

# KSDE Survey of Teachers on Implementing the Kansas Standards

---

2015



### **Acknowledgements**

Thanks to the many Kansas educators and administrators who shared their knowledge and insights with us. Our thanks for their dedication to making a Kansas education the best it can be. We hope the attached report informs local discussions about how best to improve professional learning.

Thanks to KSDE leaderships and all KSDE staff who involved in this project for their unconditional support and assistance.

### **This project was carried out under the direction of:**

Jeannette Nobo, Assistant Director, Career, Standards, and Assessment Service (CSAS), Kansas State Department of Education (KSDE).

Question design, analysis, interpretation and writing of this report were conducted by Xuewen Sheng, xsheng@ksde.org, Tony Moss tmoss@ksde.org, and Zack Conrad, zconrad@ksde.org. Editing and consultation were provided by Jackie Lakin, jlakin@ksde.org.

### **Recommended citation:**

Kansas State Department of Education, Career, Standards and Assessment Team (2015). *KSDE Surveys of Curriculum Leaders on Implementing the Kansas Standards, 2015*. Topeka, KS

As a public domain report, all or any part of it may be copied or reproduced. It is available on the Department's website at: [http:// http://community.ksde.org/Default.aspx?tabid=6179](http://community.ksde.org/Default.aspx?tabid=6179).

### **Contact for questions about this project and this report:**

Jeannette Nobo: (785) 296-4948 and/or jnobo@ksde.org.

Xuewen Sheng: (785) 368-7435 and/or xsheng@ksde.org.

## INTRODUCTION

In October 2010, the Kansas State Board of Education (KSBE) voted to adopt the Kansas College and Career Ready Standards (KCCRS). As part of the application process for Race to the Top funds (RTT) and the NCLB waiver standards implementation started during 2010-2011 school year and would end with full implementation in the 2014-15 school year. Essentially, at the time of KSBE adoption, the new KCCRS or Kansas Standards represented 85 percent of the Common Core State Standards (CCSS) in mathematics and English Language Arts (ELA) taught to K-12 students, combined with 15 percent of Kansas additional locally determined standards. One key difference contained in the new Kansas Standards was the large amount of attention paid to high-level skills such as

- thinking critically;
- applying concepts learned;
- communicating well;
- using evidence, including data, beginning in the early grades.

These standards were designed to raise the bar ensuring students were ready for college, career training, and the workplace. This essentially means that any student graduating from a Kansas high school is capable of completing a credential program or pursuing post-secondary education. Also, the student will successfully complete first-year college courses without remedial coursework.

Since 2010, the Kansas State Department of Education (KSDE) has coordinated efforts with individual districts to ensure that Kansas teachers and principals are fully supported with

dynamic tools and resources which provide the information needed to help all students achieve Kansas Standards. Educators and district leaders have worked together to develop curricula, instructional materials, and lessons plans tailored to the unique needs of their students, and in turn, brought these standards to life. Starting with the 2014-2015 school year, KSDE has rolled out new assessments in ELA, Mathematics, History Government Social Studies (HGSS) and Science aligned with the Kansas Standards which measure students' progress toward the meeting these standards. As a result, CSAS team decided to conduct a series of surveys to collect information from district/curriculum leaders, principals and teachers on the implementation status of the Kansas Standards. These surveys include:

- *Survey of Kansas District/curriculum Leaders on Implementing the Kansas Standards,*
- *Survey of Kansas Principals on Implementing the Kansas Standards;*
- *Survey of Kansas Teachers on Implementing the Kansas Standards.*

The purpose of these surveys were to collect information about the current status of Kansas Standards implementation at district, school and classroom levels, including Readiness of Implementation (e.g. awareness, resources, professional learning, and communications), the Level of Implementation (e.g. incorporating strategies and time, changing in instructions and changes in students), and to identify future Challenges of Implementation.

This report presents the results of one of the three surveys, that is *Survey of Kansas Teachers on Implementing the Kansas Standards* conducted in May 2015. The results of surveys for principals and teachers will be reported separately however all three reports will be analyzed to determine trends around Kansas Standards implementation. These results will

cumulate into the next steps needed by KSDE in designing, delivering and coordinating professional learning to the field.

## Table of Contents

<b>INTRODUCTION .....</b>	<b>3</b>
<b>EXECUTIVE SUMMARY .....</b>	<b>7</b>
<b>METHODOLOGY .....</b>	<b>9</b>
<b>DETAILED FINDINGS .....</b>	<b>12</b>
PROFESSIONAL LEARNING .....	12
Routine Professional Learning Activities .....	12
Quality of Received Trainings.....	13
Desirable Trainings .....	14
Favorable Way of Communication Around Trainings .....	11
IMPLEMENTATING THE STANDARDS .....	15
Changes on Classroom Instructions Aligning to the Standards.....	15
Intensity of Changes on Instructional Practices .....	16
Overall Level of Implementation .....	18
Impact of Implementing the Standards .....	18
Challenges to Future Implementing the Standards .....	19
<b>CONCLUSIONS .....</b>	<b>21</b>
<b>REFERENCES .....</b>	<b>22</b>
<b>Appendix: Questionnaire of Teachers' Survey .....</b>	<b>23</b>

## **EXECUTIVE SUMMARY**

KSDE has conducted a series of surveys to gather information on the current status of implementing the Kansas Standards across the state, as well as to identify issues and challenges confronting continued implementation of these standards. This teachers' survey is the third of the three surveys, conducted in the spring of 2015. Some key findings from this survey are highlighted below:

### **Professional Learning.**

With an average of 1.68 hours per week, more than four fifth (82%) of Kansas teachers spend 1-3 hours every week on 'Lesson planning aligned with the Standards', making it among school teachers the number one routine professional learning activities on the standards.

Correspondingly, more than 90% of Kansas teachers received one or more trainings on the standards, and 'Collaborative planning and instructional practice' gains the highest quality rating (71% on 6-9 rates/mean rate = 6.48) among all 7 professional learning resources.

Rated by 82% of teachers on highly wanted grades (4-5) and gains a mean overall rating of 4.29, 'Trainings of classroom techniques that are specific to the subject(s) and grades you teach' becomes the Kansas teachers' number one desirable future professional training on the standards.

The most favorable (51%) communication channel from KSDE to have teachers informed about professional learning around the standards is 'Monthly email updates (e.g., KSDE email, list serves, newsletters), according to the survey.

## **Implementing the Standards**

‘Incorporating new curricular materials and instructional strategies in my teaching’ (58%), ‘Asking students more questions and encouraging them to develop answers independently’ (54%), and ‘Structuring opportunities for student-centered, independent problem solving’ (40%) are reported as the top three most prevalent changes made in Kansas classrooms as a result of implementing the standards.

The most intensive changes in classroom instructions aligning to the new standards is on ‘Fostering structured opportunities for student-centered, independent problem solving, in groups and individually’ (69% in ‘Often’ and ‘Very Often’ categories, and with a mean frequency of 3.50).

Overall, with a mean implementation level of 6.18, over two third (67%) of Kansas teachers believe that the standards are highly (or at 6-9 levels) implemented in their classrooms

47% of teachers report their students to become ‘more collaborative’, while 43% of them find their students having ‘Better Critical Thinking Skills’, at ‘Significant’ and/or ‘Very Significant’ levels, as a result of implementing the standards.

The top two challenges for implementing the new standards are ‘Time to adapt instruction’ (53%) and ‘Time to collaborate with other teachers’ (46%), according to this survey.



## METHODOLOGY

KSDE conducted a *Teachers' Survey on the Implementation of the Kansas Standards* from April 23 to May 15, 2015. To ensure a highly representative sample of teachers from all districts of Kansas State Board of Education (KSBE), several technical methods were applied as detailed below:

### 1. Sampling Frame

A contact list of all Kansas K-12 public school teachers of ELA, math, science, and history, government, and social science (HGSS) was firstly created by drawing data from Kansas educators' information system. After the contact list was created, a two-stage stratified clusters of teachers were randomly Selected, using the probability proportional to size (PPS) method (ESS EduNet, 2013) through SPSS Statistics complex samples program (Cochran, 1977). To be more precisely, the sampling frame can be generated as below:

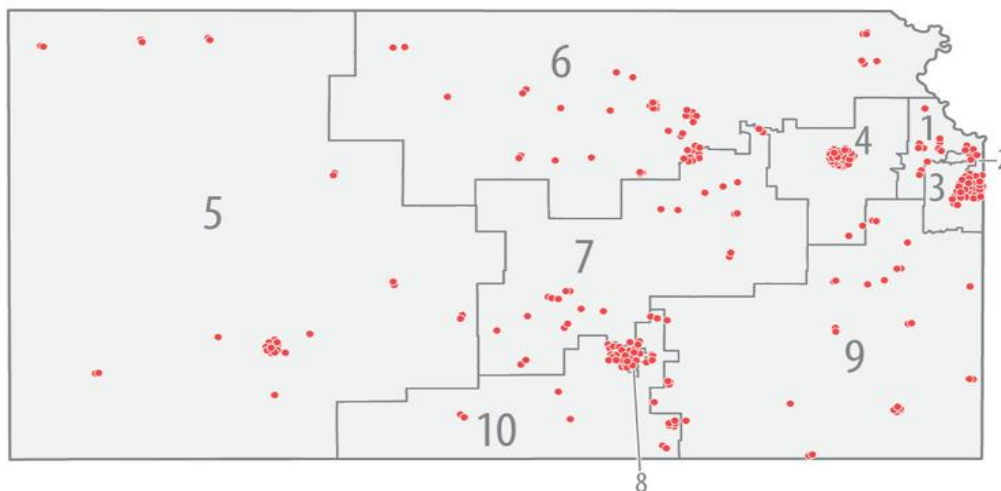
Table 1:

Design of Sampling Frame	Sampling Unit	#	Stage 1	Stage 2: 2
	Stratification	1	KSBE District	School
		2		Subject Teaching
	Cluster	1	USD	Teacher
Sample Information	Selection Method		PPS w/o Replacement	SRS w/o Replacement
	Measure of Size		KSBE Size	School Size
	Proportion of Units Sampled		0.25	0.25
	Minimum Number of Units Sampled		1	1
	Maximum Number of Units Sampled		10	2

At stage 1, KSBE district is served as the stratum and a cluster of USDs is selected proportionally and conditionally, based on the size of the KSBE where the USDs are located,

from each of the 10 KSBE districts to build up a pool of USD samples. Similarly, at stage 2, school and subject teaching are used as the key strata and clusters of teachers are selected proportionally and conditionally from the strata, based on the size of schools in the pool of USD samples. Ultimately, this sampling frame is designed to collect information from a total of 1309 teachers located in 279 schools within 65 districts across ten KSBE districts, accounting for about 3% of teachers and 24% of schools and 23% of USDs. Figure 1 demonstrates how the schools of this sampling frame are widely distributed across the state of Kansas.

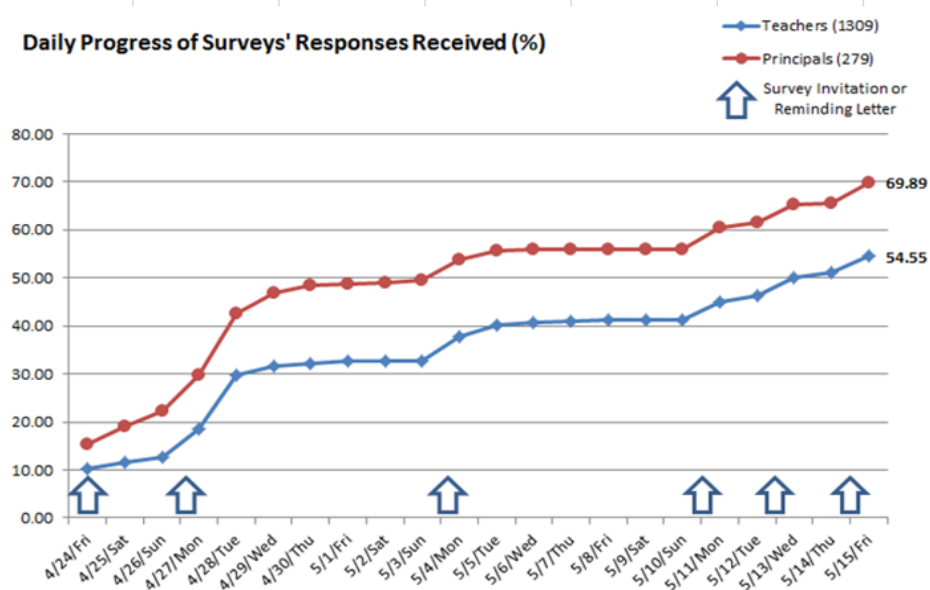
Figure 1:



## 2. Survey Process

During the time period of teachers' survey, all teachers on the selected sample list were sent an email survey. To increase the response rate, a follow-up invitation letter was sent out three days after the first invitation letter for the survey, followed by three reminding letters and finally a thank you letter. Figure 2 demonstrates the daily progress of actions taken and responses received on both teachers' and principals' surveys (since they were conducted simultaneously):

Figure 2:



As a result of these efforts, 708 (55%) teachers responded to the survey, including 344 (30%) ELA teachers, 330 (30%) math teachers, 224 (20%) Science Teachers, and 223 (20%) history, government, and social study (HGSS) teachers (Note: the total percentage is over 100 as one teacher might teach multiple subject areas). This response rate is more than acceptable, though moderate, comparing to many similar surveys nationally (Nulty, 2008; Zhu, Yoder, Giffin, Brandt, 2014).

### 3. Test of Sample Representativeness

Statistical tests (z test with adjust p-values (Bonferroni's method); See Appendix B: Tests 1-5 suggest that this sample has statewide representativeness of teachers teaching four major subject areas, including ELA, math, science and HGSS, though it slightly over-weights teachers from middle schools, urban and rural schools, small schools, and high SES school, and slightly

under-weights teachers from high schools, town and suburban schools, middle size schools and middle SES schools, as a result of its moderate rate of response.

## DETAILED FINDINGS

Main focuses of this KSDE survey of teachers are on the professional learning that teachers received around the standards, and changes on classroom instructional practices as a result of implementing the standards. Below are the detail findings:

### Professional Learning

**Routine Professional Learning Activities.** With an average of 1.68 hours per week, more than four fifth (82%) of Kansas teachers spend 1-3 hours every week on ‘Lesson planning aligned with the Standards’, making it the number one routine professional learning activities on the standards among school teachers. In contrast, other learning activities such as ‘Collaborative planning for aligning curriculum’, ‘Content-focused training incorporating the Standards’ and ‘In-class coaching focused on new techniques’, while being equally important, receive a significant lower weekly time spending in general (0.69, 0.44 and 0.26 in mean hours and 63%, 32% and 29% in total non-zero hours respectively). This may, in certain extent, reflect the fact that those learning activities are more likely to be monthly, termly, or even yearly based activities.

Table 1 (%)

On average, about how many hours per week are you given for the following activities?					
	0 hr.	1 hrs.	2 hrs.	3 & 3+ hrs.	Mean hrs.
Collaborative planning for aligning curriculum	37	40	12	11	0.69
Content-focused training incorporating the Standards	68	23	5	4	0.44
Lesson planning aligned with the Standards	18	29	20	33	1.68
In-class coaching focused on new techniques	81	14	3	2	0.26

**Quality of Received Trainings.** More than 90% of Kansas teachers received one or more trainings on the new standards. With the highest receiving rate (92%), ‘Collaborative planning and instructional practice’ gains the highest quality rating (71% on 6-9 rates/mean rate = 6.48) among all seven professional learning resources listed on the questionnaire, suggesting that it has been so far the most popular and most effective method of professional learning on the standards among Kansas teachers.

The second popular resource is ‘District and school-based training’ with a 90% of receiving rate and a 57% of higher quality rates and a mean rate of 5.69. Gaining considerable receiving rates (66% 62%, and 57% respectively), ‘In-class mentoring or coaching’, ‘Most recent Service Center trainings’, and ‘Professional association Training’ are among the second high-quality group with 57%, 62% and 62% on high-quality rating and 5.67, 5.81, and 5.88 on mean rating respectively. In contract, the quality ratings for ‘KSDE trainings’ and ‘Web-based training’ are relatively lower (44% and 35% on high-quality rating and 5.05 and 5.45 on mean rating respectively), although their receiving rates are sizeable (57% and 59%), suggesting a need of future improvement on these training programs. See Table 2 on the following page.

Table 2

(%)

Please rate the quality of each of the resources you received on teaching the standards.											
	% of Receiving	1 Lowest	2	3	4	5	6	7	8	9 Highest	Mean Rate
In-class mentoring or coaching	66	7	6	6	7	16	14	18	15	10	5.67
Most recent Service Center trainings	62	3	6	6	7	16	18	23	15	6	5.81
Collaborative planning and instructional practice	92	3	5	5	5	13	10	21	22	18	6.48
Web-based training	58	6	4	8	9	22	17	6	4	8	5.45
Professional association Training	57	6	4	8	7	13	13	24	15	10.	5.88
KSDE trainings	54	9	8	9	10	20	13	17	11	3	5.05
District and school-based training	90	4	6	10	8	16	13	21	17	6	5.69

**Desirable Trainings.** With a highly-wanted (4-5) rating from 82% of teachers and a mean rating of 4.29, 'Trainings of classroom techniques that are specific to the subject(s) and grades you teach becomes the Kansas teachers' number one desirable future professional training on the standards. Trainings with more practices (Trainings of classroom techniques that include at least 20 or more opportunities to practice the new techniques) and more coaching and modeling (Coaching of new techniques in the classroom with modeling, e.g., see one, share one, do one) seem also desirable for most teachers (59% and 55% in highly-wanted rating and 3.69 and 3.50 in mean rating respectively). Although it has been reported by some literatures as key elements of effective professional learning, 'Intensive, in-depth trainings that are 28 or more hours in length' seems not a preference for Kansas teachers at current circumstance (21% in highly-wanted rating and 2.14 in mean rating). See Table 3 on the following page.

Table 3

(%)

On a 5-point scale, how much do you want each feature listed below to be part of your future professional training?						
	1 Not Wanted	2	3	4	5 Very Wanted	Mean Rating
Trainings of classroom techniques that are specific to the subject(s) and grades you teach	2	3	14	28	54	4.29
Trainings of classroom techniques that include at least 20 or more opportunities to practice the new techniques	5	10	26	30	29	3.69
Intensive, in-depth trainings that are 28 or more hours in length	32	23	25	14	7	2.41
Coaching of new techniques in the classroom with modeling, e.g., see one, share one, do one	9	10	26	31	24	3.50

**Favorable Way of Communication Around Trainings.** The most favorable way (51%) communication channel from KSDE to have teachers informed about professional learning around the standards is ‘Monthly email updates (e.g., KSDE email, list serves, newsletters), according to the survey. A second choice for this is to be noticed through ‘KSDE website’ (39%). This result suggests that teachers prefer a routine and reliable update of information on professional learning around the standards.

Table 4

(%)

What communication channels from KSDE are most useful in keeping you informed about Kansas Standards and professional learning?	
Webinars	11
Monthly email updates (e.g., KSDE email, list serves, newsletters, etc.)	51
KSDE website	39
Recorded videos/webcasts	11

### Implementing the Standards.

**Changes on Classroom Instructions Aligning to the Standards.** ‘Incorporating new curricular materials and instructional strategies in my teaching’ (58%), ‘Asking students more questions and encouraging them to develop answers independently’ (54%), and ‘Structuring



opportunities for student-centered, independent problem solving’ (40%) are reported as the top three most prevalent changes made in Kansas classrooms as a result of implementing the standards, according to the survey. Within a range of 15-30% of change rates, many other areas, however, need improvement, especially the area of ‘Coordinating same-subject content across grades to foster a progression in student learning’ (15%).

Table 5 (%)

What changes have you made to your teaching as a result of the Kansas Standards? (Please check no more than 4 that you use the most)	
Incorporating new curricular materials and instructional strategies in my teaching	58
Asking students more questions and encouraging them to develop answers independently	54
Coordinating same-subject content across grades to foster a progression in student learning	15
Integrating content across different subjects, like science and math	26
Increasing my collaboration with colleagues within my school and other schools	28
Giving students opportunities to act, reason, and communicate like professional problem-solvers, e.g., scientists, public officials, health-care providers	29
Structuring opportunities for student-centered, independent problem solving	40
Using original texts to teach students how to extract information, build inferences, and construct arguments or plans	29
Diversifying the ways I assess student learning and provide feedback	30
Using formative assessment processes to provide constructive feedback to students	21

**Intensity of Changes on Instructional Practices.** Sometimes, it is not very meaningful to look at changes without knowing their intensity. According to the survey, the most intensive changes in classroom instructions aligning to the new standards is on ‘Fostering structured opportunities for student-centered, independent problem solving, in groups and individually’ (69% in ‘Often’ and ‘Very Often’ categories, and with a mean frequency of 3.50). The second one is on ‘Using formative assessment processes to provide constructive feedback to students’

(66% in 'Often' and 'Very Often' categories, and with a mean frequency of 2.76), and the third one is on 'Using original texts to teach students how to extract informational knowledge, build inferences, construct arguments or plans, and compare them' (46% in 'Often' and 'Very Often' categories, and with a mean frequency of 2.27). Some of the less intensive changes, however, include 'Giving students opportunities to act, reason, and communicate like professional problem-solvers, e.g., politicians, public officials, scientists, programmers, or business professionals' (34% in 'Often' and 'Very Often' categories, and with a mean frequency of 1.92) and 'Coordinating same-subject content across grades to foster a progression in student learning' (37% in 'Often' and 'Very Often' categories, and with a mean frequency of 2.87).

Table 6 (%)

In the average school week, how frequently do you use each of the following teaching techniques?						
	1 Never	2 Occasio nally	3 Someti mes	4 Often	5 Very Often	Mean
Fostering structured opportunities for student-centered, independent problem solving, in groups and individually	1	8	22	43	26	3.50
Coordinating same-subject content across grades to foster a progression in student learning	14	20	29	25	12	2.87
Integrating content across different subjects, like science and math, to foster student engagement and real-world problem solving	7	22	32	29	11	2.14
Giving students opportunities to act, reason, and communicate like professional problem-solvers, e.g., politicians, public officials, scientists, programmers, or business professionals	12	24	30	27	7	1.92
Using original texts to teach students how to extract informational knowledge, build inferences, construct arguments or plans, and compare them	9	19	25	28	18	2.27
Using formative assessment processes to provide constructive feedback to students	2	11	22	41	25	2.76

**Overall Level of Implementation.** With a mean implementation level of 6.18, over two thirds (67%) of Kansas teachers believe that the standards are highly (or at 6-9 levels) implemented in their classrooms, though there is still one fifth (19%) of them who report a lower status (1-4 levels) of implementation.

Table 7 (%)

Overall, how would you describe your current level of in implementation of the Kansas Standards?									
1: Beginning	2	3	4	5	6	7	8	9: Fully implementing	Mean
2	3	6	8	13	15	25	16	11	6.18

**Impact of Implementing the Standards.** Since one of the ultimate goals of implementing the new standards is to improve student learning, it is meaningful to examine changes on students' learning activities as a result of current standards implementation. Luckily, 47% of teachers reports their students become 'more collaborative', while 43% of them find 'Better Critical Thinking Skills', at 'Significant' and/or 'Very Significant' levels. Others find of their student to be 'More Engaged' (32%) and 'Higher Achieving' (29%).

Table 8 (%)

As a result of implementing the Kansas Standards, what changes have you observed among the students at your school?				
	1 Worse	2 Same as Before	3 Significant	4 Very Significant
More Engaged	7	60	28	4
More Responsible	10	71	16	2
Better Critical Thinking Skills	6	51	38	5
Higher Achieving	8	64	25	4
More Collaborative	4	49	40	7

**Challenges to Future Implementing the Standards.** The top two challenges for implementing the new standards are ‘Time to adapt instruction’ (53%) and ‘Time to collaborate with other teachers’ (46%), according to this survey. In addition to them, ‘Aligned texts and materials’ to the new standards is also challengeable for some of the teachers (36%).

Table 9 (%)

Currently, what are the two top challenges to deepening the implementation of the standards in your classroom? (Please select no more than 3 of them)	
Time to adapt instruction	53
Coaching, mentoring, and high-quality training	21
Funding to support professional learning	27
Time to collaborate with other teachers	46
Detailed guidelines on adapting instruction	22
Administrative support	6
A weak culture of collaboration among teachers	12
Aligned texts and materials	36
Formative assessment processes aligned to the Standards	20
There are no obstacles	3

## **Conclusions**

‘Lesson planning aligned with the Standards’, is the number one routine professional learning activities on the standards among school teachers.

Majority of Kansas teachers received one or more trainings on the standards, and ‘Collaborative planning and instructional practice’ has the highest quality among all seven professional learning resources.

For Kansas teachers, ‘Trainings of classroom techniques that are specific to the subject(s) and grades you teach’ is the most desirable future professional training on the standards.

Most teachers prefer to be informed on the professional trainings around the new standard through ‘Monthly email updates (e.g., KSDE email, list serves, newsletters).

The top three most prevalent changes in Kansas classrooms as a result of implementing the new standards include ‘Incorporating new curricular materials and instructional strategies in my teaching’, ‘Asking students more questions and encouraging them to develop answers independently’, and ‘Structuring opportunities for student-centered, independent problem solving’.

Overall, majority Kansas teachers believe that the new standards have been HIGHLY implemented in their classrooms.

As a result of implementing the standards, students become ‘more collaborative’, and ‘Better Critical Thinking Skills’.

The top two challenges for implementing the new standards are ‘Time to adapt instruction’ and ‘Time to collaborate with other teachers’.

## REFERENCES

Cochran, W. G. (1977). *Sampling Techniques*, 3rd ed. New York: John Wiley and Sons.

ESS EduNet (2013). Retrieved September 2, 2015 from:

<http://essedunet.nsd.uib.no/cms/topics/weight/2/6.html>.

Nulty, D. D. (2008). The adequacy of response rates to online and paper surveys: what can be

done? *Assessment & Evaluation in Higher Education*. Vol. 33, No. 3, June 2008, 301–314

Zhu, B., Yoder, N., Griffin, J., Brandt, C. (2014). Washington's 2014 State of the State Educator

Survey Report: Summary of Key Findings. Retrieved February 16, 2016 from:

[http://tpep-wa.org/wp-content/uploads/TPEP\\_StatewideSurveyReport\\_2014.pdf](http://tpep-wa.org/wp-content/uploads/TPEP_StatewideSurveyReport_2014.pdf).

## Appendix Questionnaire of Teachers' Survey



### Supporting the Implementation of the Kansas Standards

Message from Interim-Commissioner Brad Neuenswander:

How can the Kansas State Department of Education better support teachers as they continue adapting instruction to the Kansas Standards? We can start by asking teachers what they need. You are among the teachers randomly-chosen to represent all Kansas teachers. Your insights will represent those of your peers and, we hope, lead to better policies.

Answering the questions below will take about 8 minutes. Your anonymity is guaranteed. When we have the results, we will share them with you and the field.

We deeply appreciate all you do for Kansas students. Thank you for sharing your knowledge with us.

Brad

\*\*\*\*\*

### Which subject(s) do you teach? (Please check all that apply.)

- ☐ English Language Arts/Literacy (ELA)
- ☐ Mathematics
- ☐ Science
- ☐ History, Government, and Social Studies (HGSS)
- ☐ Other:

### Please select the grade range(s) in which you teach. (Please check all that apply.)

- ☐ Kindergarten - 2
- ☐ Grades 3 - 5
- ☐ Grades 6 - 8
- ☐ Grades 9 - 12
- ☐ Other:

Continue »

12% completed

Please rate the quality of each of the resources below. If you have not used the resource, (not applicable or N/A), please leave the rating blank.

**Quality rating of any in-class mentoring or coaching you have received**

(If N/A, leave blank.)

	1	2	3	4	5	6	7	8	9	
lowest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	highest

**Quality rating of your most recent Service Center trainings**

(If N/A, leave blank.)

	1	2	3	4	5	6	7	8	9	
lowest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	highest

**Quality rating of your collaborative planning and instructional practice with your colleagues**

(If N/A, leave blank.)

	1	2	3	4	5	6	7	8	9	
lowest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	highest

**Quality rating of any web-based training you have used to adjust your teaching to the Standards**

(If N/A, leave blank.)

	1	2	3	4	5	6	7	8	9	
lowest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	highest

**Quality rating of trainings received from your professional association**

(If N/A, leave blank.)

	1	2	3	4	5	6	7	8	9	
lowest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	highest



**Quality rating of KSDE trainings on techniques for teaching the Kansas Standards**

(If N/A, leave blank.)

1 2 3 4 5 6 7 8 9

lowest ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ highest

**Quality rating of district and school-based training on techniques for teaching the Kansas Standards**

(If N/A, leave blank.)

1 2 3 4 5 6 7 8 9

lowest ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ highest

On a 5-point scale, how much do you want each feature listed below to be part of your future professional training?

**Trainings of classroom techniques that are specific to the subject(s) and grades you teach**

1 2 3 4 5

not wanted ☐ ☐ ☐ ☐ ☐ very wanted

**Trainings of classroom techniques that include at least 20 or more opportunities to practice the new techniques**

1 2 3 4 5

not wanted ☐ ☐ ☐ ☐ ☐ very wanted

**Intensive, in-depth trainings that are 28 or more hours in length**

1 2 3 4 5

not wanted ☐ ☐ ☐ ☐ ☐ very wanted

**Coaching of new techniques in the classroom with modeling, e.g., see one, share one, do one**

1 2 3 4 5

not wanted ☐ ☐ ☐ ☐ ☐ very wanted

« Back

Continue »

37% completed

In the average school week, how frequently do you use each of the following teaching techniques?

**Fostering structured opportunities for student-centered, independent problem solving, in groups and individually**

never	occasionally	sometimes	often	very often
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Coordinating same-subject content across grades to foster a progression in student learning**

never	occasionally	sometimes	often	very often
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Integrating content across different subjects, like science and math, to foster student engagement and real-world problem solving**

never	occasionally	sometimes	often	very often
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Giving students opportunities to act, reason, and communicate like professional problem-solvers, e.g., politicians, public officials, scientists, programmers, or business professionals**

never	occasionally	sometimes	often	very often
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Using original texts to teach students how to extract informational knowledge, build inferences, construct arguments or plans, and compare them**

never	occasionally	sometimes	often	very often
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Using formative assessment processes to provide constructive feedback to students**

never	occasionally	sometimes	often	very often
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

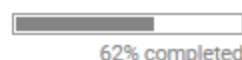
**As a result of implementing the Kansas Standards, what changes have you observed among the students at your school?**

	very significant	significant	same as before	worse
more engaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
more responsible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
better critical thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
higher achieving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
more collaborative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**On average, about how many hours per week are you given for the following activities?**

	0	1 hour	2 hours	3 or more hours
collaborative planning for aligning curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
content-focused training incorporating the Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lesson planning aligned with the Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in-class coaching focused on new techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[« Back](#)
[Continue »](#)



**Currently, what are the two top challenges to deepening the implementation of the standards in your classroom? (Please select no more than 3 of them)**

- ☐ detailed guidelines on adapting instruction
- ☐ administrative support
- ☐ time to collaborate with other teachers
- ☐ time to adapt instruction
- ☐ coaching, mentoring, and high-quality training
- ☐ formative assessment processes aligned to the Standards
- ☐ aligned texts and materials
- ☐ a weak culture of collaboration among teachers
- ☐ there are no obstacles
- ☐ funding to support professional learning
- ☐ Other:

**Overall, how would you describe your current level of in implementation of the Kansas Standards?**


1 2 3 4 5 6 7 8 9

---

beginning ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ fully implementing

« Back

Continue »

 75% completed

**What communication channels from KSDE are most useful in keeping you informed about Kansas Standards and professional learning?**


- ☐ Webinars
- ☐ Monthly email updates (e.g., KSDE email, listserves, newsletters, etc.)
- ☐ KSDE website
- ☐ Recorded videos / webcasts
- ☐ Other:

**What changes have you made to your teaching as a result of the Kansas Standards? (Please check no more than 4 that you use the most)**

- ☐ Incorporating new curricular materials and instructional strategies in my teaching
- ☐ Asking students more questions and encouraging them to develop answers independently
- ☐ Coordinating same-subject content across grades to foster a progression in student learning
- ☐ Integrating content across different subjects, like science and math
- ☐ Increasing my collaboration with colleagues within my school and other schools
- ☐ Giving students opportunities to act, reason, and communicate like professional problem-solvers, e.g., scientists, public officials, health-care providers
- ☐ Structuring opportunities for student-centered, independent problem solving
- ☐ Using original texts to teach students how to extract information, build inferences, and construct arguments or plans
- ☐ Diversifying the ways I assess student learning and provide feedback
- ☐ Using formative assessment processes to provide constructive feedback to students
- ☐ Other:

« Back

Continue »

 87% completed

## Supporting the Implementation of the Kansas Standards

Your answers are confidential and your anonymity will be protected, but to make sure we have a representative sample, and produce a better analysis, we need to know your district and school.

**What is your district number?**

Example: 259

What is your school's name?

### Example: Adams Elementary

**Suggestions or comments (optional):**

[⌕ Back](#)

Submit

*Never submit passwords through Google Forms.*

