

KSDE Survey of Principals on Implementing the Kansas Standards

2015



Acknowledgements

Thanks to the many Kansas principals 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 around the Kansas Standards.

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 Sheng Xuewen, 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 Principals on Implementing the Kansas Standards*. 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://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; and
- 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, 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 English Language Arts (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. Topics included Readiness of Implementation (e.g. awareness, resources, professional learning, and communications), Level of Implementation (e.g. incorporating strategies and time, changes 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 Principals on Implementing the Kansas Standards* conducted from April 24 to

May 15, 2015. The surveys for curriculum leaders and teacher's results 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

INTRODUCTION	3
EXECUTIVE SUMMARY	7
METHODOLOGY	9
DETAILED FINDINGS	11
READINESS OF IMPLEMENTATION	11
Awareness	11
Availability of Resources	11
Professional Learning	12
Communication	13
LEVEL OF IMPLEMENTATION	17
Level of Incorporation	17
Changing in Instructions	18
Classroom-level Implementation: English Language Arts (ELA)	19
Classroom-level Implementation: Mathematics	20
Classroom-level Implementation: History, Government, and Social Science (HGSS)	20
Classroom-level Implementation: Science	21
Time spending on classroom level planning and training	21
Change in students as result of implementation	22
Overall level of implementation	23
CHALLENGES OF IMPLEMENTATION	23
CONCLUSIONS	24
REFERENCES	27
Appendix: Questionnaire of Principals' Survey	28

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 principals' survey is the second of the three surveys, conducted in the spring of 2015.

Readiness of Implementation.

Readiness of Implementation as defined in this research refers to awareness, resources, professional learning, and communications.

- Most principals (90%) believe they have some knowledge about the Kansas Standards
- More than two thirds of the school principals reported they have the following available for implementing the standards
 - 'Instructional materials' (70%);
 - 'Regular internal communication' (77%);
 - 'Resources on best practices' (69%);
 - 'School implementation plans' (73%);
 - 'Staff dedicated to the standards' (78%).
- Over half of the principals learned the Kansas Standards through 'Conferences/workshops' (56%) and 'Individual study' (56%), and the most needed training opportunity has been the 'KSDE trainings' (63%).

- Most (62%) of principals find their professional learning around the standards useful and 79% of them say so because these trainings are specific to their 'role as a principal'.
- For a better implement the Kansas Standards, principals desire to learn more administrative skills such as
 - 'Methods of providing constructive feedback to teachers' (63%);
 - 'Methods of evaluating instructional practices' (56%),
 - 'Detailed information on the standards' (46%);
 - 'Formative assessment processes in the classroom' (63%).

Levels of Implementation.

Levels of Implementation are based upon incorporating strategies and time, change in instructions and changes in students.

- An overwhelming majority of principals (92%) perceived their teachers' significant levels (6 or higher) of incorporating the Kansas Standards into their teaching practices.
- Remarkable proportions of principals reported 'often' or 'very often' to observe changes on
 - 'New learning materials' (59%);
 - 'New instructional strategies' (52%);
 - 'Multi-way of questioning' (51%).
- Overall, principals observe more instructional practices aligning to the new standards in ELA and math classes (46-70%) than that in HGSS and science classes (36-57%).

- As a result of implementing the Kansas Standards, students become ‘More Collaborative’ (61%), ‘Better Critical Thinking Skills’ (59%) and ‘More Engaged’ (49%).
- Large majority of schools (85%) have implemented the Kansas Standard at an advanced level (6-9), although only 8% of them declared a ‘full implementing’

Challenge of Implementation.

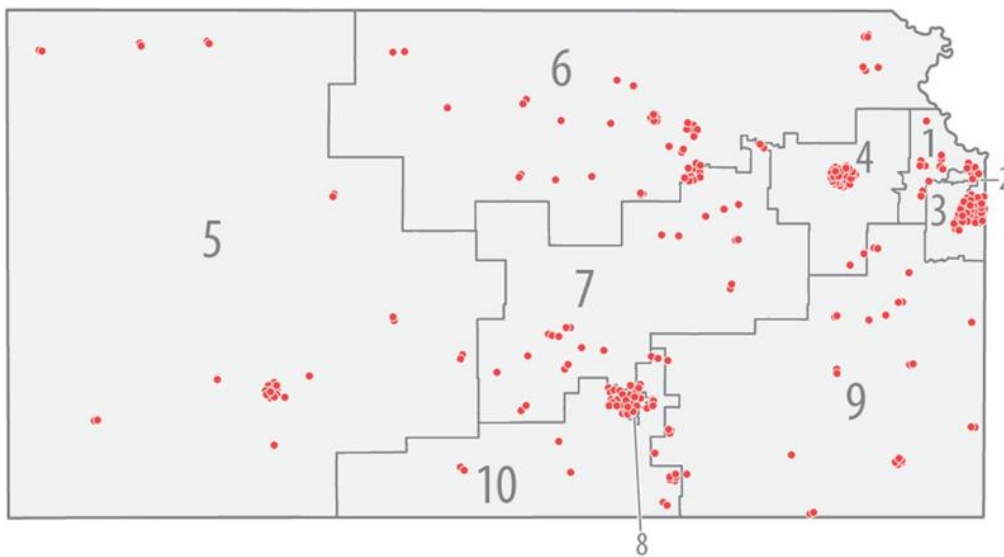
Challenge of Implementation centered on identifying issues and challenges around future implementation of the standards. Specifically, ‘Time to adapt instruction’ (54%), ‘Time for teachers to do collaborative planning’ (54%) and ‘Funding to support professional learning’ (46%) are identified as three challenges in fronting the implementation of the Kansas standards.

Methodology

KSDE conducted a *Principals’ Survey on the Implementation of the Kansas Standards* from April 23 to May 15, 2015. The survey sampling frame was based on the one used for the Kansas Teachers’ Survey on Implementing the Kansas Standards that was administered earlier in the year. To ensure a rigorous sampling frame, a contact list of all Kansas K-12 public school teachers was created by drawing data from KSDE’s information system. Once the contact list was created, stratified clusters of teachers were selected then randomly sampled, using the probability proportional to size (PPS) method (ESS EduNet, 2013) through SPSS Statistics complex samples program (Cochran, 1977). This frame was designed to collect information from a total of 1309 teachers located in 279 schools within 65 districts across ten KSBE regions, accounting for about 3% of teachers and 24% of schools and 23% of districts. The 279 schools that teachers were sampled from eventually become candidate schools for the principals’ survey.

Figure 1 demonstrates how the schools of this sampling frame are widely distributed across the state of Kansas. The sampling reflects the dense population located in the eastern and central sections of the state. In contrast, western Kansas is a low population which resulted in fewer numbers for sampling.

Figure: Sampling Frame



The Principals' survey was conducted successfully with a response rate of 70%. The survey results reported in this document involve a sample consisting of 195 principals, assistant principals, curriculum coordinators, and/or other administrative personnel from about 15% of Kansas public K-12 schools. Statistical tests (z test with adjust p-values (Bonferroni method); See Appendix B: Test 1-3) with identifiable schools suggest that this sample has statewide representatives of leaders across school of all NCES locations (e.g., rural, town, suburb, city) levels and socioeconomic status.)

Detailed Findings¹

¹ Row and/or column percentages may not total to 100 percent due to:

1. The rules applied to reach the nearest whole numbers (rounding)

Readiness of Implementation

Awareness. With a mean awareness level of 6.79, majority (90%) of principals believe they have some knowledge about the Kansas Standards and the instructional adjustments needed by their staff, although only 4% reported a full understanding. In contrast, the minority (10%) of principals reported a lack of knowledge about the standards.

Table 1 (%)

On a 9-point scale with 1 equals 'None' and 9 equals 'Comprehensive', please rate your own knowledge about the instructional adjustments required by the Kansas Standards.									
Mean	1: None	2	3	4	5	6	7	8	9: Comprehensive
6.78	0	0	1	1	8	24	43	20	4

Availability of Resources. More than two third to three quarters of schools have their 'Instructional materials' (70%), 'Regular internal communication' (77%), 'Resources on best practices' (69%), 'School implementation plans' (73%), and 'Staff dedicated to the standards' (78%) available for implementing the standards. While 'In-class mentoring or coaching' seems the most shorted resource (64%), some principals reported lack of 'Collaborative planning time' (45%) and 'Content-focused trainings' (42%).

Table 2 (%)

To help your teachers adjust to teaching the Kansas Standards, how much of each of the resources below has your school provided?									
--	--	--	--	--	--	--	--	--	--

-
2. Multiple selections of items
 3. The inclusion of invalid answers

	Not at all	Less than needed	About right	More than needed
Collaborative planning time	2	43	49	7
Content-focused trainings	1	41	54	4
Instructional materials	2	29	62	8
Time to align lesson plans	1	43	49	8
Professional learning community	9	31	48	11
In-class mentoring or coaching	19	45	34	2
Regular internal communication	0	23	72	5
Resources on best practices	0	31	62	7
School implementation plans	1	27	69	4
Staff dedicated to the standards	2	21	67	11

Professional Learning. Received: Over half of the principals learned the Kansas Standards through ‘Conferences/workshops’ (56%) and ‘Individual study’ (56%), and the most needed training opportunity is the ‘KSDE trainings’ (63%).

Table 3 (%)

How much training on implementing the Kansas Standards have you received from the sources below?				
	Did not participate at all	Less than needed	About right	More than needed
District coaching or mentoring	11	43	43	3
Service center	20	32	46	2
KSDE trainings	17	46	38	0
Individual study	7	38	52	4
Trainings on classroom observations	6	33	52	9
Conferences/workshops	6	37	52	4

Communication. Usefulness: Although about 30% of them find their professional learning less useful, the majority (62%) of principals report their professional learning around the standards useful.

Table 4 (%)

How useful has been the training you have received in preparing you to implement the Kansas Standards?	
	%
Not applicable/have not participated in training yet	4
The training has not been useful at all	1
A few parts have been useful	4
Moderately useful	20
About half of the training has been useful	19
Most has been useful	42
Almost all the training has been useful	11

Why useful: 70% of principals who find their trainings useful find those trainings are 'Specific to my role as a principal' and 54% of them say so because of the 'High quality' of those trainings.

Table 5

(%)

What factors have made your professional learning around the standards more useful or effective? (Please check all that apply)	
	%
High quality	54
Short duration	35
Long duration	3
Specific to my role as a principal	70
Mentoring and coaching by a peer	21
Opportunities to practice new techniques	23
Time to become familiar with the standards	1

Why less useful or effective: Large proportion of principals (60%) finds their trainings less useful due to 'Lacked specificity to my role as a principal'. In corresponding to answers to the question of 'why useful', trainings that specify to roles seem more desirable to building administrators. In addition to options listed, principals also mention other factors that make their professional learning less useful or effective, such as lack of follow-up activities, lack of concrete information, and lack of resources (e.g. time and money).

Table 6

(%)

What factors have made your professional learning around the standards less useful or effective? (Please check all that apply)	
	%
Low quality	17
Short duration	23
Lacked specificity to my role as a principal	60
Lack of mentoring and/or coaching by a peer	21
Did not enhance my skills as an instructional leader	21

Desired: For a better implementation to the Kansas Standards, principals desired more professional learning on administrative skills to support instructional practices, such as ‘methods of providing constructive feedback to teachers’ (63%), ‘methods of evaluating instructional practices’ (56%). In the meantime, they also wanted to gain deeper understanding about the standards through professional learning on ‘formative assessment processes in the classroom’ (63%) and ‘Detailed information on the standards’ (46%). These desires are highly associated with the role-based view of principals on evaluating professional learning.

Table 7

(%)

What do you want to learn to help you better implement the Kansas Standards? (Please check all that apply)	
	%
Classroom observation techniques	40
Methods of evaluating instructional practices	56
Detailed information on the standards	46
Formative assessment processes in the classroom	63
Methods of providing constructive feedback to teachers	63

Communication. Main sources: KSDE website has been one of the major sources of communication around the implementation of the Kansas Standards (64%) for school leaders. A second source of communication comes from district administrative and colleagues including 'District administrators' (48%), 'District newsletter, website, or emails' (27%) and 'Other principals' (45%). The third source of communication is from more broad contacts such as 'Online or print news media' (40%) and 'Professional associations' (36%).

Table 8

(%)

What have been your main sources of information regarding the implementation of Kansas standards? (Please check all that apply)	
	%
Online or print news media	40
District newsletter, website, or emails	27
Professional associations	36
KSDE website (e.g. KSDE email, listservs, newsletters)	64
Other principals	45
District administrators	48
National websites	5

KSDE Source: As the KSDE website is known as one of the biggest source of information around the implementation of the Kansas Standards, it would be interesting to know which components of the website are most useful to principals. In answering the question of 'What communication channels from the KSDE have been most useful in helping you to implement the Kansas standards?', the majority of principals point out 'KSDE website' in general (61%) and/or 'Monthly email updates' (62%) are the most useful sources. In contrast, the percentages of principals who consider such sources as 'Webinars' and 'Recorded videos/webcasts' are relatively low (25% and 17% respectively).

Table 9

(%)

What communication channels from the KSDE have been most useful in helping you to implement the Kansas standards? (Please select 2 of them)	
	%
Webinars	25
Monthly email updates (e.g. KSDE email, listservs, newsletters)	62
KSDE website	61
Recorded videos/webcasts	17

Level of Implementation.

Level of Incorporation. With a mean overall incorporating level of 7.17, an overwhelming majority of principals (92%) perceived their teachers' significant levels (6 or higher) of incorporating the Kansas Standards into their teaching practices. Although this is only a rough estimate that is largely based upon general observations, its dominantly high level of incorporating is still pretty encouraging.

Table 10

(%)

According to your observations, how much are your teachers incorporating the Kansas standards into their teaching practices? (On a 9-point scale with 1 equals 'Not yet incorporating' and 9 equals 'Fully incorporating')									
Mean	1: Not yet Incorporating	2	3	4	5	6	7	8	9: Fully Incorporating
7.17	0	0	0	1	7	15	37	31	9

Changes in Instruction. Although the overall itemized percentages of principals who reported 'very often' observed changes in instructional practices that incorporated the Kansas Standards are still relatively lower (4-13%) than ideal, remarkable proportions of principals reported 'often' or 'very often' to observe changes on 'New learning materials' (59%), 'New instructional strategies' (52%) and 'Multi-way of

questioning' (51%). To be more specific, more changes were observed on the areas of 'Using formative assessment processes' (49%), 'Having students working independently' (47%), and 'Fostering visible/critical thinking skills' (46%). However, the areas that are lack of changes include 'Collaboration between schools' (81%), 'Across-grade collaborations' (69%), and 'Across-subject collaborations' (67%), according to the observations of principals.

Table 11 (%)

How frequently have you observed changes in instructional practices that incorporated the Kansas Standards into the following?					
	Not at all	Occasionally	Sometimes	Often	Very often
New learning materials	2	4	36	46	13
New instructional strategies		6	42	40	12
Multi-way of questioning	1	12	34	44	9
Collaboration between schools	11	30	40	15	4
Across-grade collaborations	3	25	41	24	8
Across-subject collaborations	3	18	46	24	9
Having students working independently	1	8	45	39	8
Using formative assessment processes	2	11	39	43	6
Fostering progressive learning	2	16	47	31	4
Fostering visible/critical thinking skills		8	46	40	6

Classroom-level Implementation: English Language Arts (ELA). While all three of the strategies aligning with the new standards were 'often' or 'very often' observed by large proportions of principals, 'Text-based knowledge' (70%) seems slightly more frequently to be noticed by principals than 'Student-centered conversations' (59%)

and 'Text-based arguments' (53%), suggesting more classroom conversations and debates need to be developed in future

Table 12 (%)

More specifically, please indicate how often your ENGLISH Language Arts teachers have structured their classes to develop:					
	Not at all	Occasionally	Sometimes	Often	Very often
Student-centered conversations	1	6	34	43	16
Text-based arguments	2	10	35	41	12
Text-based knowledge	1	4	25	56	14

Classroom-level Implementation: Mathematics. Kansas mathematics classrooms are more prevalence to 'Apply math to real-world situations' (64%) than 'Connect math concepts across grade levels' (46%), according the observation of principals. It suggests that connecting math concepts across grade levels requests higher level of critical thinking and reasoning skills, thus needs longer time to foster.

Table 13 (%)

Please indicate how often your MATH teachers have structured their classes to foster students' abilities to:					
	Not at all	Occasionally	Sometimes	Often	Very often
Connect math concepts across grade levels	1	11	42	37	9
Apply math to real-world situations		7	30	49	15

Classroom-level Implementation: History, Government, and Social Science (HGSS). Over half of the surveyed principals reported 'often' and 'very often' to observe HGSS teachers structuring their classes to help students to build 'Connection between

classes and the real world' (57%) and/or 'Text-based evidence to support a claim' (51%), although the same percentage on building 'Student-centered conversations' was slightly lower (45%).

Table 14 (%)

Please indicate how often have your HISTORY, Government, and Social Science (HGSS) teachers structured their classes to help students build:					
	Not at all	Occasionally	Sometimes	Often	Very often
Student-centered conversations	3	8	44	37	8
Text-based evidence to support a claim	2	8	39	40	11
Connection between classes and the real world	2	6	36	50	7

Classroom-level Implementation: Science. Compared to that of other subject areas, the prevalence level of instructional practices aligning with the new standards is lightly lower: 45% of surveyed principals reported 'often' and 'very often' observe science teachers to structure their classes to foster students' abilities to 'Act, reason, and communicate like scientists' and only 36% of them observed teachers to foster students' abilities to 'Integrate content across grades'.

Table 15 (%)

Please indicate how often your SCIENCE teachers have structured their classes to foster students' abilities to:					
	Not at all	Occasionally	Sometimes	Often	Very often
Act, reason, and communicate like scientists	1	14	39	35	10
Integrate content across grades	2	14	49	28	8

Time spent on classroom Level Planning and Training. ‘Collaborative planning for aligning curriculum’ and ‘Lesson planning aligned with the standards’ increasingly become routine activities in a large proportion of Kansas schools (75% and 91%, and 1.79 and 1.18 hours per week, respectively), according to the surveyed principals. However, routine ‘In-class coaching focused on the instructional practices of the standards’ and ‘Collaborative planning for aligning curriculum’ seem still weak in many schools (69% and 59%, 0.14 and 0.51 hours per week, respectively).

Table 16 (%)

	On average, about how many hours per week are your teachers given for the following activities?				
	0	1	2	3 +	Mean
Collaborative planning for aligning curriculum	25	46	16	13	1.18
Content-focused trainings for teaching the standards	59	35	3	4	0.51
Lesson planning aligned with the standards	9	36	22	33	1.79
In-class coaching focused on the instructional practices of the standards	69	24	5	3	0.14

Change in Students as Result of Implementation. According to the observation of principals, the top three ‘significant’ or ‘very significant’ changes happening to students as a result of implementing the Kansas Standards are ‘More Collaborative’ (61%), ‘Better Critical Thinking Skills’ (59%) and ‘More Engaged’ (49%).

Table 17

(%)

As a result of implementing the Kansas Standards, what changes have you observed among the students at your school?				
	Worse than before	Same as Before	Significant	Very Significant
More Engaged	1	50	43	6
More Responsible	1	69	28	3
Better Critical Thinking Skills	1	41	53	6
Higher Achievement	4	62	33	2
More Collaborative	1	33	60	7

Overall Level of Implementation. Overall, with a mean level of implementation of 6.66, a large majority of schools (85%) have implemented the Kansas Standard at an advanced level (6-9), although only 8% of them declared a ‘full implementing.

Table 18

(%)

Overall, how would you describe your current level of implementation of the Kansas Standards? (On a 9-point scale with 1 equals ‘Not yet implementing’ and 9 equals ‘Fully implementing’)									
Mean	1: Not yet implementing	2	3	4	5	6	7	8	9: Fully implementing
6.66	1	1	0	2	12	25	38	14	8

Challenges of Implementation.

The top five challenges of implementing the Kansas Standards are ‘time to adapt instruction’ (54%), ‘time for teachers to do collaborative planning’ (54%) and ‘funding to support professional learning’ (46%), coaching, mentoring and high quality training (36%), and formative assessment processes aligned to the standards (32%). In addition to the challenges listed in the responses, principals mentioned most often are the impact of funding cuts on implementing the standards.

Table 19

(%)

Currently, what are the top three challenges to deepening the implementation of the standards in your school? (Please select no more than 3)	
	%
Time to adapt instruction	54
Information about the standards	11
Formative assessment processes aligned to the standards	32
Coaching, mentoring and high quality training	36
Time for teachers to do collaborative planning	54
Funding to support professional learning	46
Aligned textbooks and materials	22
District support	6
Detailed guidelines on how to make instructional adjustments	24
Instructional time to help all students really learn the standards	23
A weak culture of collaboration among teachers	8
There are no obstacles	0

Conclusions

Overall, the majority of Kansas schools have implemented the Kansas Standards at advance levels although only few declare a full implementation.

Kansas school principals have a strong awareness about the instructional adjustments required by the Kansas Standards, which are considered a crucial factor in implementing the standards effectively.

Majority of Kansas principals received trainings on the standards from one or more resources and find them useful. It seems that role specific trainings are highly appreciated by principals. For better implementation of the Kansas Standards, principals

desire to learn more administrative skills supportive to instructional practices as well as to gain deeper knowledge about the standards.

State and district administrations are the main sources of communication around the standards to most of principals. KSDE and district websites seem to play a central role in updating the information routinely.

Most Kansas schools have their key resources available for implementing the standards, including school plans, resources dedicate to standards, instructional materials, and regular internal communications around the standards.

Over half of Kansas schools have frequently incorporated Kansas Standards into their daily instructional practices including using:

- new learning materials and instructional strategies;
- applying multi-way questioning;
- using formative assessment processes;
- having students working independently;
- fostering visible/critical thinking skills.

However, instructional practices that require higher level of incorporations such as across-grade collaborations, across-subject collaboration and collaboration between schools need further development.

As far as implementing Kansas standards at classroom level is concerned, over half of Kansas classrooms are frequently applying strategies aligning with the

standards, although these strategies are slightly more frequently observed in ELA and math classrooms than are in HGSS and science classrooms.

To ensure a persistent implementation of Kansas Standards, routine activities such as planning, preparing, and professional learning become necessary. This survey found that majority of Kansa schools spend certain amount time (1-3 hours per week) routinely in collaborative lesson planning for aligning curriculum and the standards. Although time for professional learning such as content-focused training for 1) teaching the standards, and 2) in-class coaching focused on the instructional practices of the standards, they still short in most schools.

As a result of the implementing Kansas standards, some positive changes are observed among students. More significantly, they become more collaborative, better in critical thinking skills and more engaged.

Toward an advanced implementation of the Kansas Standards, principals identified five challenges needing to be overcome, including

- 1) Time to adapt instruction;
- 2) Time for teacher to do collaborative planning;
- 3) Funding to support professional learning;
- 4) Coaching, mentoring and high quality training;
- 5) Formative assessment processes aligned to the standards.

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>.

Appendix

Questionnaire of Principals' Survey



KANSAS STATE DEPARTMENT OF
EDUCATION

Principals' Survey on Implementing the Kansas Standards

Message from Interim-Commissioner Brad Neuenswander:

How can the Kansas State Department of Education better support school principals as they lead their buildings in adapting to the Kansas Standards? We need your help to answer this and other questions. You are among the principals randomly-chosen to represent all Kansas principals. Your insights will represent those of your peers and, we hope, lead to better policies.

Answering the questions below will take about 10 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

.....

Q1: Please identify your role/title. (Please check all that apply.)

☐ School Principal

☐ Assistant Principal

☐ School-based Curriculum Coordinator

☐ School-based Content/Department Leader, including Instructional Coach

☐ Special Education Coordinator

☐ Other:

Q2: On a 9-point scale, please rate your own knowledge about the instructional adjustments required by the Kansas Standards.

1 2 3 4 5 6 7 8 9

None ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Comprehensive

8% completed




Principals' Survey on Implementing the Kansas Standards

Q3: To help your teachers adjust to teaching the Kansas Standards, how much of each of the resources below has your school provided?

	More than needed	About right	Less than needed	Not at all
Collaborative planning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content-focused trainings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time to align lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional learning community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-class mentoring or coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular internal communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources on best practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School implementation plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff dedicated to the standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

« Back

Continue »

 16% completed

Principals' Survey on Implementing the Kansas Standards

Q4: How much training on implementing the Kansas Standards have you received from the sources below?

	More than needed	About right	Less than needed	Didn't participate at all
District coaching or mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
KSDE trainings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trainings on classroom observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conferences/workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Principals' Survey on Implementing the Kansas Standards

Q5: How useful has been the training you have received in preparing you to implement the Kansas Standards?

- ☐ Almost all the training has been useful
- ☐ Most has been useful
- ☐ About half of the training has been useful
- ☐ Moderately useful
- ☐ A few parts have been useful
- ☐ The training hasn't been useful at all
- ☐ Not applicable / haven't participated in training yet

« Back

Continue »

33% completed

Principals' Survey on Implementing the Kansas Standards

Q6: What factors have made your professional learning around the standards more useful or effective? (Please check all that apply)

- ☐ High quality
- ☐ Short duration
- ☐ Long duration
- ☐ Specific to my role as a principal
- ☐ Mentoring and coaching by a peer
- ☐ Opportunities to practice new techniques
- ☐ Other:

Q9: What have been your main sources of information regarding the implementation of Kansas standards? (Please check all that apply)

- ☐ Online or print news media
- ☐ District newsletter, website, or emails
- ☐ Professional associations
- ☐ KSDE website (e.g. KSDE email, listserves, newsletters)
- ☐ Other principals
- ☐ District administrators
- ☐ National websites
- ☐ Other:

Q10: What communication channels from the KSDE have been most useful in helping you to implement the Kansas standards? (Please select 2 of them)

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

« Back

Continue »



66% completed

Principals' Survey on Implementing the Kansas Standards

Q11: According to your observations, how much are your teachers incorporating the Kansas standards into their teaching practices?

1 2 3 4 5 6 7 8 9

Not yet incorporating ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Fully incorporating

Q12: How frequently have you observed changes in instructional practices that incorporated the Kansas Standards into the following?

	Very often	Often	Sometimes	Occasionally	Not at all
New learning materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multi-way of questioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration between schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Across-grade collaborations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Across-subject collaborations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having students working independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using formative assessment processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering progressive learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering visible/critical thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

« Back

Continue »



75% completed

Principals' Survey on Implementing the Kansas Standards

Q13: More specifically, please indicate how often your ENGLISH Language Arts teachers have structured their classes to develop:

	Very often	Often	Sometimes	Occasionally	Not at all
Student-centered conversations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text-based arguments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text-based knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14: Please indicate how often your MATH teachers have structured their classes to foster students' abilities to:

	Very often	Often	Sometimes	Occasionally	Not at all
Connect math concepts across grade levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply math to real-world situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15: Please indicate how often have your HISTORY, Government, and Social Science (HGSS) teachers structured their classes to help students build:

	Very often	Often	Sometimes	Occasionally	Not at all
Student-centered conversations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text-based evidence to support a claim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connection between classes and the real world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16: Please indicate how often your SCIENCE teachers have structured their classes to foster students' abilities to:

	Very often	Often	Sometimes	Occasionally	Not at all
Act, reason, and communicate like scientists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate content across grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Principals' Survey on Implementing the Kansas Standards

Q17: On average, about how many hours per week are your teachers given for the following activities?

	0 Hour	1 Hour	2 Hours	3 Hours or above
Collaborative planning for aligning curriculum with the standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content-focused trainings for teaching 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 the instructional practices of the standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18: 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 than before
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 achievement	<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"/>

« Back

Continue »

91% completed

Principals' Survey on Implementing the Kansas Standards

Q19: Currently, what are the top three challenges to deepening the implementation of the standards in your school? (Please select no more than 3)

- ☐ Time to adapt instruction
- ☐ Information about the standards
- ☐ Formative assessment processes aligned to the standards
- ☐ Coaching, mentoring and high quality training
- ☐ Time for teachers to do collaborative planning
- ☐ Funding to support professional learning
- ☐ Aligned textbooks and materials
- ☐ District support
- ☐ Detailed guidelines on how to make instructional adjustments
- ☐ Instructional time to help all students really learn the standards
- ☐ A weak culture of collaboration among teachers
- ☐ There are no obstacles
- ☐ Other:

Q20: Overall, how would you describe your current level of implementation of the Kansas Standards?

1 2 3 4 5 6 7 8 9

Not Yet Implementing ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Fully Implementing

Q21: Please provide your district number below

Example: 101. For research purposes only. You will remain anonymous.

Q22: Please provide your school number below

Example: 1234. Optional but having the building number would help our analysis.



Principals' Survey on Implementing the Kansas Standards

Suggestions or comments (optional):

« Back

Submit

Never submit passwords through Google Forms.

100%: You made it.