Findings from a National Survey of TEACHER PERSPECTIVES ON THE COMMON CORE

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THE WILLIAM AND FLORA HEWLETT FOUNDATION
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COVER ILLUSTRATION:  
iStockphoto/Andrew Johnson; EPE/Christopher Swanson
INTRODUCTION

Across the nation, teachers in most states are now—or will soon be—expected to make common academic-content standards in English/language arts and mathematics a part of classroom instruction. Many observers have described the move toward more uniform standards and expectations for the nation’s students as a sea change in American education. It is believed that these standards, which spell out a new and more rigorous understanding of what students should know and be able to do across the states, could lead to fundamental changes in instructional practice at all grade levels.

In June 2010, 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 its standards for English/language arts and mathematics. Since that time, 46 states and the District of Columbia have adopted the Common Core State Standards (CCSS), ushering in a complex array of implementation challenges that educators are working to address in advance of the 2014-15 school year, when new systems of assessments aligned to the common standards are expected to be introduced. Chief among those challenges, according to education analysts, is the task of preparing teachers to help their students master the new academic expectations.

To learn more about educators’ views of the standards and their preparation to put them into practice, the Editorial Projects in Education Research Center, with support from The William and Flora Hewlett Foundation, conducted a survey of registered users of edweek.org, Education Week’s flagship Web site. Nearly 600 teachers and instructional specialists responded to the survey, which was fielded in October 2012.

This report presents the results of that survey and provides important insights into: educators’ awareness of the standards; their views of the CCSS and their potential to transform their practice; the training they have received to implement the new standards in the classroom; and a range of other related topics.
EXECUTIVE SUMMARY

- To better understand the views of teachers on the Common Core State Standards (CCSS), the EPE Research Center invited users of edweek.org—Education Week’s flagship Web site—to participate in an online survey in October 2012.

- Surveys were received from 670 qualified respondents—teachers or other instructional specialists in K-12 schools. The results presented in this report focus on the 599 respondents from states that have adopted the common standards.

- 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 geographical regions.

- The survey examines a range of key issues related to the CCSS, including: familiarity with the new standards; information resources; the focus and format of training and professional development; levels of preparedness to teach the CCSS, generally and for particular groups of students; perceived impact of the common standards; and areas where additional training and resources may be needed.

- A large majority of respondents report having at least some basic level of familiarity with the CCSS in both English/language arts (ELA) and mathematics.

- Although most teachers have received some professional development related to the CCSS, respondents have typically spent less than four days in such training.

- The most common training topics are the new ELA and math standards, alignment between the CCSS and prior state standards, and collaboration with colleagues.

- In a large majority of cases, professional development has been delivered in structured, formal settings like workshops and seminars.

- Staff from respondents’ own schools and districts are the most common providers of CCSS-related professional development.

- Few teachers feel that their textbooks and curricular materials are very well aligned with the common standards.

- Teachers feel moderately well prepared to teach the CCSS to their students as a whole, but notably less ready in the case of certain student groups, such as English-language learners and students with disabilities.

- An overwhelming majority of teachers feel that the quality of the CCSS is at least on par with their states’ prior standards.

- On the whole, teachers also agree that implementing the common standards will help them to improve their own teaching and classroom practices.

- Teachers identified a variety of resources that would enable them to better implement the CCSS, including: more planning time, better access to aligned curriculum and assessments, additional collaboration with colleagues, and a clearer understanding of the new expectations for students.
METHODOLOGY

The data presented in this report come from an online survey of teachers developed and conducted by the EPE Research Center and supported by a grant from The William and Flora Hewlett Foundation. The survey instrument was fielded in fall 2012, to a randomly selected sample of registrants of edweek.org, *Education Week*’s Web site. The survey sought to learn about teachers’ views of the Common Core State Standards.

Survey details are provided below:

- The online survey launched on October 18, 2012, to approximately 13,500 edweek.org registrants who had previously identified themselves as classroom teachers. The survey was closed to respondents on October 31, 2012.

- The EPE Research Center received 777 total survey responses, of which 670 were deemed qualified based on self-identification as a teacher. Respondents excluded from our analysis included those who indicated having a non-teaching role, such as principal or assistant principal. We further restricted the sample to respondents who reported working in a state or U.S. territory that has adopted the Common Core State Standards, resulting in a final sample size of 599.

- The EPE 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.

The survey instrument is provided in the Appendix.
RESPONDENT DEMOGRAPHICS

About 600 registered users of the Education Week Web site responded to the EPE Research Center’s survey examining educators’ views on issues related to the Common Core State Standards. Although the sample for the survey is not statistically representative of the nation’s educators, respondents include a diverse group of teachers and instructional specialists—such as curriculum coordinators and instructional coaches—who span a wide range of subject areas, grade levels, and geographical regions.

ROLES

Respondents to the survey have valuable classroom experience. Ninety percent are K-12 teachers, with the remaining respondents serving as 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: 90%
- School-based department leader or content specialist: 8%
- School-based curriculum coordinator: 1%
- Special education coordinator: 1%

n = 599
GEOGRAPHY

Educators providing responses work in all but three of the states that have adopted the Common Core (North Dakota, Vermont, and West Virginia). Survey responses from states that have not adopted the standards—Alaska, Nebraska, Texas, and Virginia—have been excluded from the results presented throughout this report.

GRADE LEVELS

Survey responses were provided by teachers and instructional specialists from across the spectrum of grade levels in K-12 education. Forty-four percent of respondents indicate that they work at the high school level, while 20 percent report serving grades K-2. Respondents were asked to report all grade levels in which they work, with 18 percent indicating they serve more than one grade span.

“At what grade level(s) do you teach or serve as a school administrator?”

Percent of respondents by level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 9-12</td>
<td>44%</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>32%</td>
</tr>
<tr>
<td>Grades 3-5</td>
<td>24%</td>
</tr>
<tr>
<td>Kindergarten-grade 2</td>
<td>20%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
</tr>
</tbody>
</table>

n = 598
Note: Respondents were asked to select all answers that apply. Individual items do not sum to 100%.
TEACHING ASSIGNMENT

While the CCSS spell out the content and skills students should master in English/language arts (ELA) and mathematics, teachers 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 (27%) and general education (22%). Several other subject areas were also mentioned by substantial numbers of respondents, including history/social studies (14%), mathematics (14%), and science (12%).

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

Percent of respondents by level

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/language arts</td>
<td>27%</td>
</tr>
<tr>
<td>General education</td>
<td>22%</td>
</tr>
<tr>
<td>Other</td>
<td>18%</td>
</tr>
<tr>
<td>History/social studies</td>
<td>14%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>14%</td>
</tr>
<tr>
<td>Special education</td>
<td>12%</td>
</tr>
<tr>
<td>Science</td>
<td>12%</td>
</tr>
<tr>
<td>English-language learners</td>
<td>7%</td>
</tr>
</tbody>
</table>

n = 598
Note: Respondents were asked to select all answers that apply. Individual items do not sum to 100%.
SCHOOL CHARACTERISTICS

Survey respondents teach in a diverse group of schools that vary by locale, size, and poverty level.

SCHOOL LOCALE

The majority of respondents work in schools located in a city (32%) or a suburban community (36%), with smaller numbers working in rural areas and towns (17% and 15% respectively).

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

Share of respondents by locale

- City: 32%
- Suburb: 36%
- Town: 15%
- Rural area: 17%

n = 573
The schools in which survey respondents work vary considerably in enrollment size. Thirty-five percent of respondents teach in schools with no more than 500 students. Slightly more than one-quarter of respondents (27%) report working in a large school, one that enrolls 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: 27%
- 251-500 students: 27%
- 751-1,000 students: 23%
- 501-750 students: 23%
- 250 students or fewer: 8%

n = 575
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-eight percent of respondents report that no more than 25 percent of their students come from low-income backgrounds. A similar share of survey respondents indicate that 26 to 50 percent of their students are poor. At the other end of the spectrum, about one in five respondents (21%) 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

- More than 75% low-income students: 21%
- 25% or fewer low-income students: 28%
- 51-75% low-income students: 22%
- 26 to 50% low-income students: 29%

n = 573
AWARENESS OF THE COMMON CORE STATE STANDARDS

In-depth knowledge of the CCSS can help teachers make a smoother transition to the new set of academic expectations. To gauge the extent to which educators are aware of the CCSS, teachers and instructional specialists were asked to indicate their level of familiarity with the new standards in English/language arts and mathematics. As a point of comparison, respondents were also asked about their familiarity with their state’s standards prior to the CCSS.

Most respondents (78%) report having at least some basic level of familiarity with the CCSS in mathematics, with 18 percent indicating that they are “very familiar” with the common standards in math. About one in five respondents (22%) report that they are “not at all familiar” with the CCSS.

Survey respondents indicate a higher level of familiarity with the common English/language arts standards than was the case for mathematics. Ninety-two percent of respondents report being at least slightly familiar with the new ELA standards. About one-third of respondents (34%) describe themselves as “very familiar” with these new frameworks.
Nearly identical shares of respondents report some level of familiarity with the CCSS and with their prior state standards in both math and ELA. However, respondents are more likely to report very high levels of familiarity with the prior state standards.

Eighty-one percent of respondents report being familiar, to some extent, with the state mathematics standards that were in place before adoption of the CCSS, while 78 percent are familiar with the common standards. However, nearly twice as many respondents report being “very familiar” with those prior standards as with the CCSS.

Similarly, 91 percent of those surveyed feel they are at least slightly familiar with their states’ prior English/language arts standards, about the same level of familiarity found for the common standards. But, respondents were more likely to report being “very familiar” with their prior state ELA standards.

<table>
<thead>
<tr>
<th>KEY</th>
<th>Not at all familiar</th>
<th>Slightly familiar</th>
<th>Somewhat familiar</th>
<th>Very familiar</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATEMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My level of familiarity with my state’s academic content standards in mathematics prior to the CCSS. n = 564</td>
<td>19%</td>
<td>22%</td>
<td>24%</td>
<td>35%</td>
</tr>
<tr>
<td>My level of familiarity with my state’s academic content standards in English/language arts prior to the CCSS. n = 577</td>
<td>9%</td>
<td>16%</td>
<td>23%</td>
<td>52%</td>
</tr>
<tr>
<td>TOTAL FAMILIAR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>81%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>91%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INFORMATION SOURCES

Survey results show that teachers and instructional specialists are learning about the CCSS from a wide variety of information sources. The most commonly reported sources of information about the common standards are: school administrators (60%), state education department communications (including publications and Web sites), and education news and media (53%). Relatively few respondents reported learning about the CCSS from an education publishing or testing company (20%) or from general news media (17%).

“Please indicate the information sources from which you have learned about the Common Core State Standards.”

Percent of respondents by source

<table>
<thead>
<tr>
<th>Information Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators at your school</td>
<td>60%</td>
</tr>
<tr>
<td>State department publication (e.g., Web site)</td>
<td>59%</td>
</tr>
<tr>
<td>Education media</td>
<td>53%</td>
</tr>
<tr>
<td>Teachers at your school</td>
<td>53%</td>
</tr>
<tr>
<td>Professional association</td>
<td>47%</td>
</tr>
<tr>
<td>District publication (e.g., website)</td>
<td>43%</td>
</tr>
<tr>
<td>Research or advocacy organization</td>
<td>27%</td>
</tr>
<tr>
<td>Education publishing or testing company</td>
<td>20%</td>
</tr>
<tr>
<td>General news and media</td>
<td>17%</td>
</tr>
<tr>
<td>Other</td>
<td>14%</td>
</tr>
</tbody>
</table>

n = 587
Note: Respondents were asked to select all answers that apply. Individual items do not sum to 100%.
TRAINING FOR THE COMMON CORE STATE STANDARDS

In many states, the CCSS differ from prior standards in key respects, such as the grade level at which students are expected to master particular academic content. Given the instructional changes the CCSS will likely require, professional development about the new standards and new expectations will be a crucial aspect of the transition to the common standards. Survey results provide insights into the types of training teachers are being provided.

A large majority of teachers and instructional specialists responding to the survey (71%) report receiving some kind of professional development or training related to the CCSS.

“Have you received any professional development or training related to the Common Core State Standards?”

Percent of respondents

- Yes: 71%
- No: 29%

n = 590
AMOUNT OF TRAINING

The survey finds considerable variation in the amount of time respondents have spent in professional development related to the CCSS. Twenty-eight percent of those receiving training report spending more than five days in such professional-development activities, the same share reporting one day or less of training. Nearly one-third (31%) of respondents received two to three days of training.

“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: 28%
- 4 to 5 days: 13%
- 2 to 3 days: 31%
- 1 day: 16%
- Less than 1 day: 12%

n = 420
TRAINING TOPICS

Respondents who received CCSS-related training provided additional information about the topics covered in that professional development. The survey asked about nine specific areas of training.

Eighty-one percent of respondents indicate that their training addressed the CCSS in English/language arts, the most commonly cited training area. The majority of respondents also report receiving professional development on the CCSS in mathematics (57%), the alignment between the common standards and their state’s prior standards (56%), and ways to collaborate with colleagues to teach the CCSS (51%). In contrast, fewer than one in four respondents report having received training related to the common assessments currently in development (20%) or strategies for teaching the CCSS to specific student groups (18%).

“Which of the following topics have been addressed in your Common Core State Standards training and professional development?”

Percent of respondents who received training

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common standards in ELA and literacy</td>
<td>81%</td>
</tr>
<tr>
<td>Common standards in math</td>
<td>57%</td>
</tr>
<tr>
<td>Alignment between CCSS and state’s prior standards</td>
<td>56%</td>
</tr>
<tr>
<td>Collaborating with colleagues</td>
<td>51%</td>
</tr>
<tr>
<td>Curriculum materials and resources</td>
<td>46%</td>
</tr>
<tr>
<td>Adapting assessments to the CCSS</td>
<td>40%</td>
</tr>
<tr>
<td>Research on the best practices for implementation</td>
<td>28%</td>
</tr>
<tr>
<td>Assessments being developed by multi-state consortia</td>
<td>20%</td>
</tr>
<tr>
<td>Teaching CCSS to specific student groups (e.g., ELLs)</td>
<td>18%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
</tr>
</tbody>
</table>

n = 416
Note: Respondents were asked to select all answers that apply. Individual items do not sum to 100%.
TRAINING SETTINGS

Professional development to prepare educators for the common core is being delivered in a variety of settings. A large majority of those respondents who received training (81%) report that it was provided in structured, formal settings, such as seminars, lectures, and conferences. Slightly more than half of respondents (55%) report that CCSS training took place during collaborative planning time with colleagues. Fewer than one-quarter (22%) participated in online training, such as webinars or videos.

“Please indicate how your Common Core State Standards training and professional development has been provided.”

Percent of respondents who received training

- Structured, formal settings: 81%
- Collaborative planning time with colleagues: 55%
- Professional learning communities: 34%
- Job-embedded training or coaching: 28%
- Online webinar or video: 22%
- Other: 5%

n = 415
Note: Respondents were asked to select all answers that apply. Individual items do not sum to 100%.
TRAINING PROVIDERS

When asked who provided their CCSS-related professional development, most of those respondents who received training cited staff members from their own schools (53%) and their districts’ central offices (51%). About one-third of respondents received training led by a consultant or other independent provider. Other sources—state education departments, staff from other schools in their districts, and professional associations—were each cited by fewer than one-quarter of respondents.

“Please indicate the provider(s) of your training for the Common Core State Standards.”

Percent of respondents who received training

<table>
<thead>
<tr>
<th>Provider</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff from my school</td>
<td>53%</td>
</tr>
<tr>
<td>Staff from my district central office</td>
<td>51%</td>
</tr>
<tr>
<td>Independent provider or consultant</td>
<td>34%</td>
</tr>
<tr>
<td>State education department</td>
<td>24%</td>
</tr>
<tr>
<td>Staff from another school in my district</td>
<td>20%</td>
</tr>
<tr>
<td>Professional association</td>
<td>15%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
</tr>
</tbody>
</table>

n = 412  
Don’t know = 4  
Note: Respondents were asked to select all answers that apply. Individual items do not sum to 100%.
TRAINING QUALITY

Respondents who had engaged in professional development related to the common standards were asked to characterize the overall quality of that training.

Two-thirds of respondents agreed that their CCSS training has been of high quality, most signaling a modest level of agreement. Strong opinions—either favorable or unfavorable—about the quality of such training are relatively rare. Only 11 percent of respondents strongly agree that their professional development has been of high quality, while nine percent express strong disagreement.

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

Percent of respondents who received training

<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>Total agreeing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>24%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>55%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

n = 402
Don’t know = 13
ADDITIONAL TRAINING SUPPORTS

Survey respondents were asked to identify additional types of information and resources that could assist them in preparing for the new standards. The CCSS supports most commonly cited—by at least 70 percent of respondents—including: more planning time, access to aligned curricular resources, access to aligned assessments, and more time to collaborate with colleagues. Two-thirds of respondents (67%) would like additional information about new expectations for students under the CCSS, while one-third cited more information about differences between the CCSS and their states’ previous standards.

“Which of the following would help you feel better prepared to teach the Common Core State Standards?”

Percent of respondents

<table>
<thead>
<tr>
<th>Option</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>More planning time</td>
<td>74%</td>
</tr>
<tr>
<td>Access to aligned curricular resources</td>
<td>72%</td>
</tr>
<tr>
<td>Access to aligned assessments</td>
<td>72%</td>
</tr>
<tr>
<td>More collaboration time with colleagues</td>
<td>71%</td>
</tr>
<tr>
<td>More information about new expectations</td>
<td>67%</td>
</tr>
<tr>
<td>of students</td>
<td></td>
</tr>
<tr>
<td>More information about how the CCSS changes</td>
<td>57%</td>
</tr>
<tr>
<td>instructional practice</td>
<td></td>
</tr>
<tr>
<td>More information about changes from</td>
<td>33%</td>
</tr>
<tr>
<td>previous standards</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
</tr>
</tbody>
</table>

n = 577
Note: Respondents were asked to select all answers that apply. Individual items do not sum to 100%.
ALIGNMENT OF CURRICULAR RESOURCES

Analysts suggest that to successfully implement the CCSS in the classroom, teachers will need textbooks and other curricular resources that are aligned to the new frameworks. Currently, fewer than half of respondents (44%) agree that their curricular materials are aligned with the CCSS, with just nine percent strongly agreeing.

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

Percent of respondents

<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>n = 532</td>
<td>21%</td>
<td>35%</td>
<td>34%</td>
<td>9%</td>
</tr>
<tr>
<td>Don’t know = 55</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

44%
PERSPECTIVES ON THE COMMON CORE
STATE STANDARDS

Readiness to put the CCSS into practice has emerged as a critical challenge not only for individual teachers, but also for their schools, districts, and states. The survey asked respondents how prepared they feel to teach the standards to their students and how prepared their students are to master them. Respondents also shared their perspectives on the CCSS preparedness of the larger institutions and systems in which they work. Despite some reservations about their own readiness to teach the CCSS, respondents generally believe the new standards are of high quality and will help them improve their classroom practice.

PREPAREDNESS FOR THE CCSS

Respondents report a moderate overall level of confidence that their schools, districts, and states are prepared to implement the CCSS, with each receiving an average preparedness score of about 3.0 on a 5-point scale (where 1 is “not at all prepared” and 5 is “very prepared”). Few respondents express a high level of confidence in the readiness of their schools, districts, or states to put the CCSS into practice. Only four percent of those surveyed, for example, feel their states are “very prepared” to implement the CCSS.
TEACHING CCSS TO DIVERSE STUDENTS

Respondents—classroom teachers and instructional specialists—were asked how prepared they feel to teach the common standards overall and to specific groups of students (English-language learners, students with disabilities, low-income students, and those who are academically at risk). Respondents were asked to rate their own preparedness on a 5-point scale (where 1 is “not at all prepared” and 5 is “very prepared”).

One-fifth of teachers feel “very prepared” to teach the CCSS to their students as a whole. On the other end of the scale, eight percent believe that they are “not at all prepared.” The average preparedness score to teach the CCSS to students as a whole is 3.4 on a 5-point scale.

Results suggest that respondents are less confident about their readiness to teach the CCSS to specific groups of students, such as English-language learners and students with disabilities. Only one in ten respondents reported being “very prepared” to teach CCSS to these groups, about half the rate for instructing students as a whole. Preparedness scores were also lower for teaching ELL students and students with disabilities (2.6 and 2.7 respectively, compared with 3.4 for students as a whole).
TEACHING CCSS TO DIVERSE STUDENTS (cont.)

**STUDENT PREPAREDNESS**

Teachers place their students’ level of readiness for the common core on par with the preparedness of their schools, districts, and states. **Respondents give students an average CCSS preparedness score of 2.8 (out of 5), with only five percent rating their students “very prepared.”**
QUALITY OF THE COMMON CORE

Teachers overwhelmingly believe that the quality of the CCSS is at least as high as that of the state standards they are replacing. Half of respondents (49%) feel that the common standards are of higher quality than their states’ prior standards, with another 44 percent reporting that the quality of the two are about the same. Only seven percent of respondents feel that their states’ prior standards are of higher quality.

“Overall, how would you rate the quality of the Common Core State Standards, relative to your state’s standards prior to the CCSS?”

Share of respondents

- Common Core standards are of higher quality: 49%
- Common Standards and my state’s standards are of about the same quality: 44%
- My state’s standards are of higher quality: 7%

n = 483
Don’t know = 91
IMPACT OF THE CCSS

Despite their uncertainty about their current level of preparation to teach the new academic expectations, about three-quarters of respondents (76%) agree that the CCSS will help them improve their own instruction and classroom practice. The vast majority of respondents (87%) also report having already either fully or partially integrated the new standards into their classroom instruction.

“To what extent have you incorporated the Common Core State Standards into your teaching practice?”

Share of respondents

- Not at all incorporated into my teaching: 13%
- Fully incorporated into all areas of my teaching: 22%
- Incorporated into some areas of my teaching, but not others: 65%

n = 543
Don’t know = 30
APPENDIX: SURVEY INSTRUMENT

1. Which of the following best describes your current professional role?
   - Teacher in a K-12 school
   - School-based curriculum coordinator
   - School-based department leader or content specialist, including instructional coach
   - Special education coordinator
   - Assistant principal
   - School principal
   - Other
   2. If "Other," please specify.

3. Where do you work?

4. If "Other," please specify.

5. 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
   6. If "Other," please specify.

7. 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
   - English language learners
   - Special Education
   - Other
   8. If "Other," please specify.

9. Please rate your overall level of familiarity with the Common Core State Standards (CCSS) in Mathematics and in English/Language Arts and Literacy.

10. Please rate your overall level of familiarity with your state’s academic content standards in Mathematics and in English/Language Arts and Literacy prior to the CCSS.

11. 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?
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree
    - I Don’t Know

12. Please indicate the information sources from which you have learned about the Common Core State Standards. Check all that apply.
    - Teachers at your school
    - Administrators at your school
    - District website, publication, or communication
    - State department website, publication, or communication
    - Professional association
    - National education research or advocacy organization
    - Education publishing or testing company
    - Education news and media: print or online
    - General news and media: print or online
    - Other

13. If "Other," please specify.

14. Have you received any professional development or training related to the Common Core State Standards?
    - Yes
    - No

15. 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
16. Which of the following topics have been addressed in your Common Core State Standards training and professional development? Check all that apply.
- Common Standards in English/Language Arts and Literacy
- Common Standards in Mathematics
- Alignment between the Common Standards and your state’s standards prior to CCSS
- Curriculum materials and resources to teach the Common Standards
- Teaching Common Standards to specific student groups (e.g., students with disabilities or English-language learners)
- Collaborating with colleagues to teach the Common Standards
- Adopting classroom assessments to the Common Standards
- Common assessments being developed by multi-state consortia
- Research on the best practices for implementation of the Common Standards
- Other

17. If “Other,” please specify.

18. Please indicate how the Common Core standards training and professional development you received has been provided. Check all that apply.
- Collaborative planning time with colleagues
- Structured, formal settings (workshops, lectures, conferences)
- Job-extended training or coaching
- Professional learning communities
- Online webinar or video
- Other

19. If “Other,” please specify.

20. Please indicate the provider(s) of your training for the Common Core State Standards. Check all that apply.
- Staff member from my school
- Staff member from another school in my district
- Staff member from my district central office
- Independent professional development provider or consultant
- State department of education
- Professional association
- I don’t know
- Other

21. If “Other,” please specify.

22. 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.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- I Don’t Know

23. 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>Group</th>
<th>5 (very prepared)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1 (not at all prepared)</th>
<th>DK (I don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your students as a whole</td>
<td></td>
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<tr>
<td>English-language learners</td>
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<tr>
<td>Students with disabilities</td>
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<tr>
<td>Low-income students</td>
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<tr>
<td>Academically at-risk students</td>
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</tbody>
</table>

24. Which of the following would help you feel better prepared to teach the Common Core State Standards? Check all that apply.
- More information about how the Common Standards will change my instructional practice
- More information about how the Common Standards will change what is expected of students
- Access to curricular resources aligned to the Common Standards
- Access to assessments aligned to the Common Standards
- More planning time
- More collaboration time with colleagues
- More information about how the Common Standards differ from my state’s standards prior to the CCSS
- Other

25. If “Other,” please specify.

26. On a five-point scale (where 5 is “very prepared” and 1 is “not at all prepared”), how prepared do you think your school, district, and state are to put the Common Core State Standards into practice?

<table>
<thead>
<tr>
<th>School</th>
<th>5 (very prepared)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1 (not at all prepared)</th>
<th>DK (I don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year school</td>
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<td>Year district</td>
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<tr>
<td>Year state</td>
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</tbody>
</table>

27. On a five-point scale (where 5 is “very prepared” and 1 is “not at all prepared”), how prepared do you think your students are to master the Common Core State Standards?

<table>
<thead>
<tr>
<th>5 (very prepared)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1 (not at all prepared)</th>
<th>DK (I don’t know)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

28. To what extent have you incorporated the Common Core State Standards into your teaching practice?
- Fully incorporated into all areas of my teaching
- Incorporated into some areas of my teaching, but not others
- Not at all incorporated into my teaching
- I don’t know
29. To what extent do you agree or disagree with the following statement?

In general, the Common Core State Standards will help me improve my own instruction and classroom practice.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>I Don't Know</th>
</tr>
</thead>
</table>

30. Overall, how would you rate the quality of the Common Core State Standards, relative to your state’s standards prior to the CCSS?

- Common Core State Standards are of higher quality
- Common Standards and my state’s standards are of about the same quality
- My state’s standards are of higher quality
- I don't know

31. At which kind of school do you work?

- Traditional public school
- Public charter school
- Private school

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

- City
- Suburb
- Town
- Rural area

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

- 200 students or fewer
- 201 – 500 students
- 501 – 750 students
- 751 – 1,399 students
- More than 1,399 students

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

- 33% or fewer low-income students
- 34 to 50% low-income students
- 51 to 75% low-income students
- More than 75% low-income students