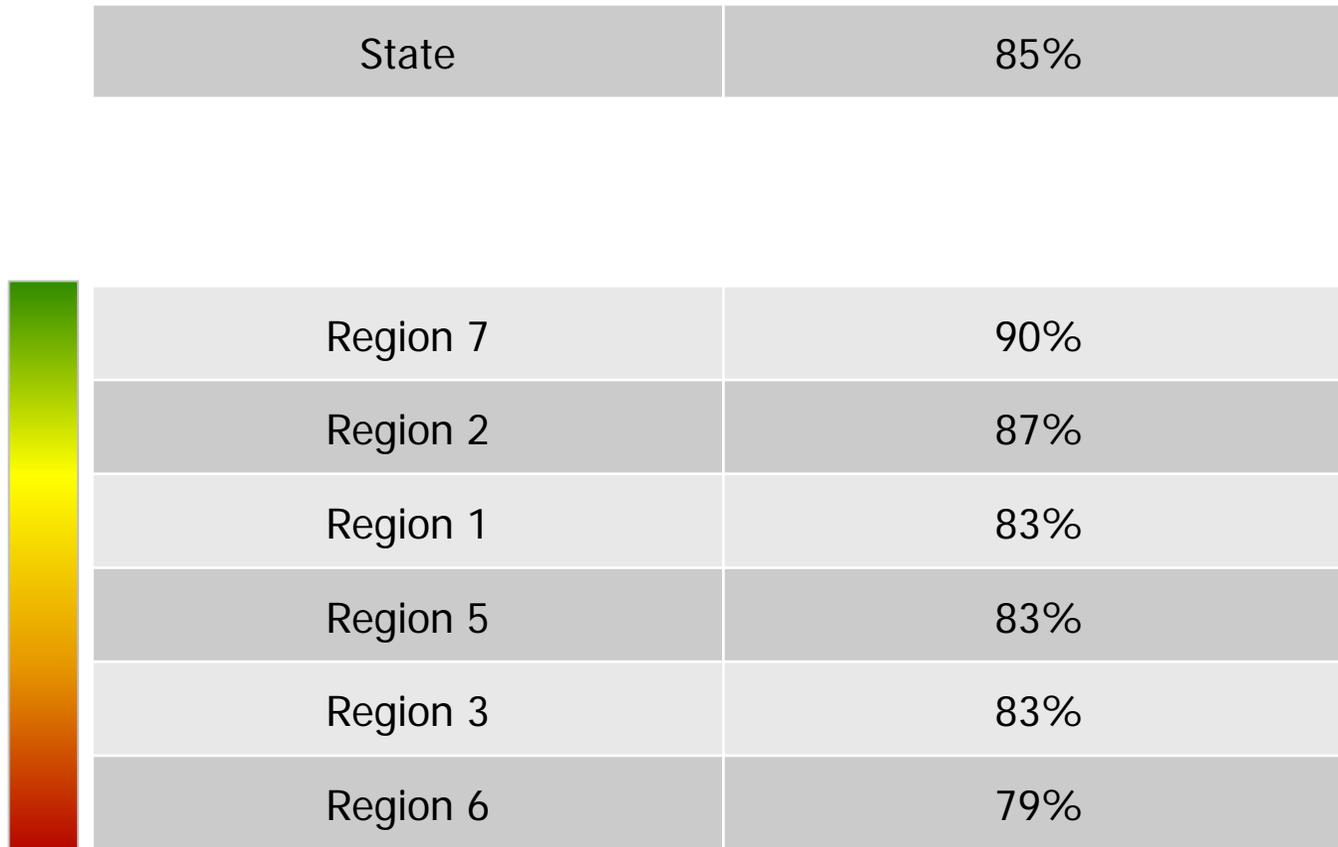
Teacher responses to the question, "How would you describe the support your school's leadership has provided to you as you transition your practice to align with the Common Core?"

- Comprehensive—School leaders have provided me the tools, resources, and support I need to fully incorporate the expectations of the Common Core into my practice.
- Adequate—School leaders have provided me support to transition my practice to align with the Common Core, but more would be helpful.
- Minimal—I have received some information from school leaders about the transition to the Common Core, but little that would help me change my practice.
- Nonexistent—I received no information or support from school leaders about the transition to the Common Core.



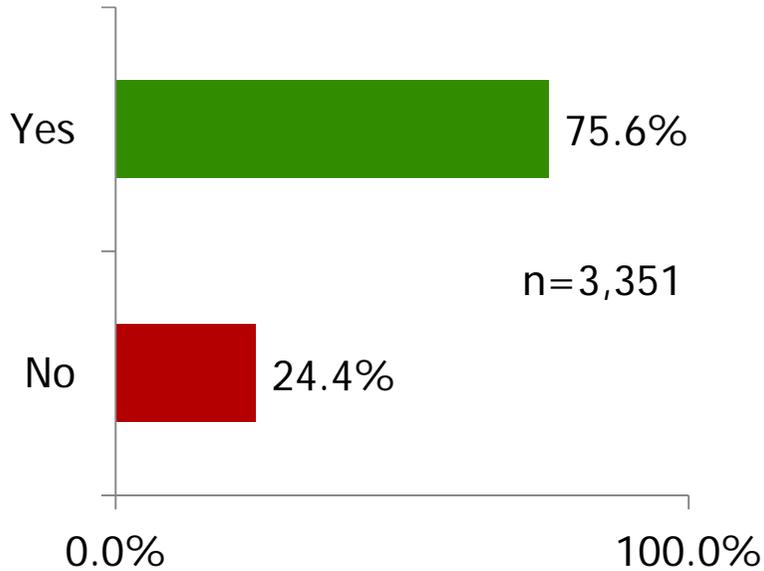
Teacher respondents evaluated the support they receive from school leaders

This chart shows the percent of teacher respondents who describe the support their school's leadership has provided to them as they transition their practice to align with the Common Core as "Adequate" or "Comprehensive."

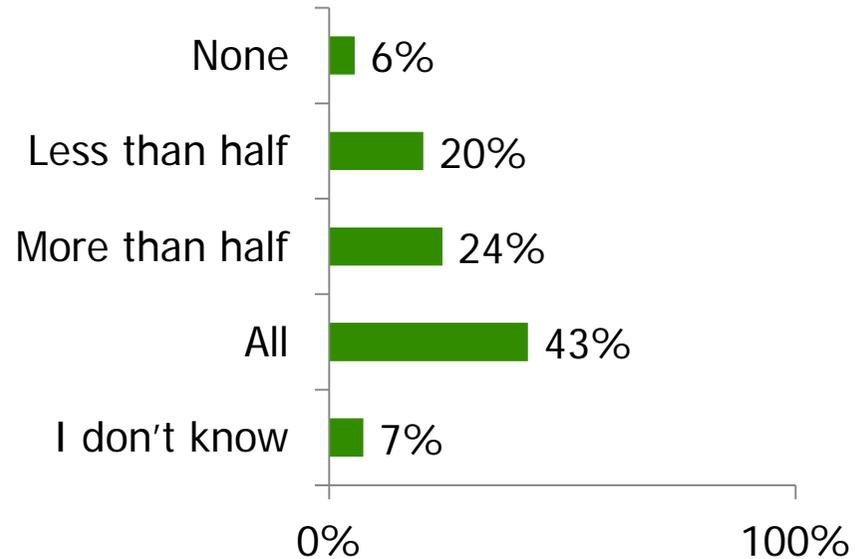


Most teachers report receiving feedback on how to incorporate the Common Core State Standards into their practice

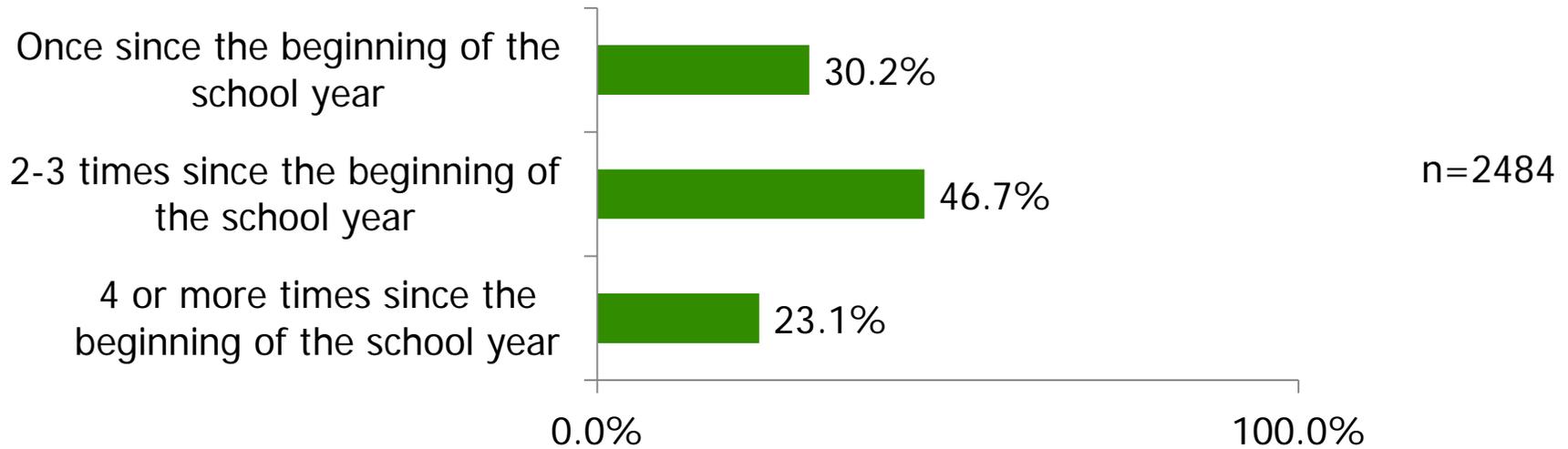
Teacher responses to the question, "Since September 2012, have you received feedback from a school administrator, mentor, coach, or another teacher about how to more fully incorporate the Common Core State Standards into your practice?"



Principal responses to the question, "Since September 2012, approximately how many educators in your school have been observed by a school administrator and provided feedback on incorporating the Common Core into their practice?"

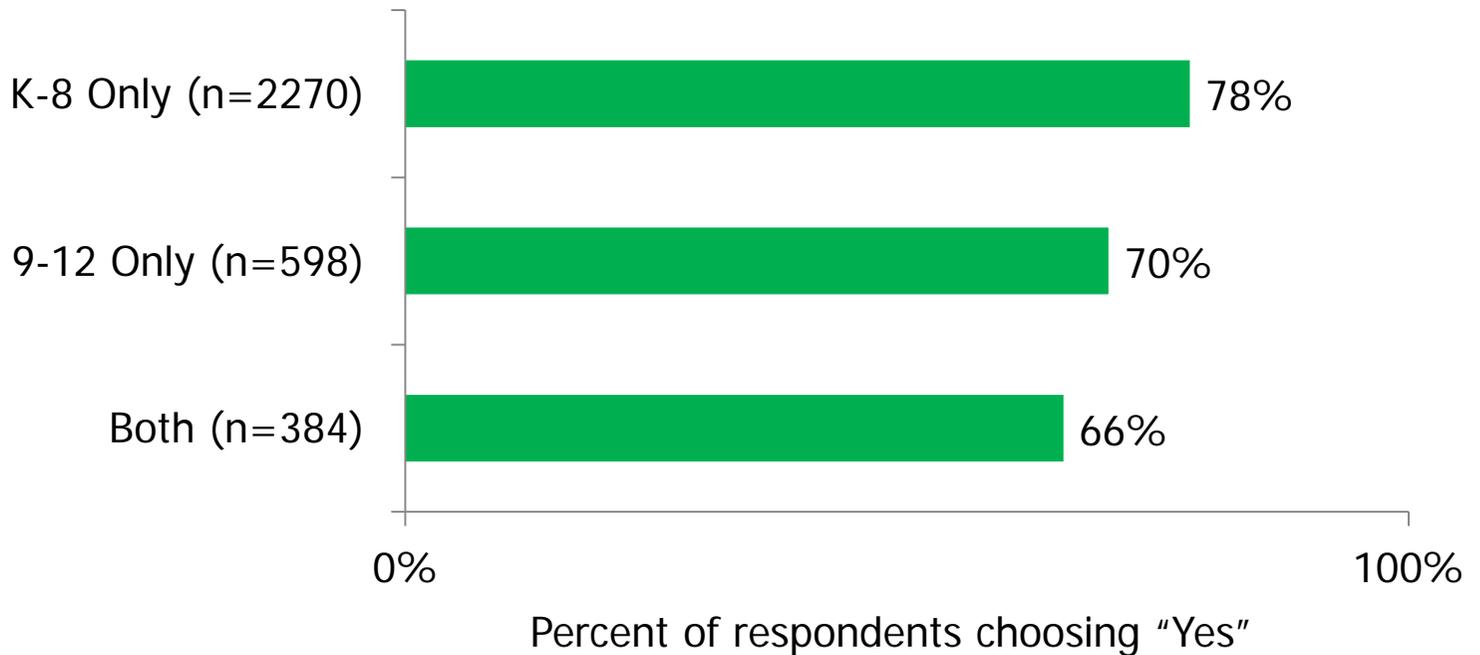


Teachers who reported receiving feedback responded to the question, "How many times have you received feedback about how to more fully incorporate the Common Core State Standards into your practice?"



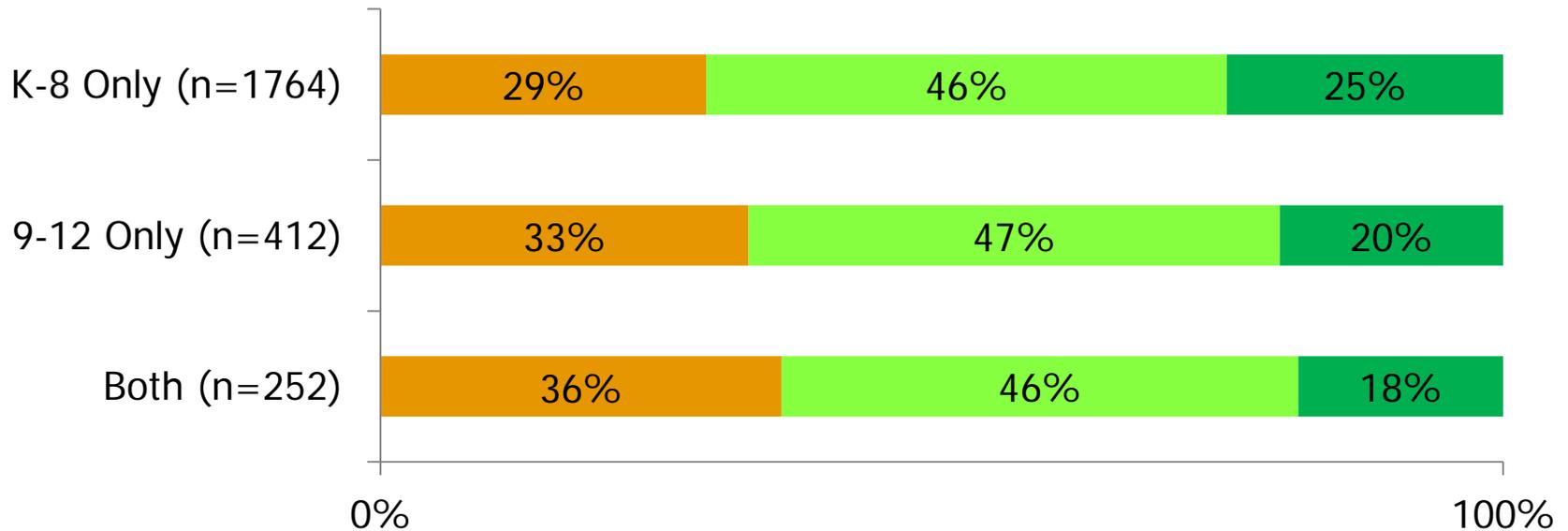
83% of principal respondents report that they visit classrooms to observe teacher practice at least once a week.

Teacher responses to the question, "Since September 2012, have you received feedback from a school administrator, mentor, coach, or another teacher about how to more fully incorporate the Common Core State Standards into your practice?"



Teachers who reported receiving feedback responded to the question, "How many times have you received feedback about how to more fully incorporate the Common Core State Standards into your practice?"

- Once since the beginning of the school year
- 2-3 times since the beginning of the school year
- 4 or more times since the beginning of the school year



76% of Principal respondents report having made changes to the ways they support educators in their school as a result of the Common Core State Standards. Those principals also reported on the ways they have changed their support to educators as a result of the CCSS.

| Change to support of educators | % Responding "Yes" (n=195) |
|---|----------------------------|
| Providing professional development opportunities that support Common Core implementation | 97% |
| Sharing information and resources with educators related to the Common Core | 97% |
| Ensuring that curricular materials reflect the expectations of the Common Core | 93% |
| Creating more opportunities for collaboration among educators focused on Common Core implementation | 89% |
| Using classroom observations as opportunities to provide feedback that reflects the expectations of the Common Core | 84% |
| Placing more emphasis on vertical alignment between grade levels | 79% |

Teachers reported receiving feedback on how to incorporate the Common Core State Standards into their practice

This chart shows the percent of teacher respondents who answered “yes” to the question, “Since September 2012, have you received feedback from a school administrator, mentor, coach, or another teacher about how to more fully incorporate the Common Core State Standards into your practice?”

| | |
|-------|-------|
| State | 75.6% |
|-------|-------|



| | |
|----------|-------|
| Region 7 | 80.4% |
| Region 2 | 79.2% |
| Region 3 | 72.2% |
| Region 1 | 71.5% |
| Region 5 | 70.1% |
| Region 6 | 63.5% |

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Professional Learning for Teachers

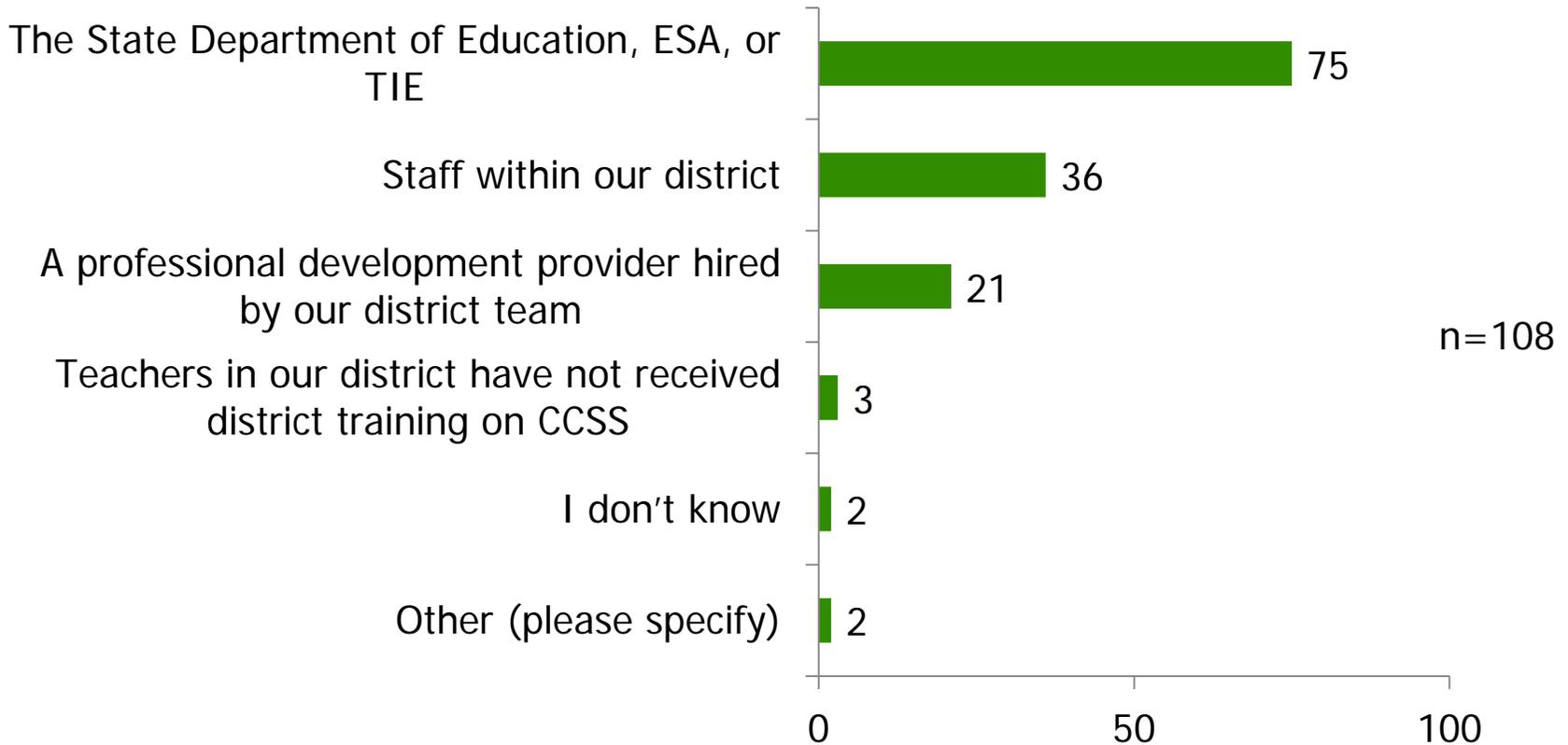
Engagement with the Broader Community

Supports for Special Population Students

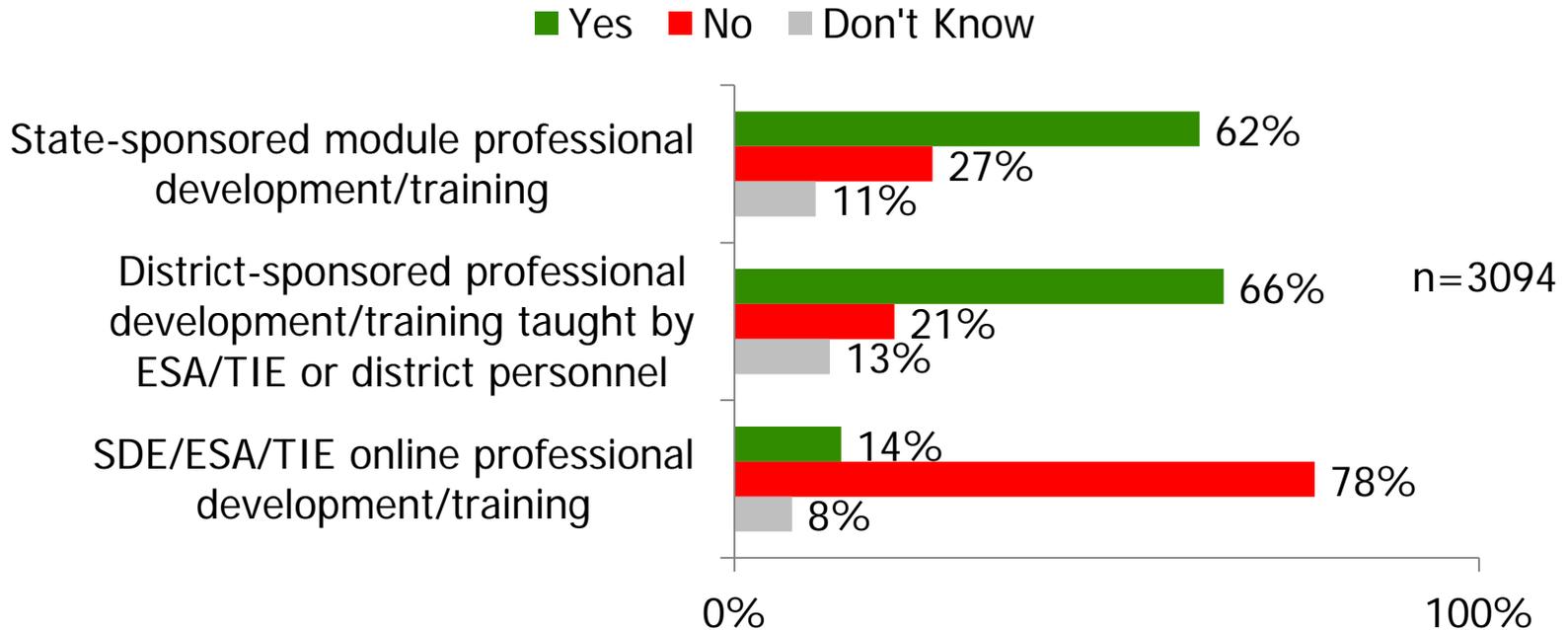
Professional Learning for Principals

Among district respondents, most reported teachers receiving training from the SDE, ESA, or TIE

District respondents were asked, "Who delivered training on Common Core State Standards to teachers within your district? Select all that apply."



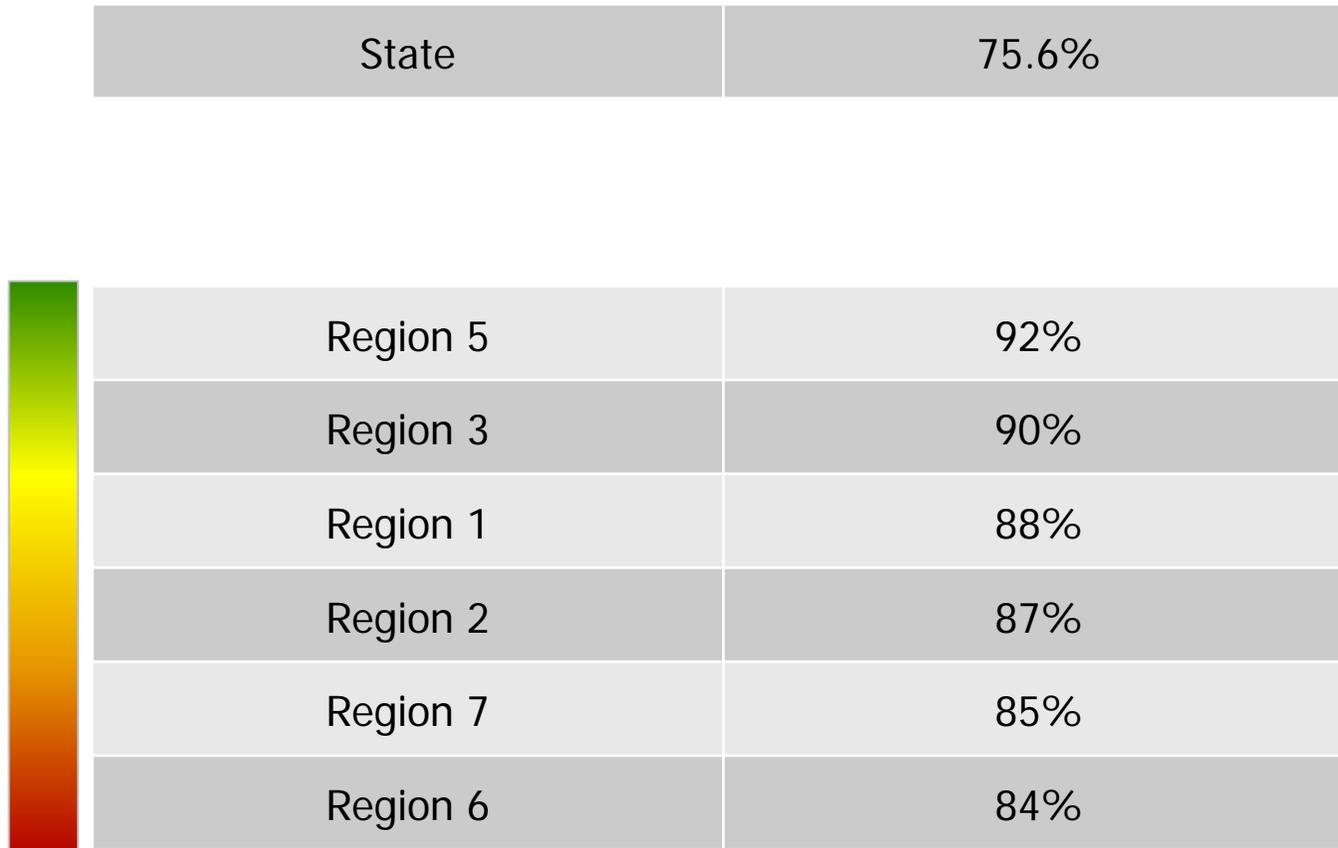
Teacher respondents reporting participation in types of training/professional development:



87% of respondents who indicated they are implementing the CCSS in their classrooms reported participating in at least one of the three listed forms of training.

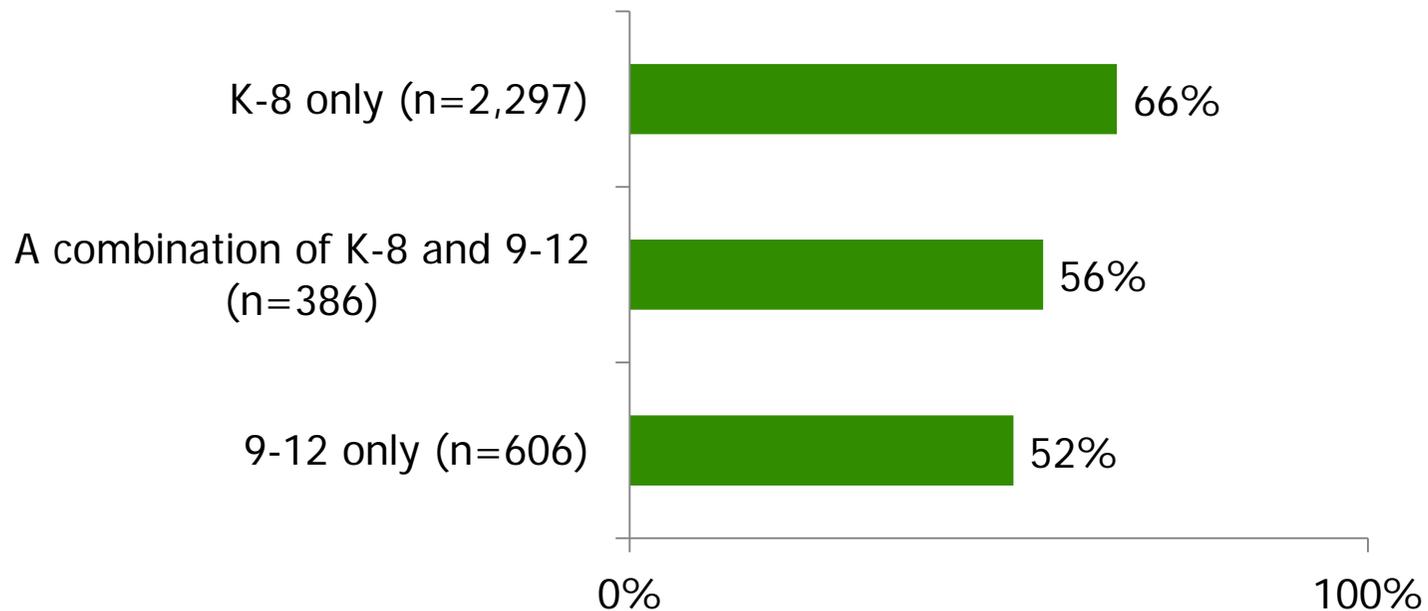
Teacher respondents reporting participating in in-person and online training

This chart shows the percent of teacher respondents who reported participating in at least one form of state- or district-sponsored training.

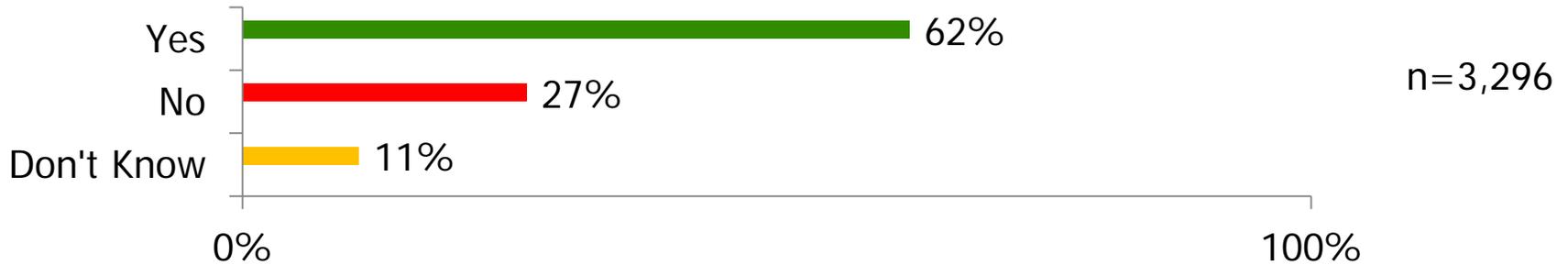


Teacher respondents across grade levels reported similar levels of participation in any of the three types of training. However, teachers in grades K-8 exclusively reported higher rates of participation in state-sponsored module training

Teacher responses to the question, "Have you participated in state-sponsored module professional development/training on the Common Core?"



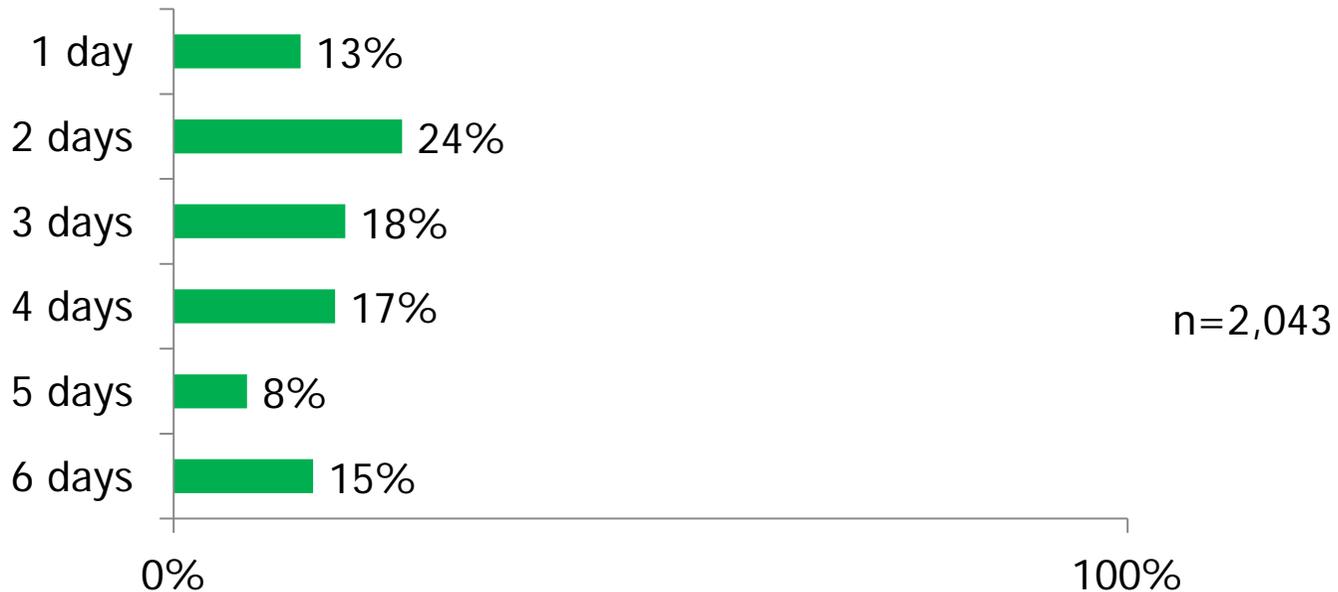
Teacher responses to the question, "Have you participated in state-sponsored module professional development/training on the Common Core?"



| Module | # Respondents |
|---|---------------|
| Module One: 8 Standards of Mathematical Practice | 1232 |
| Module Two: Common Core 101 | 1429 |
| Module Three for Math: 8SMP 201 | 1011 |
| Module Three for English Language Arts | 1181 |
| Module Four: Resources Aligned to Common Core | 1039 |
| Modules Five/Six: Higher Order Instructional Practices and Assessment | 994 |

66% of teacher respondents reported participating in district-sponsored professional development/training on the common Core taught by ESA/TIE or district personnel (13% selected “Don’t Know”). Those respondents reported the number of days of training attended:

Teacher responses to the question, “How many days of district-sponsored Common Core training have you participated in?”



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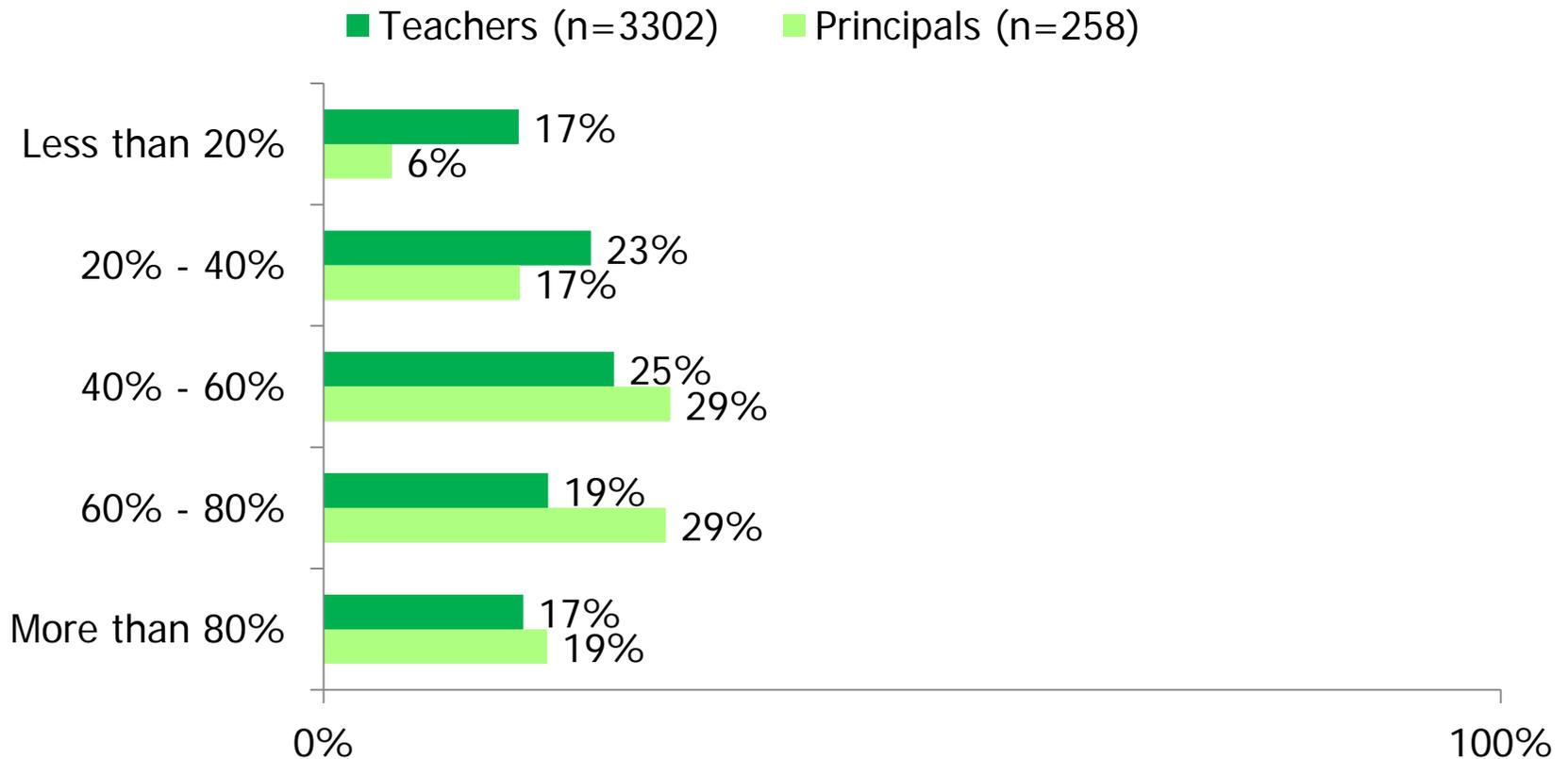
Professional Learning for Teachers

Engagement with the Broader Community

Supports for Special Population Students

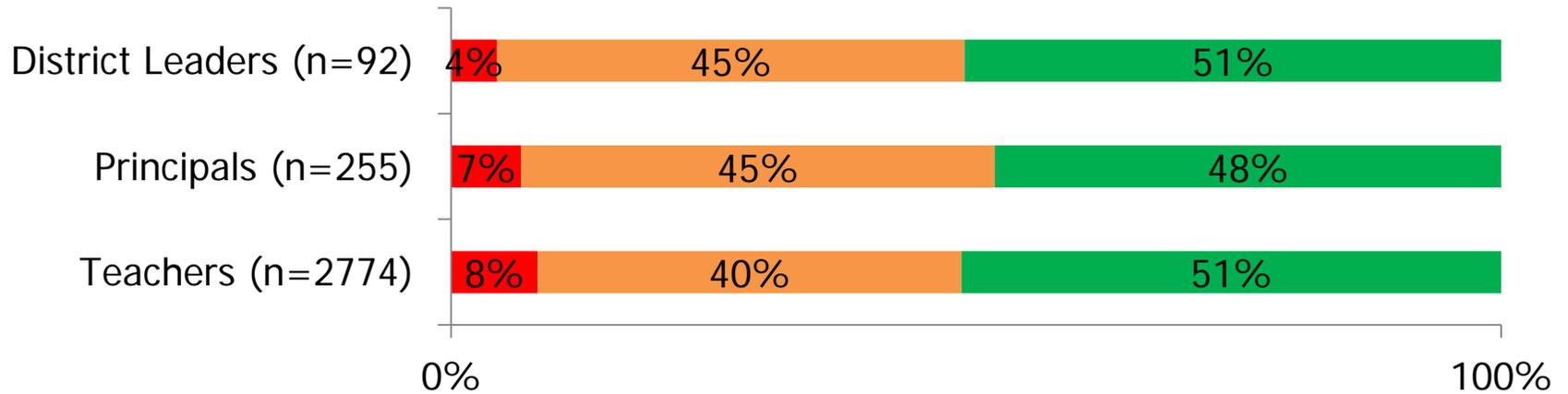
Professional Learning for Principals

Respondents answered the question, "Approximately what percent of the parents of your students do you think are aware of the transition to new standards?"



Respondents responded to the question, "What are some obstacles that put your efforts at consistent and successful implementation of the Common Core in your district/school/classroom at the greatest risk?" for the prompt, "**Lack of buy-in from the community.**"

- A major obstacle that will make it impossible for me to transition my practice to align to the Common Core
- An obstacle that will make it difficult for me to transition to the Common Core
- Not an obstacle



Some respondents believe that lack of buy-in from the community is an obstacle for implementing the CCSS

This chart shows the percent of teacher respondents who indicated that “lack of buy-in from the community” is a major obstacle to their implementation of CCSS.

| | |
|----------|-----|
| State | 8% |
| Region 2 | 7% |
| Region 1 | 8% |
| Region 7 | 8% |
| Region 3 | 9% |
| Region 5 | 11% |
| Region 6 | 11% |

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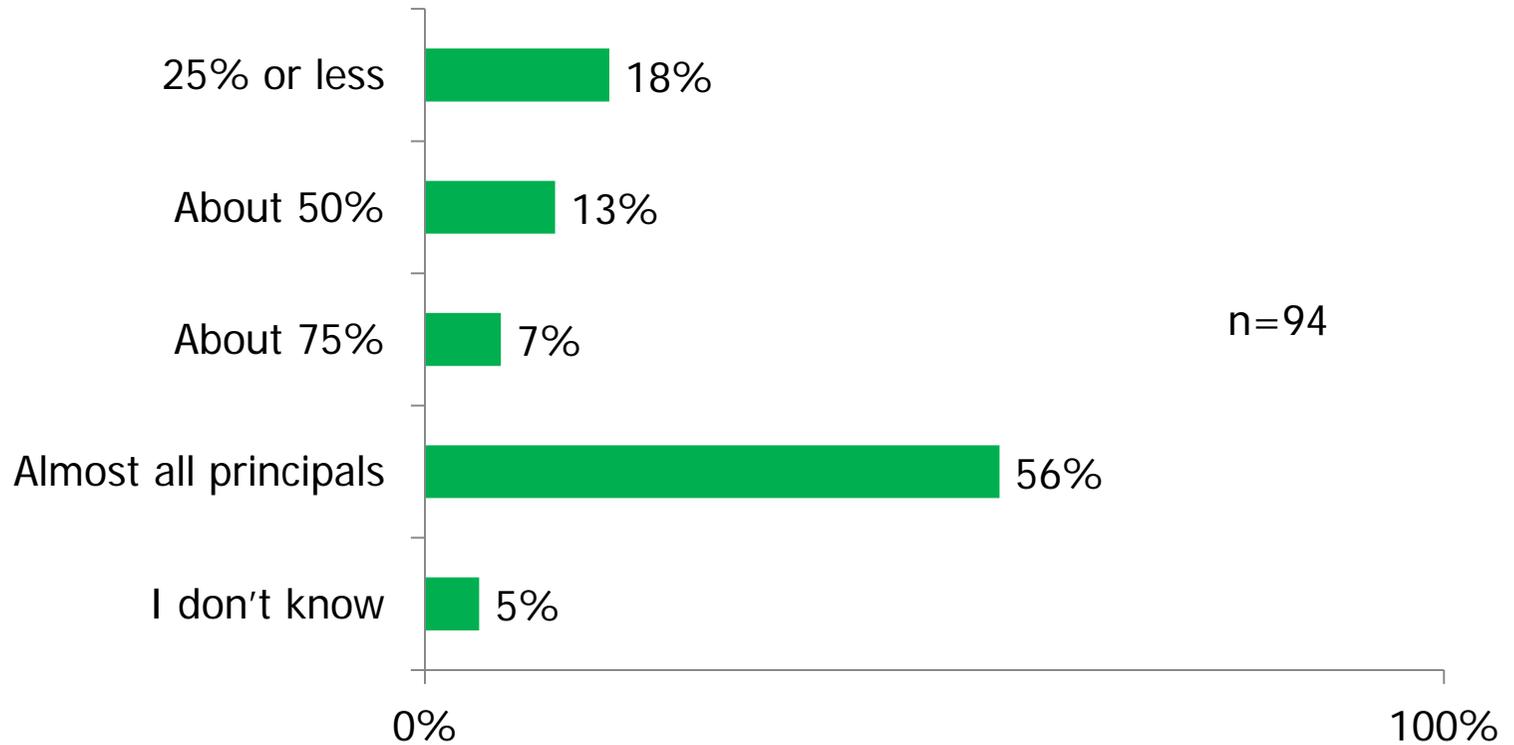
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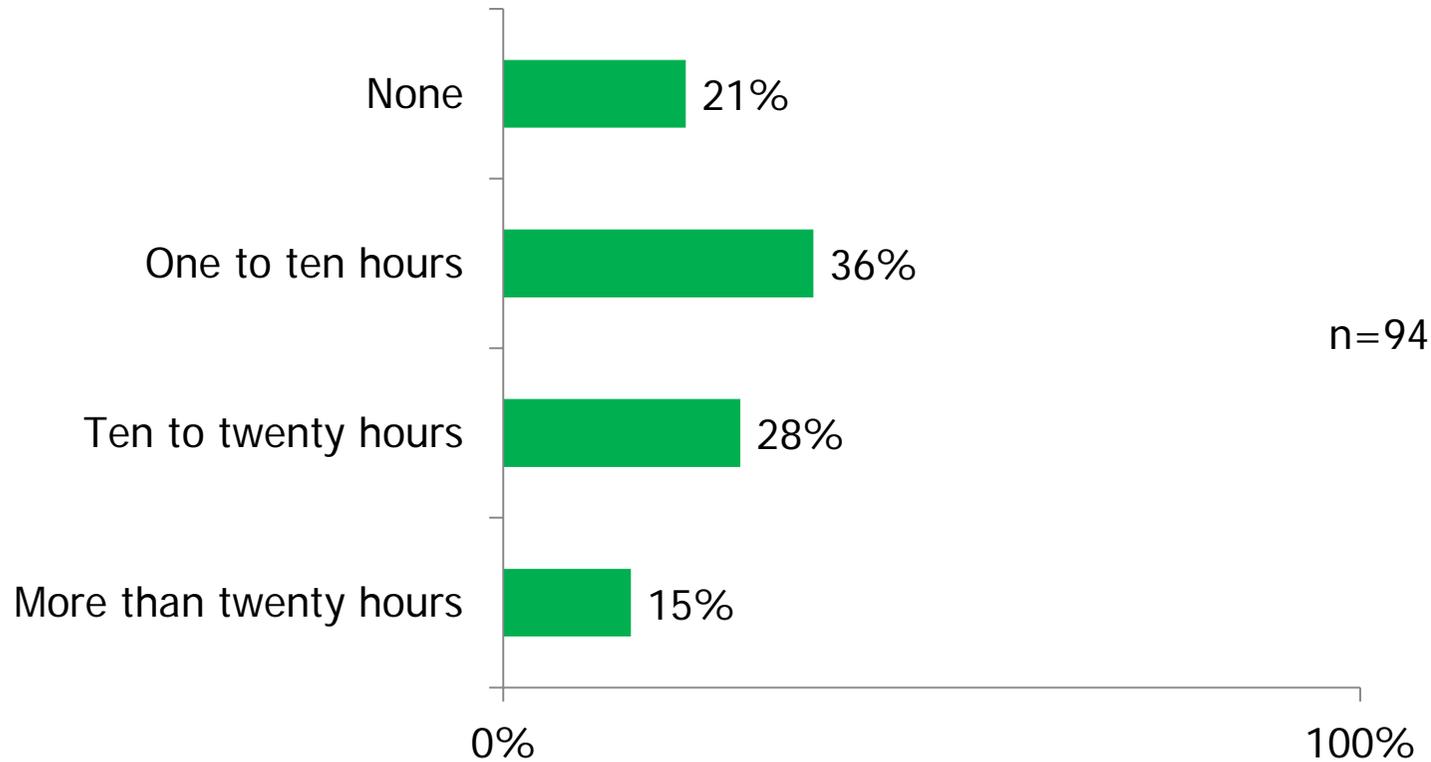
Professional Learning for Principals

District leaders report that most principals have participated in training on CCSS provided by the SDE or TIE

District leaders responded to the question, "What percentage of principals in your district has participated in the training on CCSS offered by the state Department of Education or TIE?"



District leaders responded to the question, "How many training hours since May 2013 has your district delivered on CCSS to principals?"



The questionnaires included several items about the state's new educator evaluation system.

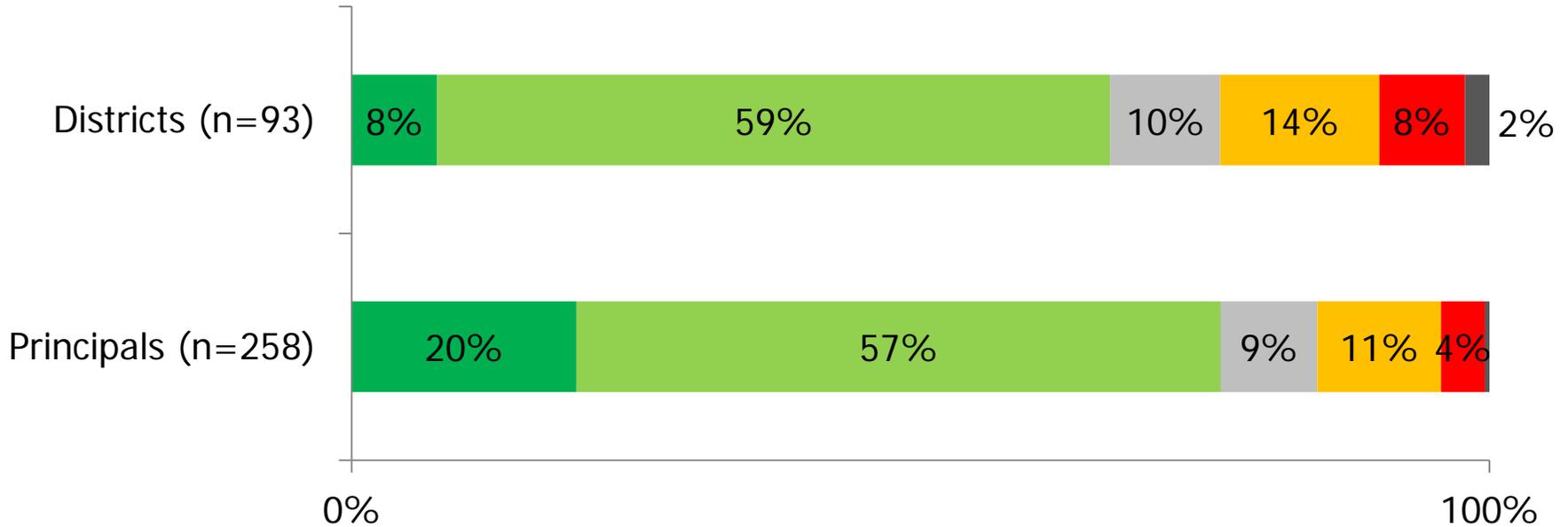


Principals report more clarity than district leaders about the state's expectations of them with regard to the new evaluation system

Respondents rated their agreement or disagreement with the statement, **"I understand the State's expectations of me to oversee the implementation of the evaluation system in my school/district"**

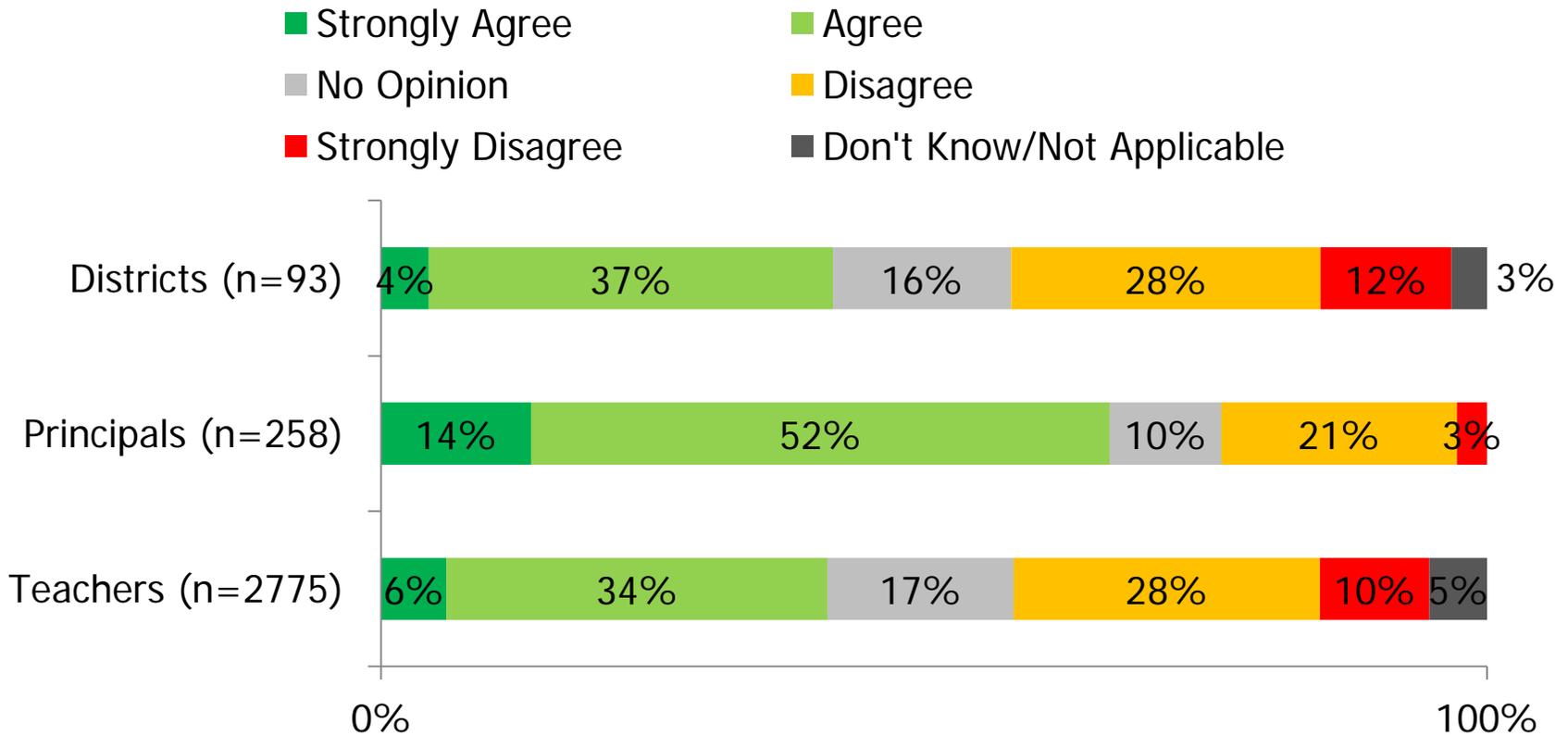
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- Strongly Agree
- Agree
- No Opinion
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

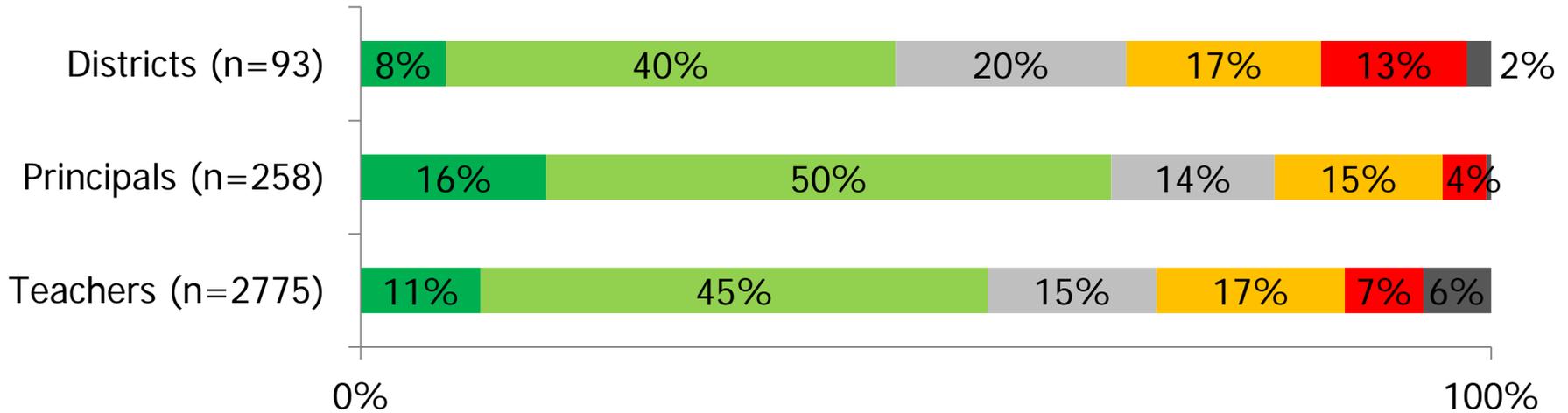


Respondents rated their agreement or disagreement with the statement, **"I receive on-going professional development on the evaluation system"**

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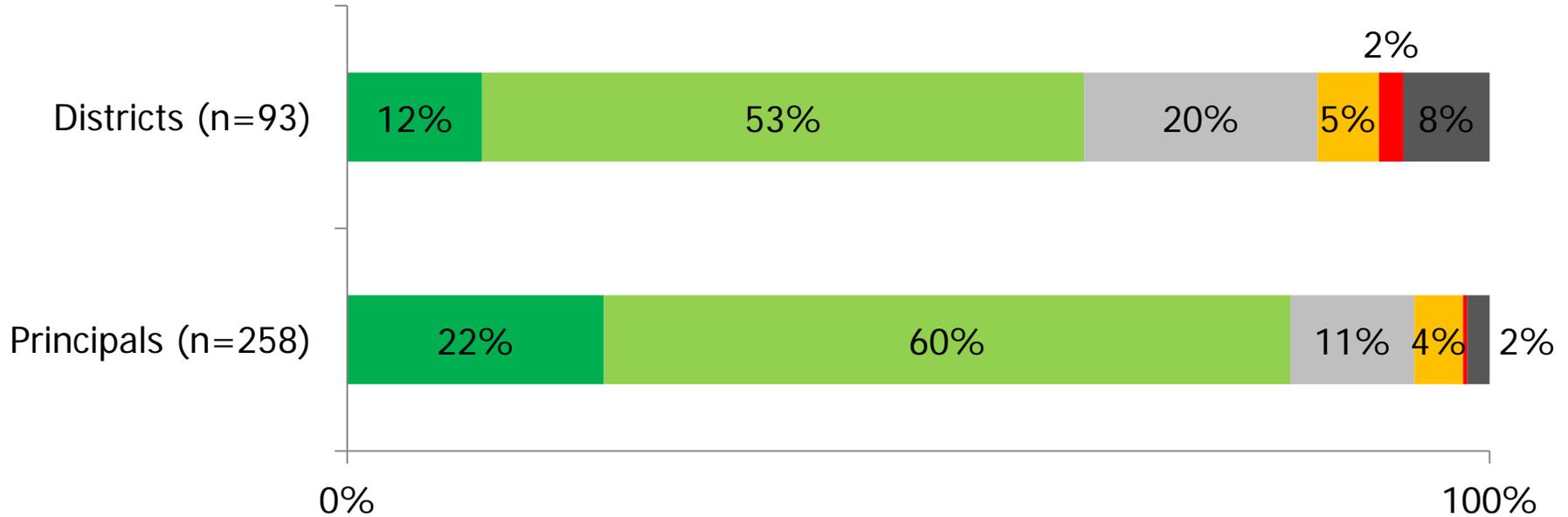


Respondents rated their agreement or disagreement with the statement, **“I have someone I can go within my school for resources and strategies to help me carry out the expectations of me under the teacher evaluation system”** (teachers) or **“I have someone I can go to at my district or at the state for resources and strategies to help me implement the evaluation system in my school/district”** (principals and district leaders).



Respondents rated their agreement or disagreement with the statement, **“I am held accountable by my supervisor for how I implement the evaluation system in my school/district”**

- Strongly Agree
- Agree
- No Opinion
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable

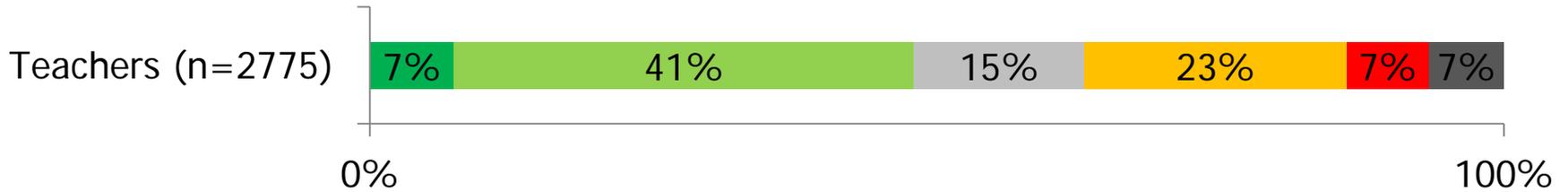


Teacher respondents were more confident in their principals' understanding of effective teaching under the new system than their own

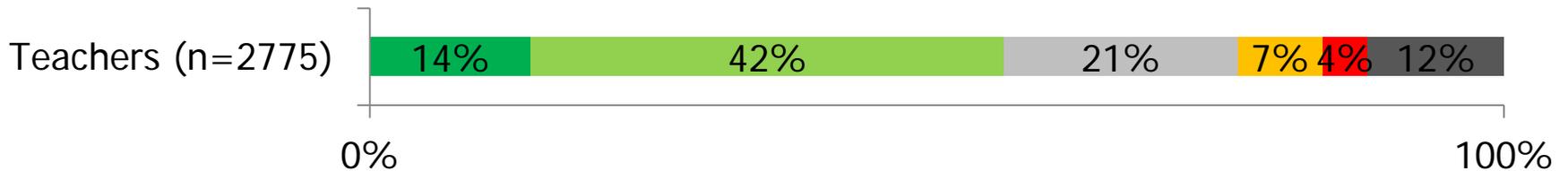
Teacher respondents rated their agreement with the following statements:

"I understand the State's expectations for effective teaching under the new teacher evaluation system"

- Strongly Agree
- Agree
- No Opinion
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable



"My principal understands the expectations for effective teaching under the new teacher evaluation system."

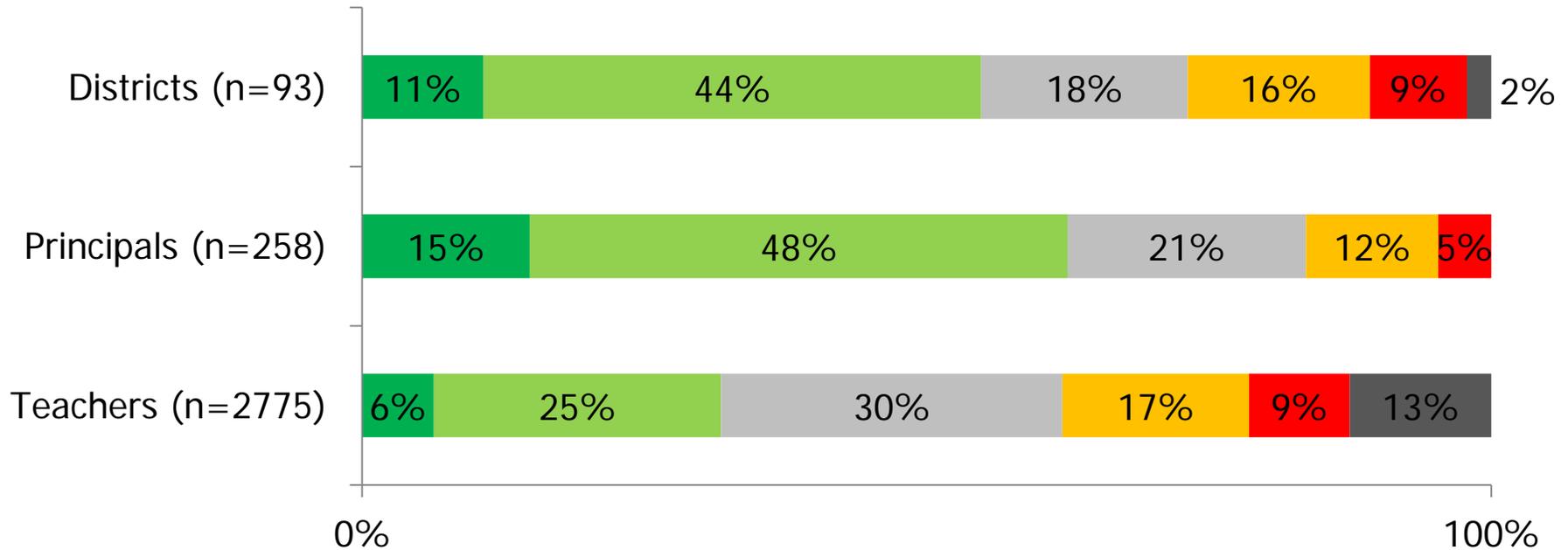


Principal respondents report the most support for the new evaluation system, but many respondents have no opinion (1 of 3)

Respondents rated their agreement or disagreement with the statement, **“Overall, I believe the new evaluation system will have a positive impact on teacher practice at my school/district.”**

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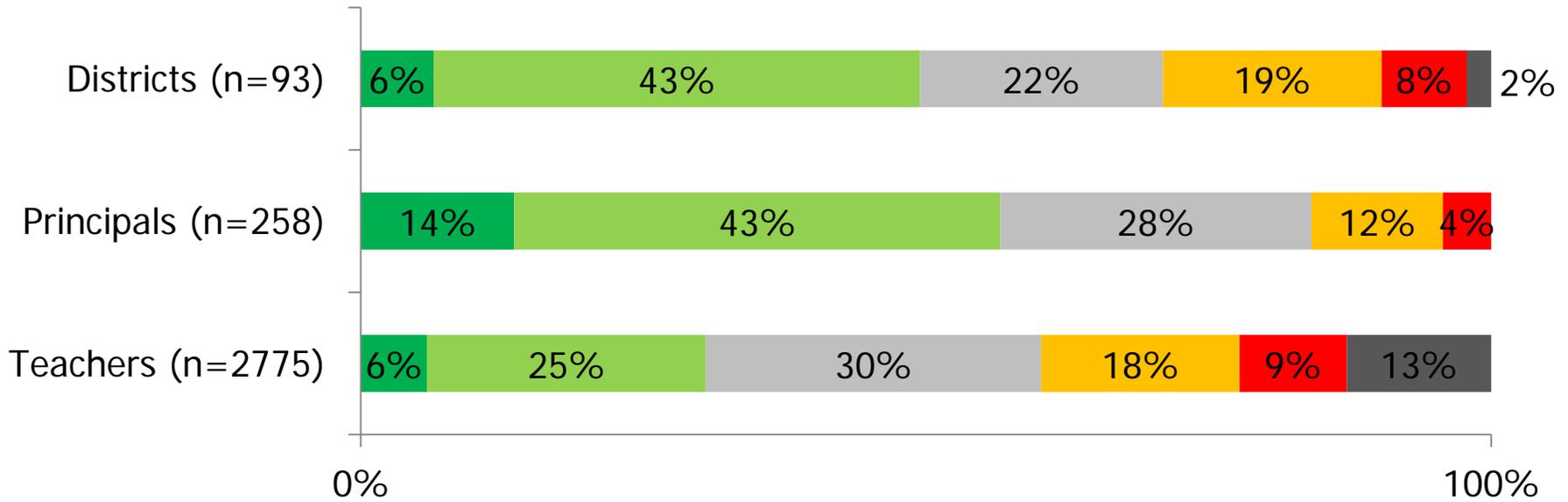
- Strongly Agree
- Agree
- No Opinion
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable



Principal respondents report more support for the new evaluation system, but many respondents have no opinion (2 of 3)

Respondents rated their agreement or disagreement with the statement, **“Overall, I believe the new evaluation system will have a positive impact on student achievement at my school/district.”**

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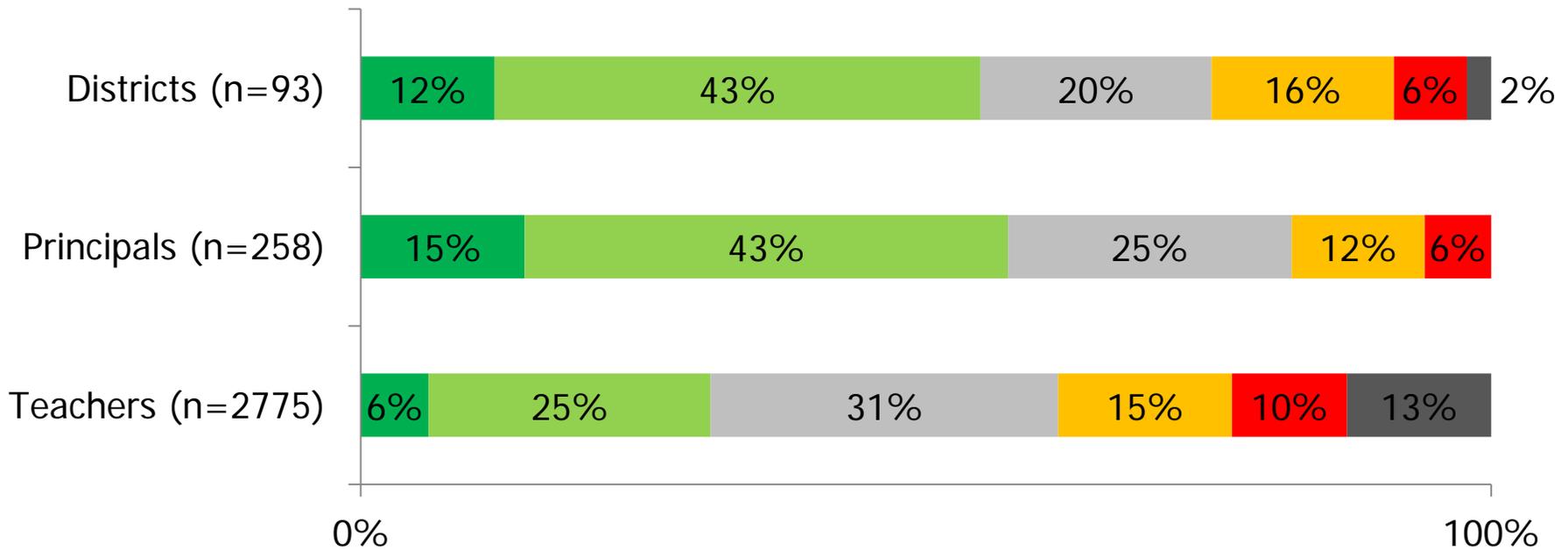


Principal respondents report more support for the new evaluation system, but many respondents have no opinion (3 of 3)

Respondents rated their agreement or disagreement with the statement, **“Overall, I believe the new teacher evaluation system is a step in the right direction for the State’s education system.”**

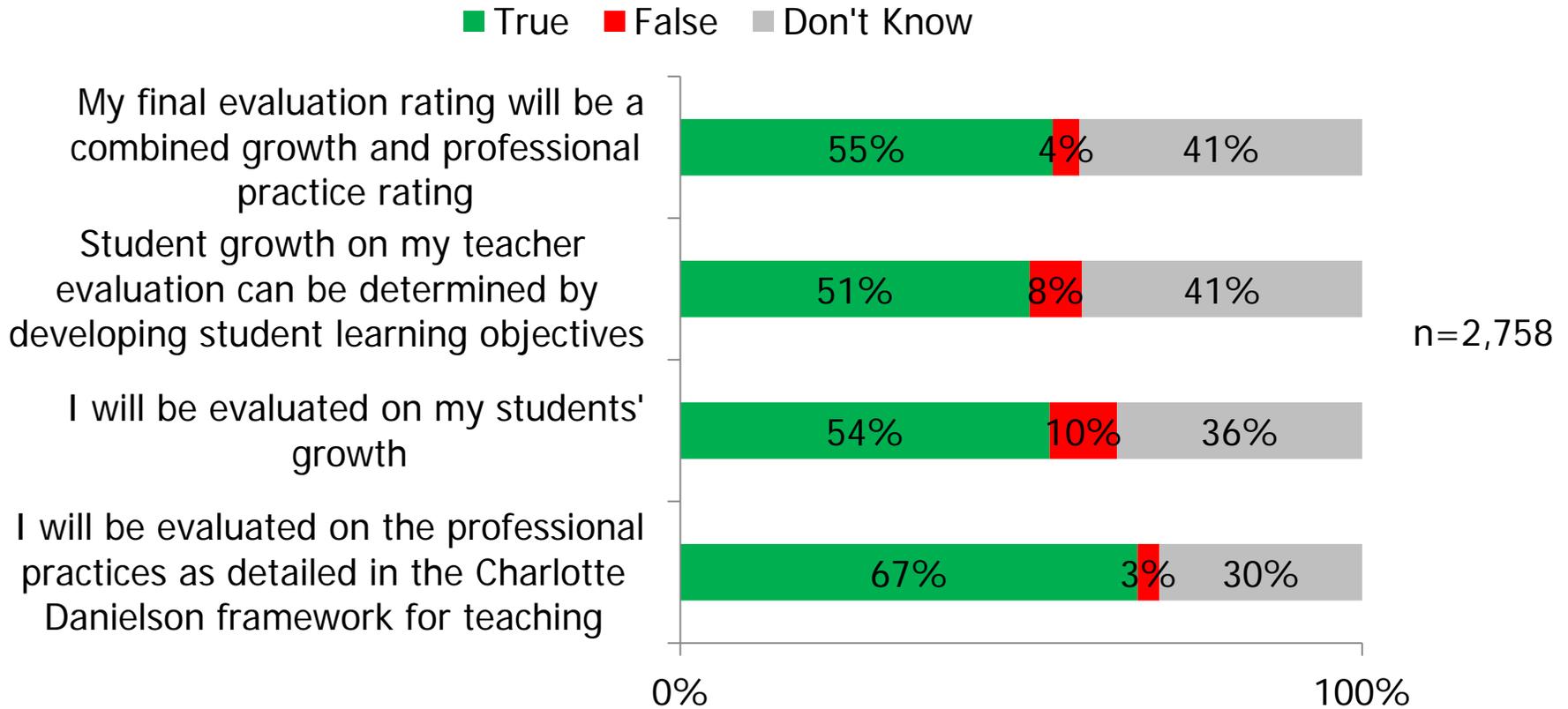
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- Strongly Agree
- Agree
- No Opinion
- Disagree
- Strongly Disagree
- Don't Know/Not Applicable



Respondents rated their agreement or disagreement with the statement, **“To the best of your knowledge, mark the following statements about the new teacher/principal effectiveness system as true or false, or indicate that you don’t know.”**

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Thank You