



Arizona's Common Core Standards  
Implementation

**Teacher Survey Report**

**March 2013**



### Survey Overview

The Arizona Department of Education (ADE), in partnership with the Governor's Office of Education Innovation (GOEI) and Regional Centers, distributed a state-wide survey to **50,905** teachers regarding awareness, understanding, training/resources, and implementation of Arizona's Common Core Standards (ACCS). This survey was conducted to provide broad information on progress to this collective group—the Collaborative Education Partners (CEP)—in order to identify where and how (together) we can provide resources and training to Arizona's education community to facilitate successful implementation of ACCS.

It is the intent of CEP to administer two (2) surveys each school year (March and October), to gauge progress in training and implementation of Arizona's Common Core Standards. This survey yielded a **14.8%** response rate (**7,529** respondents).

This input will be invaluable in helping us focus our efforts to improve our support for Arizona's schools and students. To encourage candid feedback, survey results were returned to ADE strategic planning staff. IP addresses were neither collected nor stored. No specific information about school(s) was revealed to the three CEP agencies. This summary report of all responses has been developed for review by CEP.

### Data Collection Process

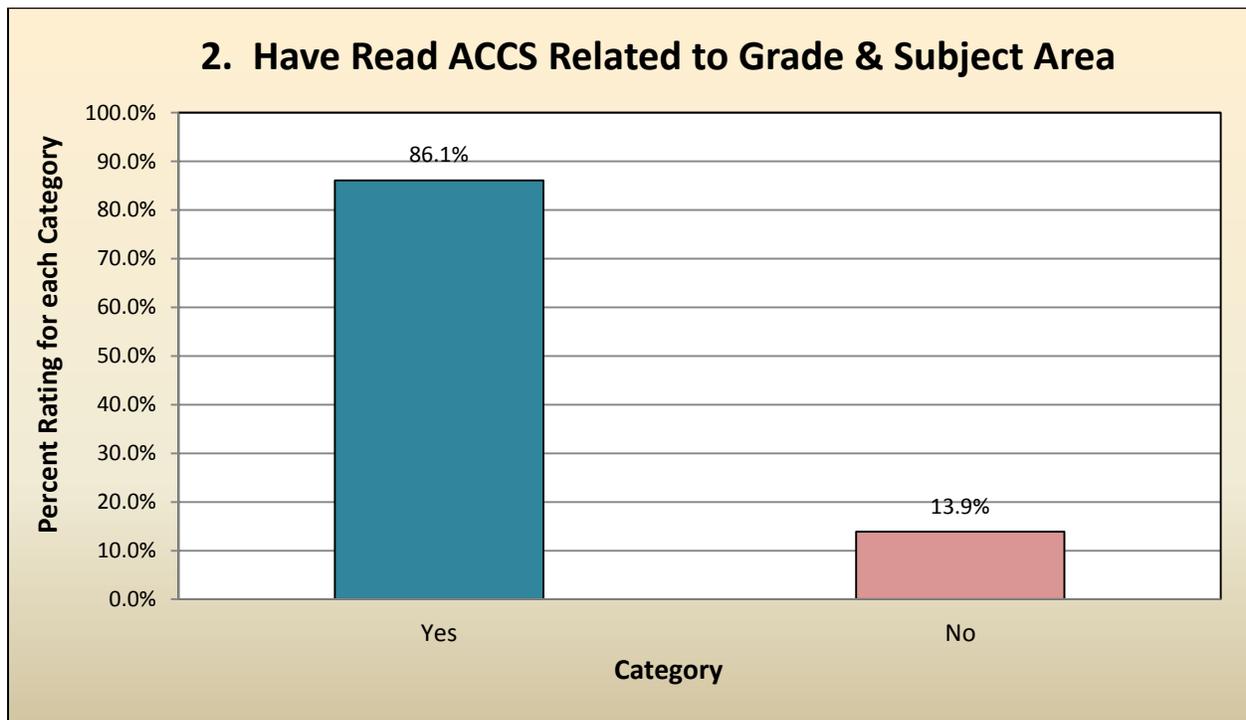
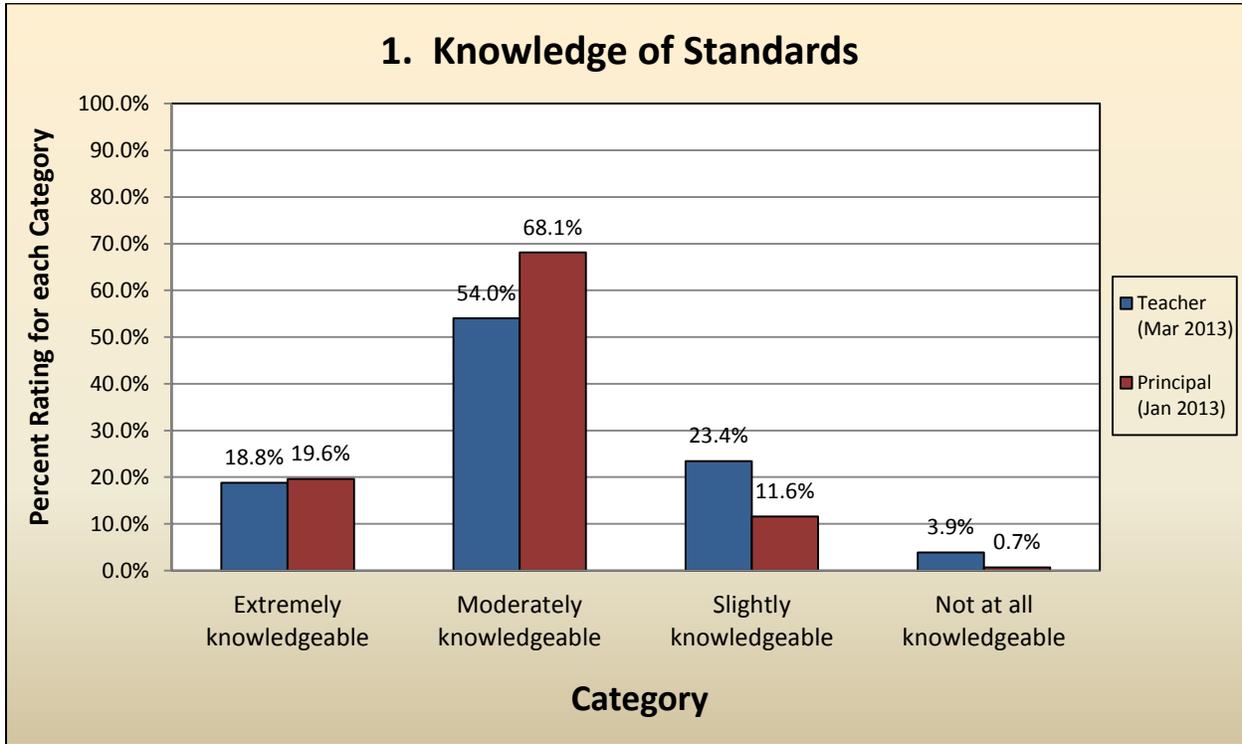
The data collection process for the March 2013 Teacher assessment entailed distribution of a confidential, online survey to all Arizona Teachers (**50,905** individuals). Based on feedback from respondents and CEP partners, the survey and process were amended to more effectively collect meaningful feedback. To that end, ACCS-related questions/items were included from guidelines provided by a collaborative effort that included Achieve, the U.S. Education Delivery Institute (EDI), and Education First. They were designed for voluntary use by state education agencies to create feedback loops for ACCS implementation efforts.

There were a total of twenty-four (24) items/questions in the survey: eight (8) questions related to understanding of the ACCS; ten (10) questions/items addressed the reach/scope of resources/training/implementation; one (1) question referenced the challenges of implementing ACCS; and five (5) items requested information on demographics (i.e. subject matter and grade taught), to help target areas needing support.

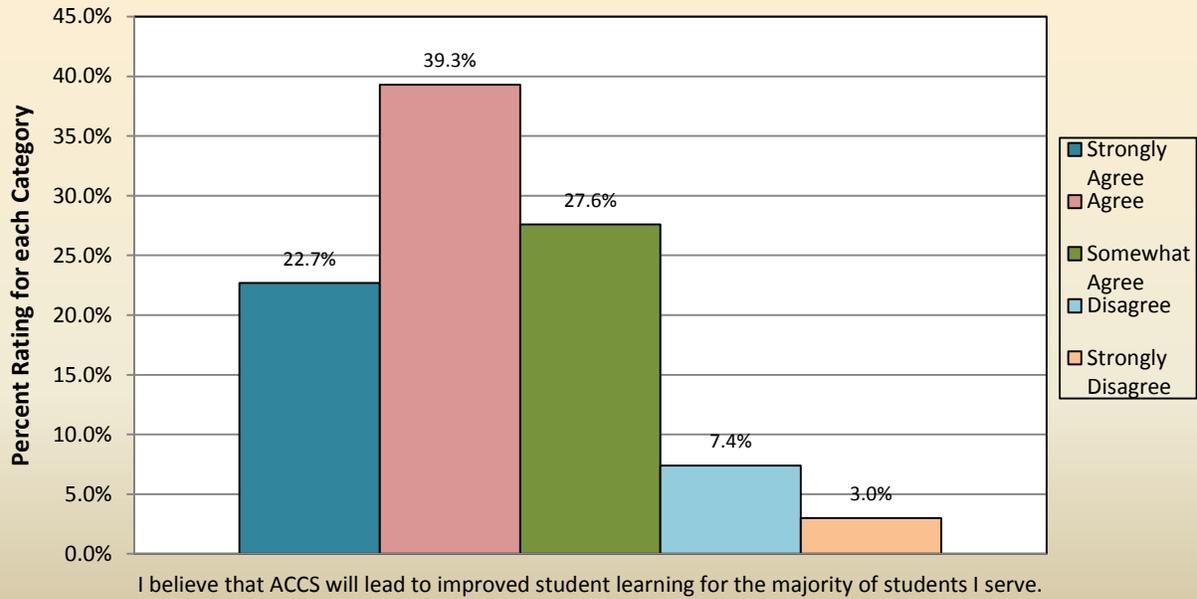
### Data Presentation

Charts provide summary results for state-wide responses to all items/questions. Where similar questions were asked, comparisons of responses for March 2013 Teacher and January 2013 Principal surveys are provided. A table beginning on **page 16** provides a breakdown of detailed responses (teacher only) by County.

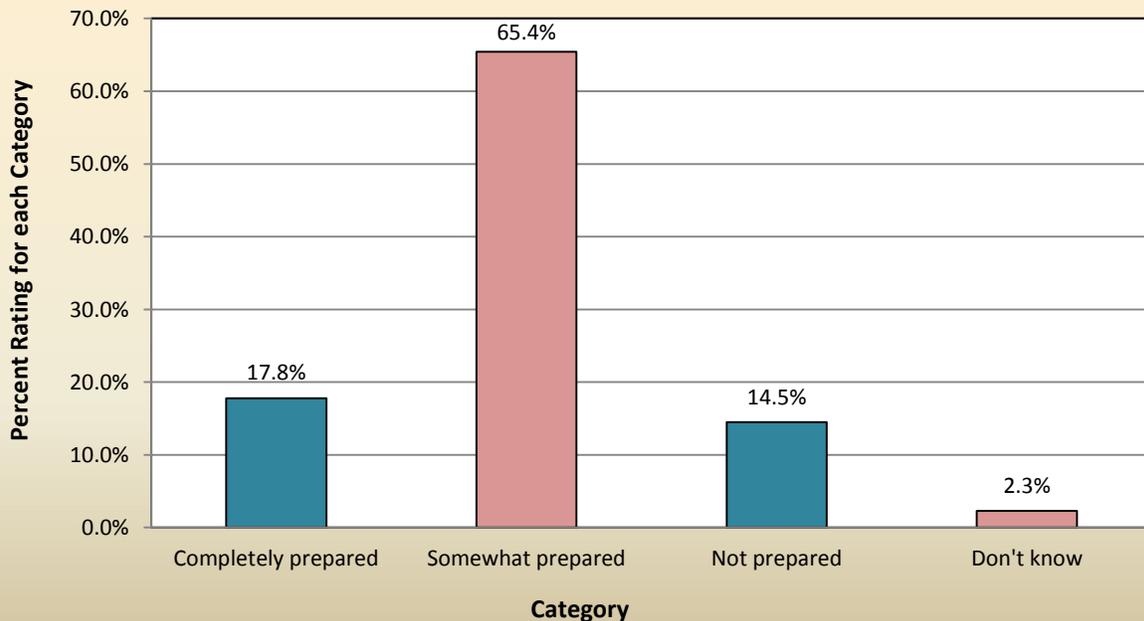
**Response Summaries:**



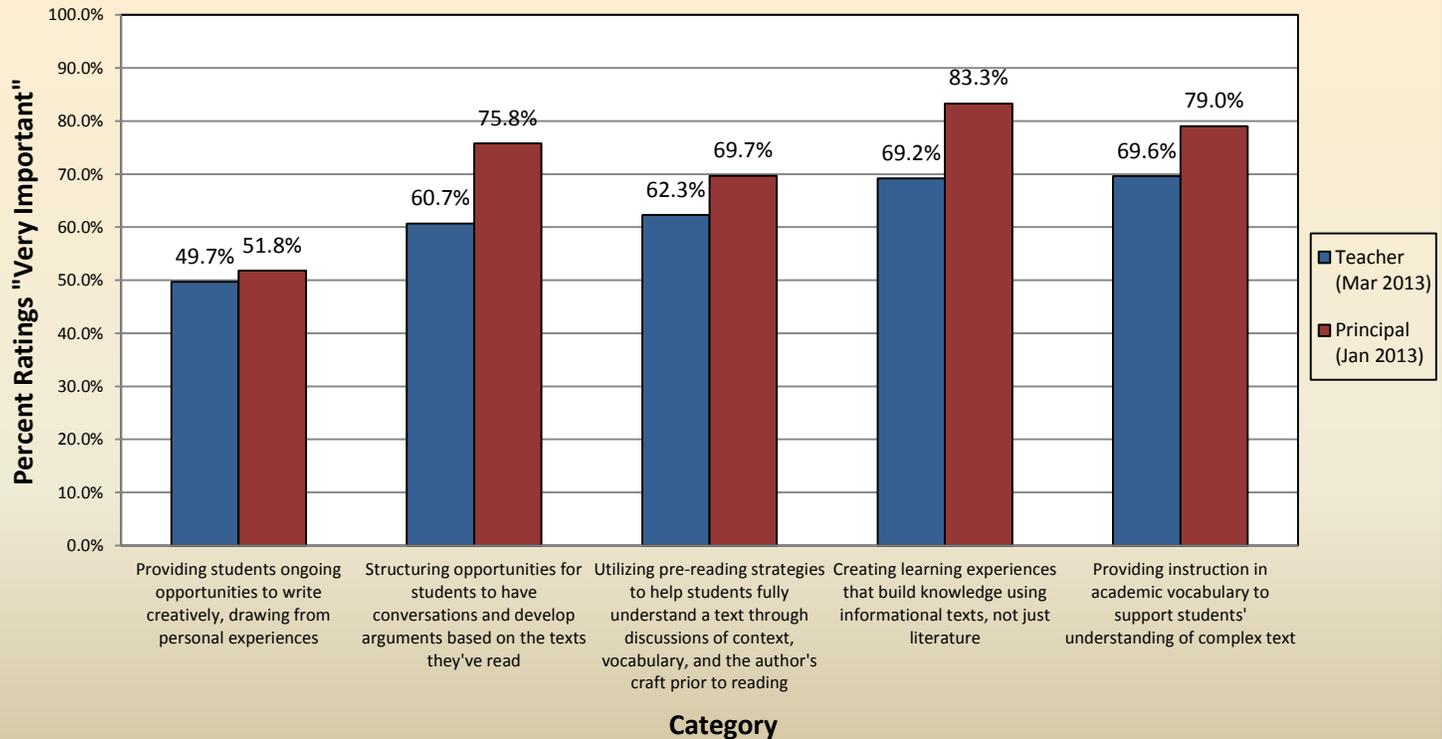
### 3. Perception of ACCS Impact on Student Learning



### 4. Perception of Preparedness Level to Teach ACCS

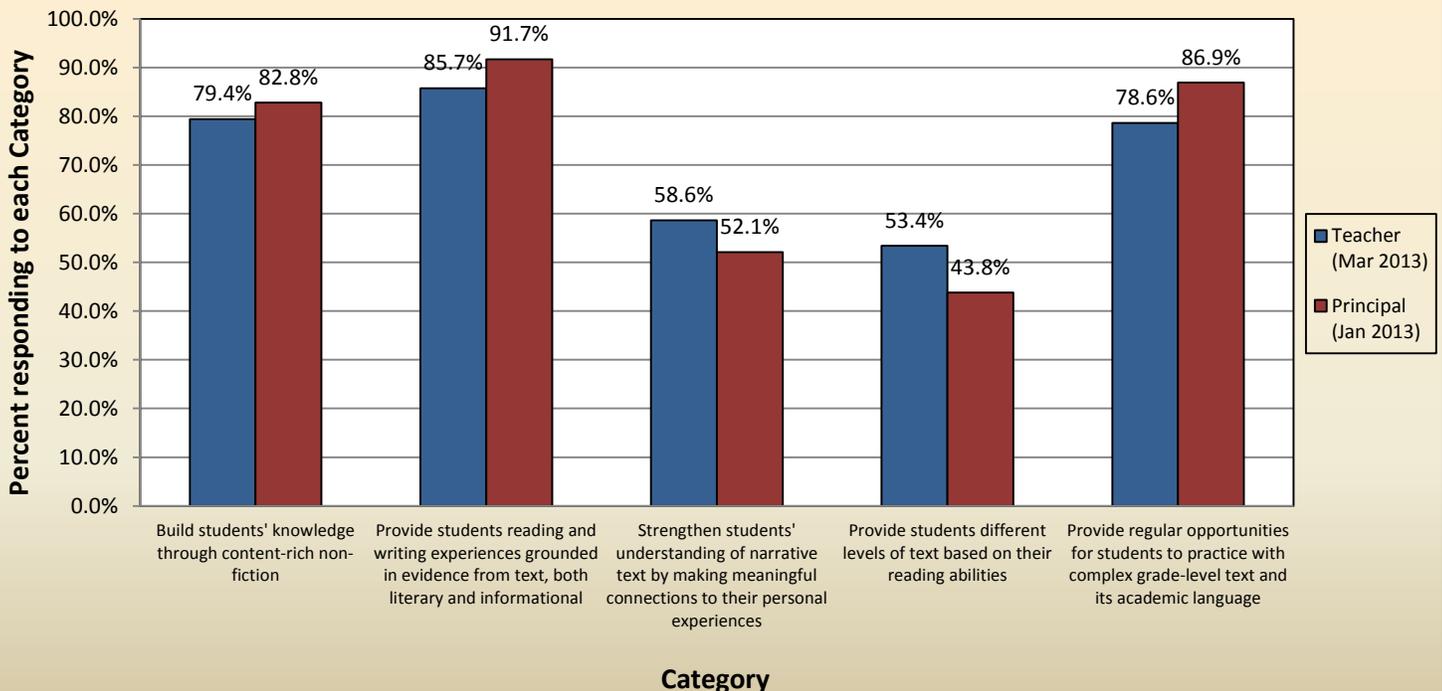


### 5. Importance of ELA Practices to Improving Student Learning\*



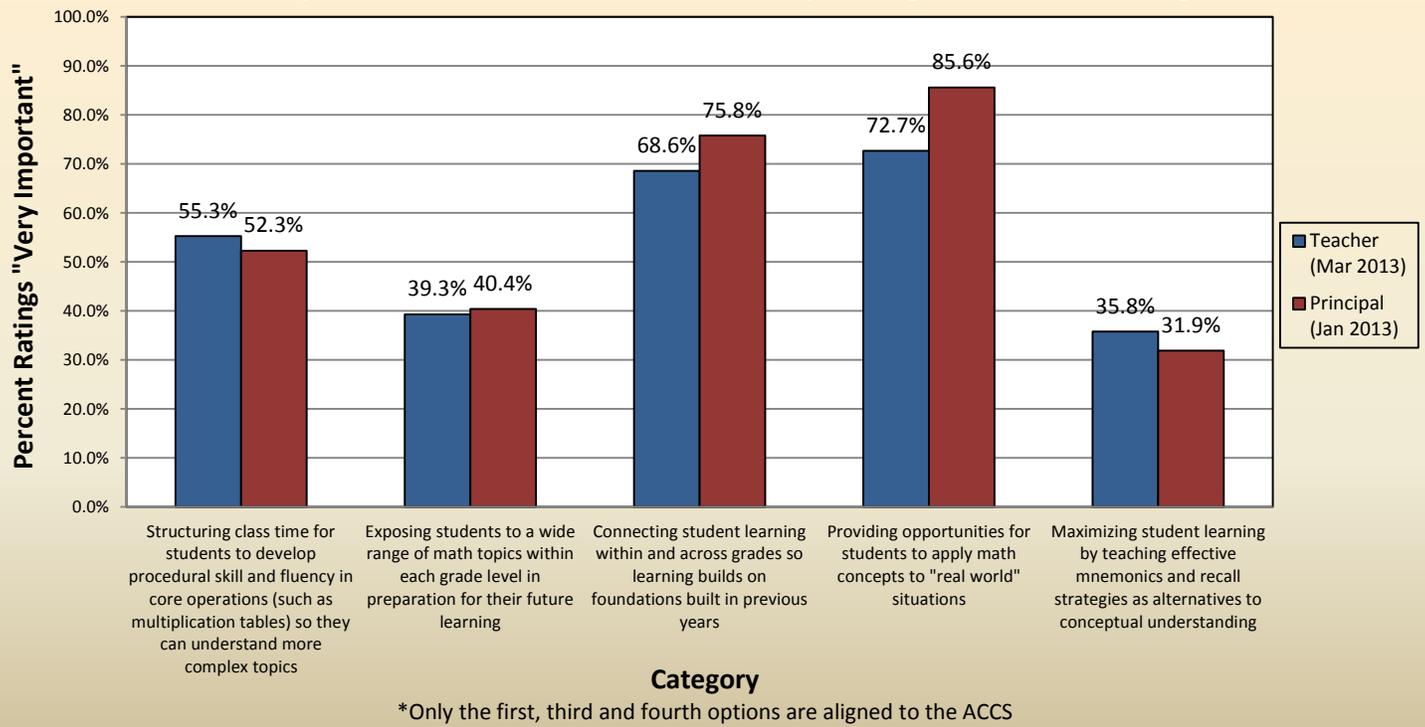
\*Only the second, fourth, and fifth options are aligned to the ACCS

### 6. Understanding of Central Shifts Required by the ACCS in ELA\*

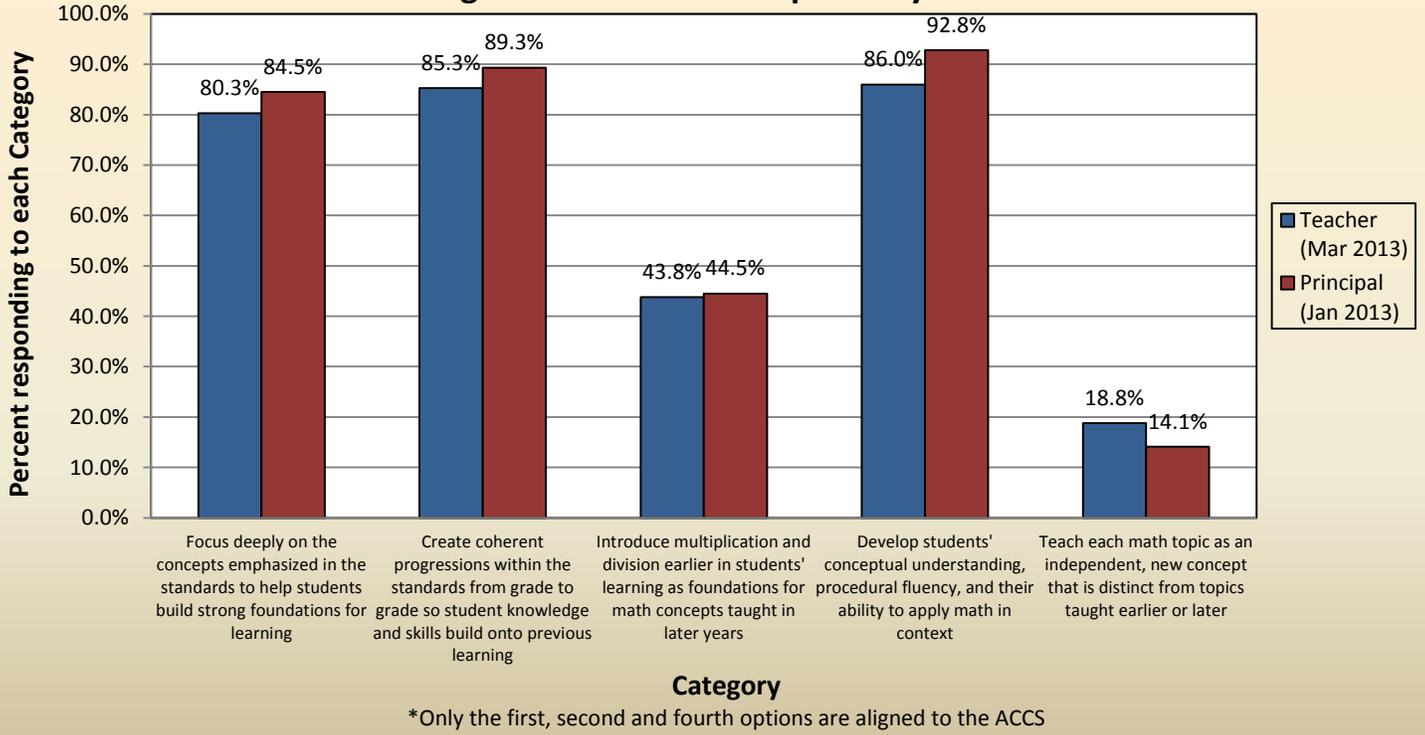


\*Only the first, second and fifth options are aligned to the ACCS

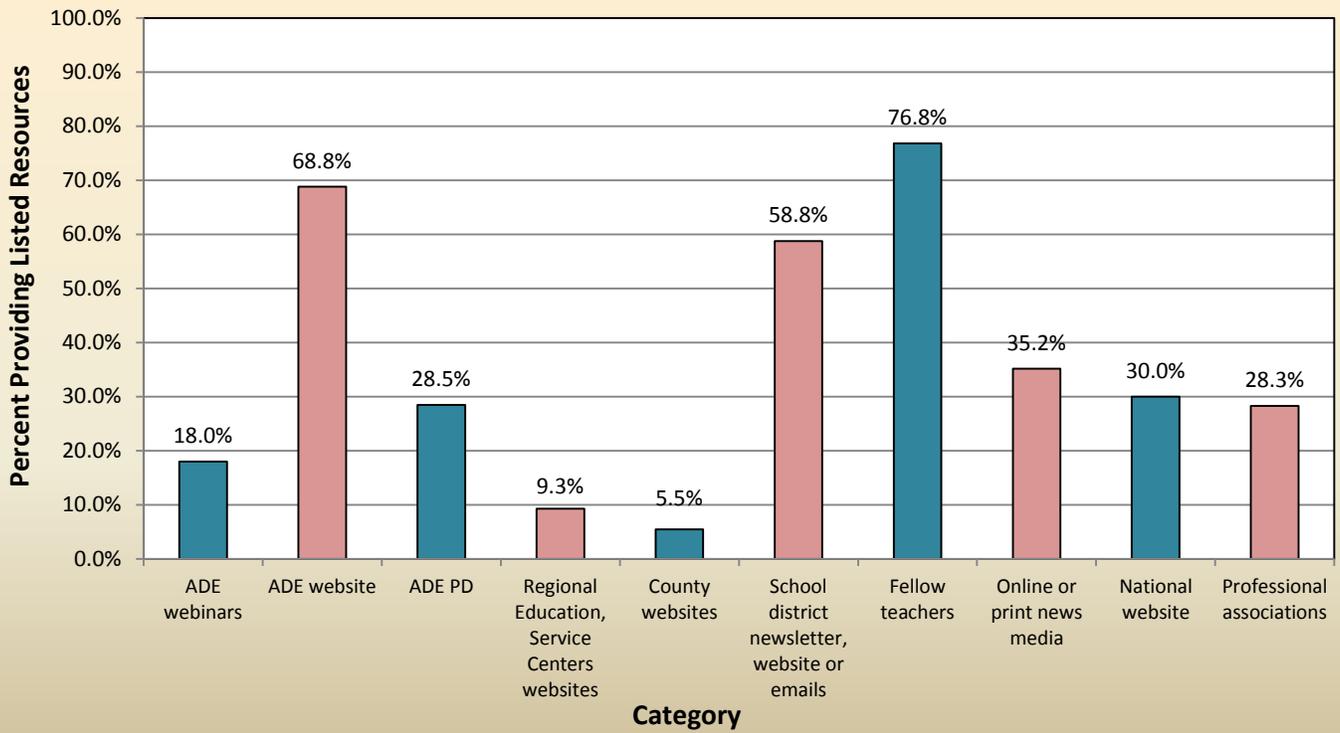
### 7. Importance of Math Practices to Improving Student Learning\*



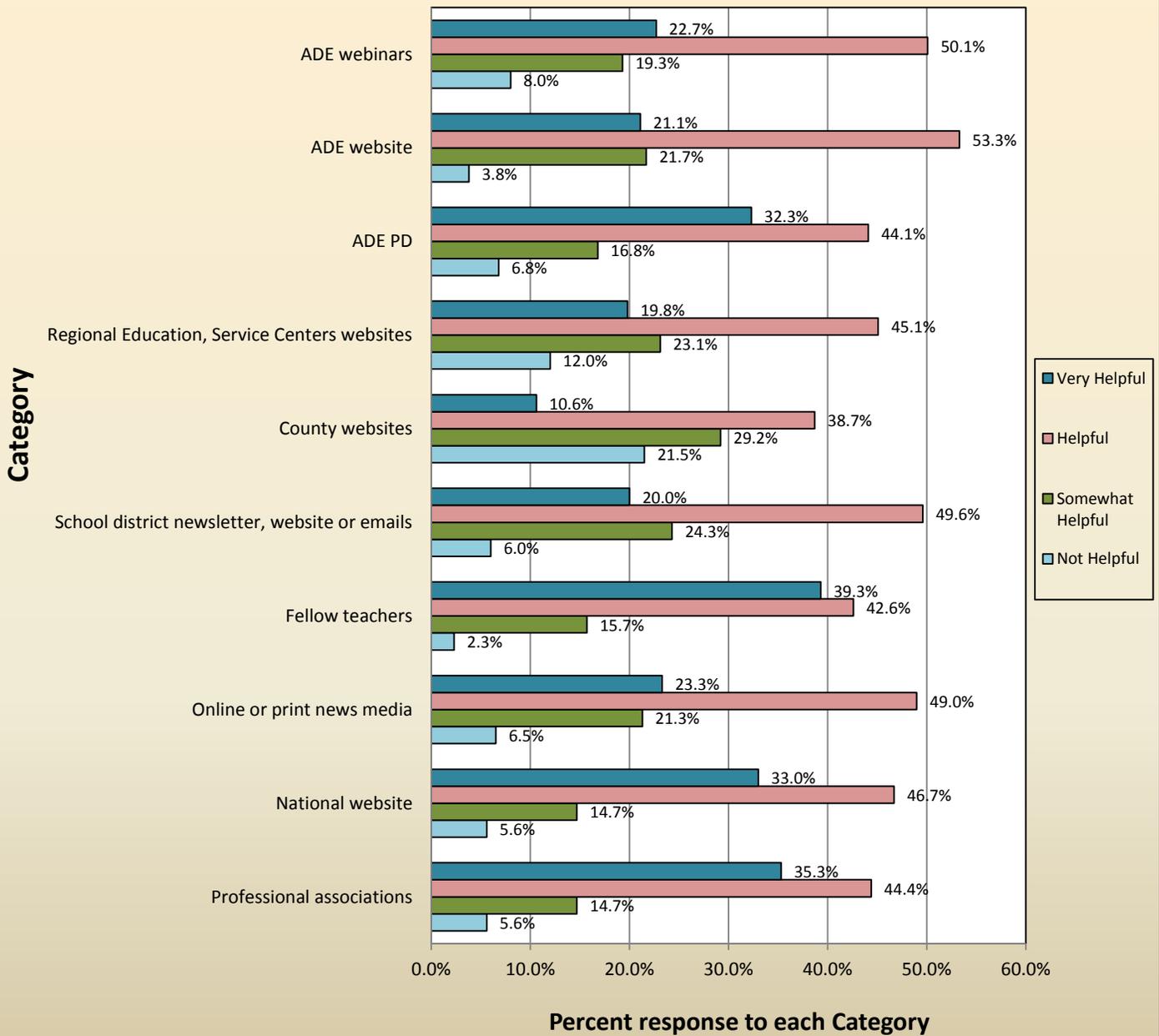
### 8. Understanding of Central Shifts Required by the ACCS in Math\*



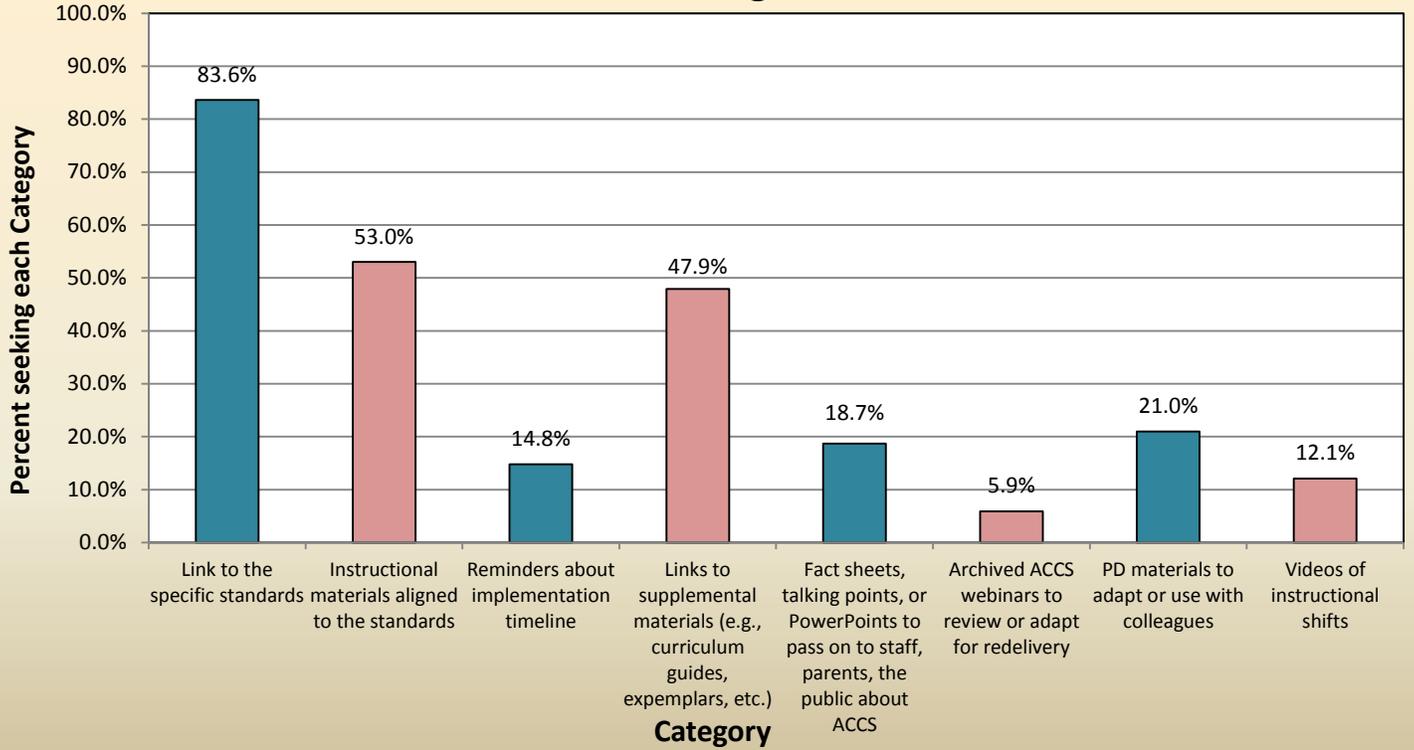
### 9. ACCS Implementation Resources Accessed by Teachers



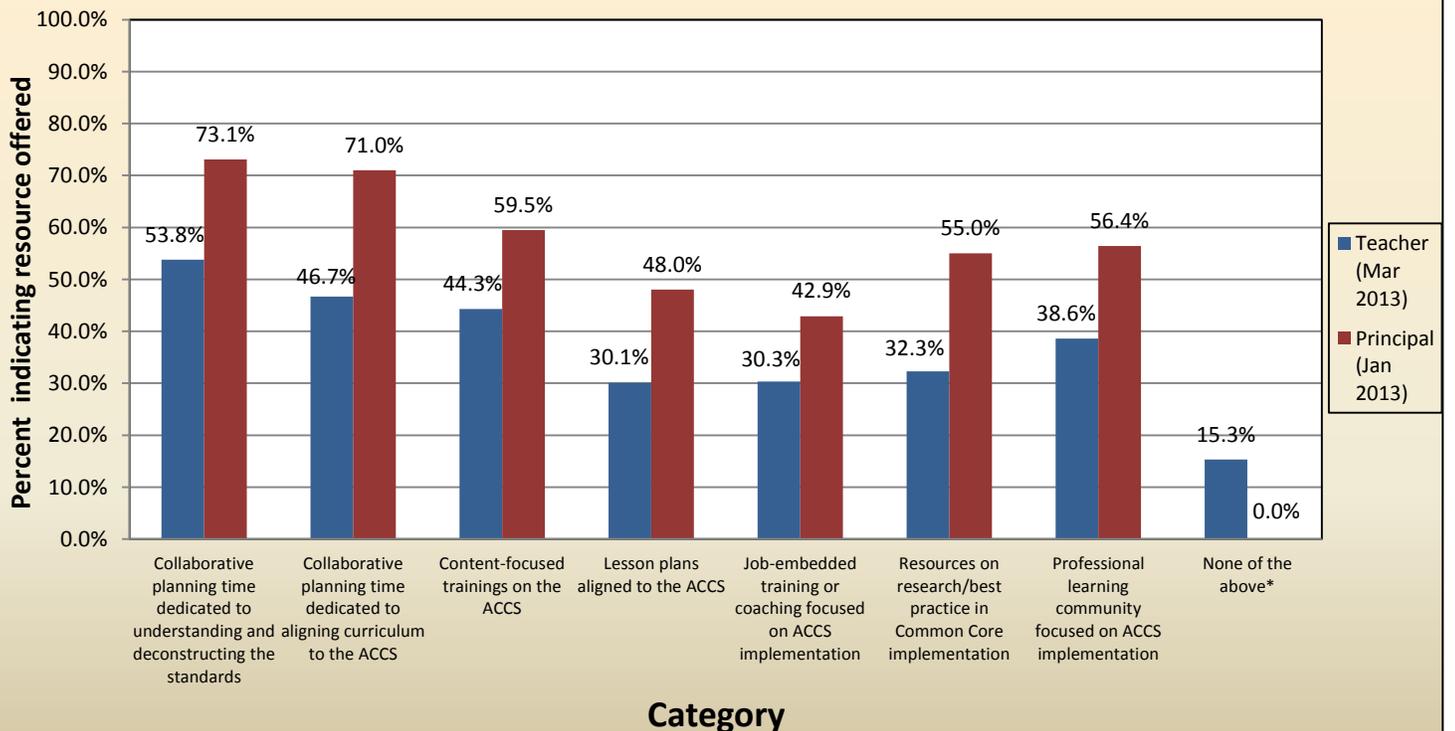
### 10. Perceived Quality of Accessed ACCS Implementation Resources



### 11. Information Sought on ADE Website

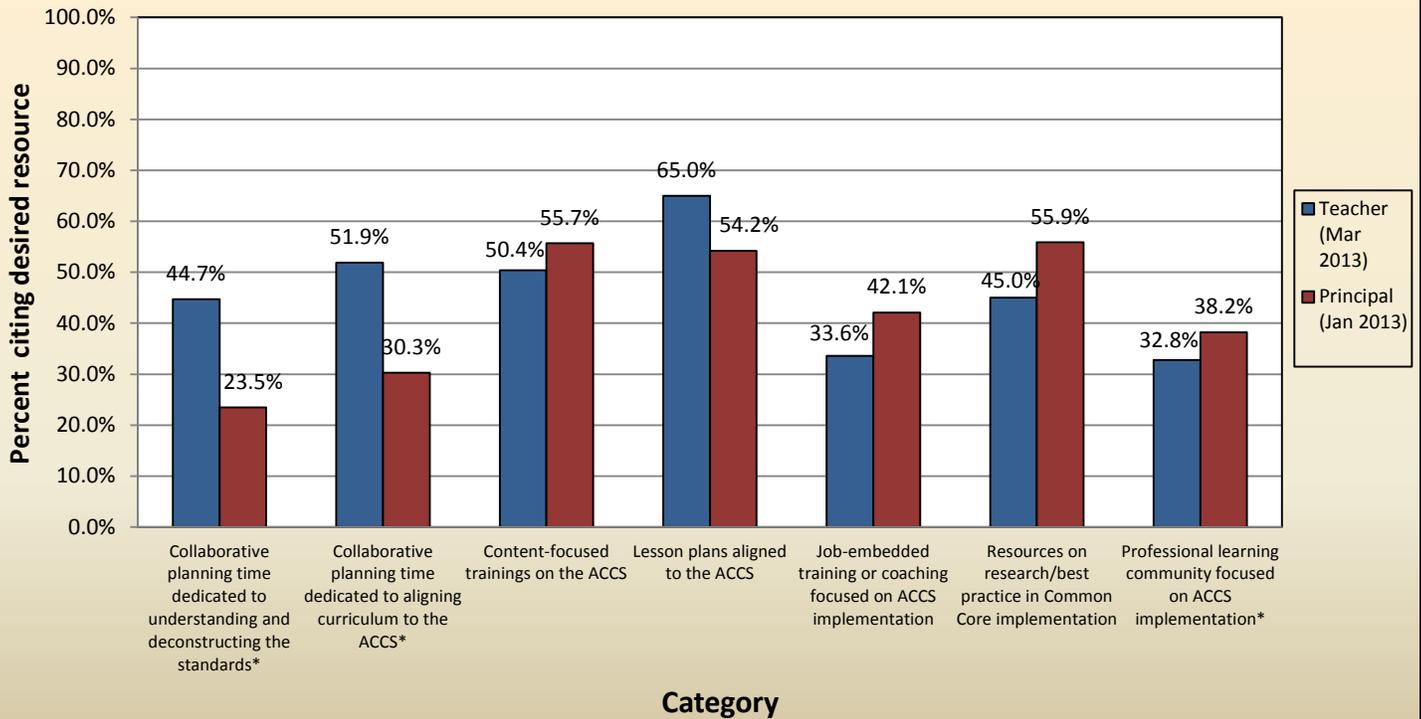


### 12. Resources Offered to Schools' Teachers



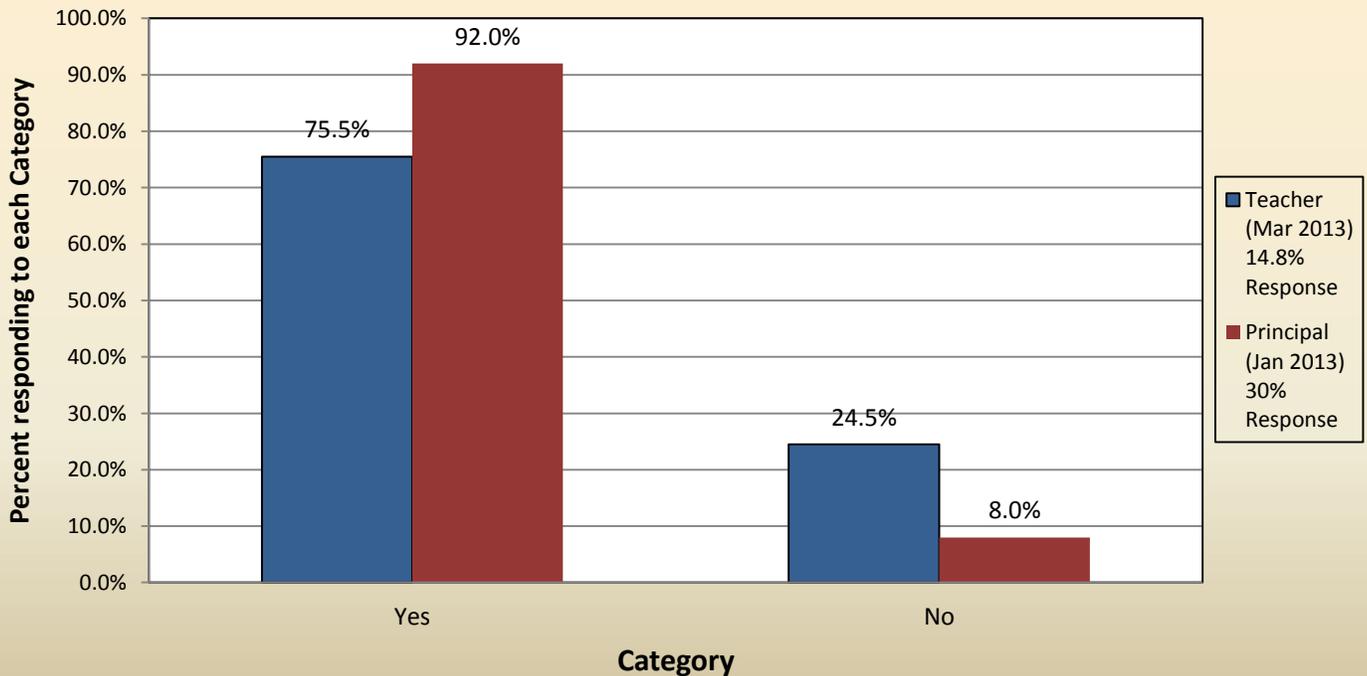
\*option not available on Jan 2013 Principal Survey

### 13. Desired ACCS Resources for School/District Levels

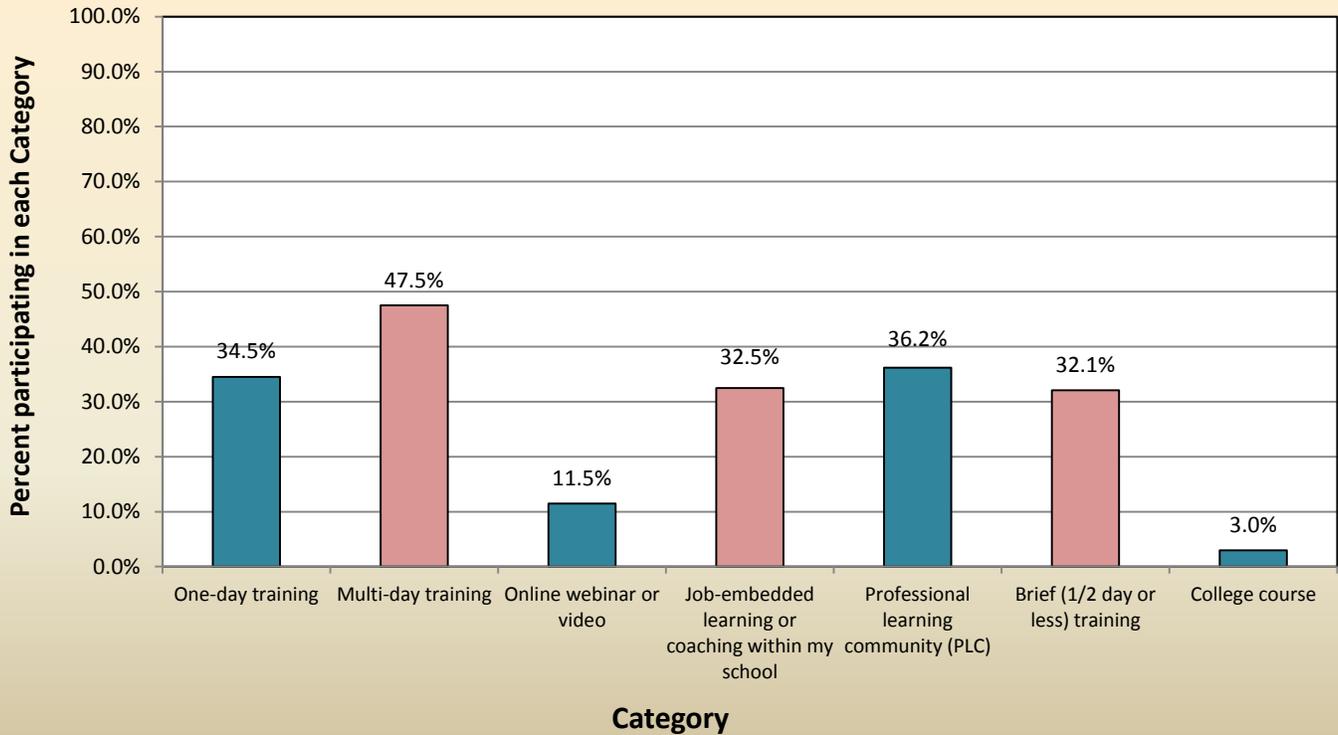


\*In Principal Survey, 1st, 2nd and last items begin with, "how to create; facilitate; develop & sustain," respectively

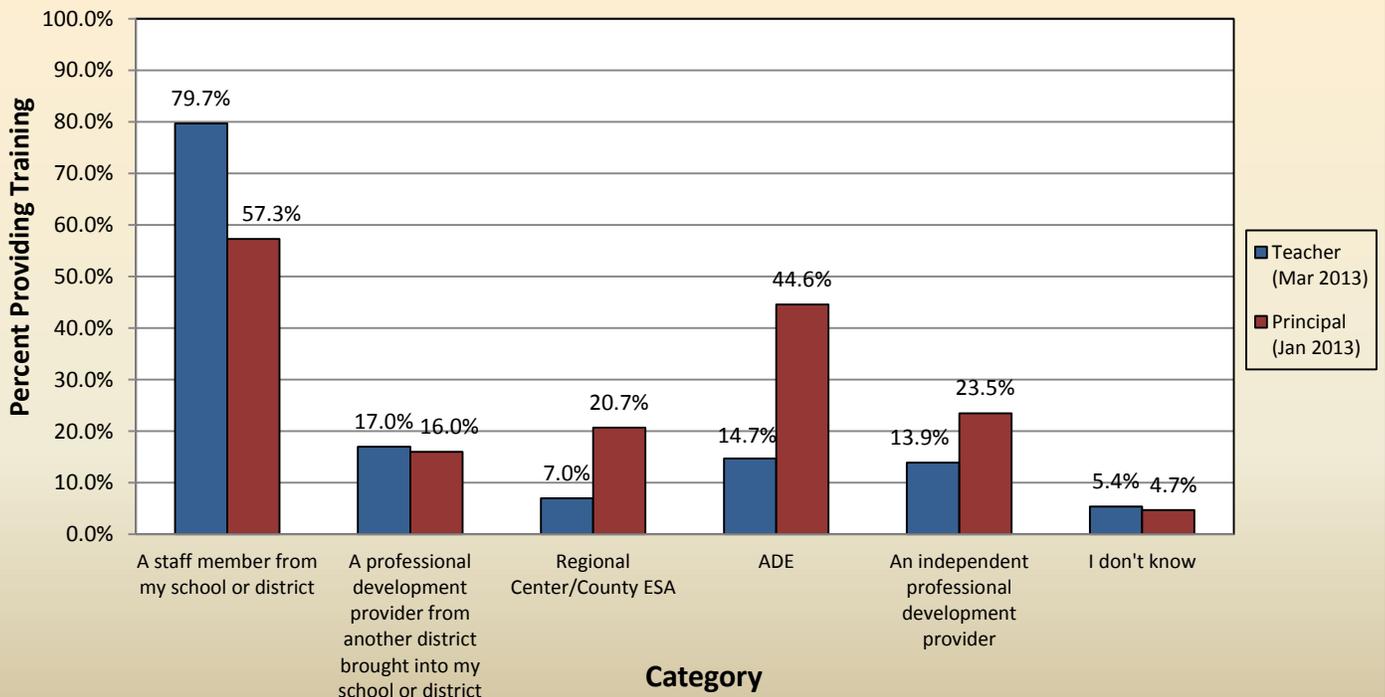
### 14. Participation in ACCS Training



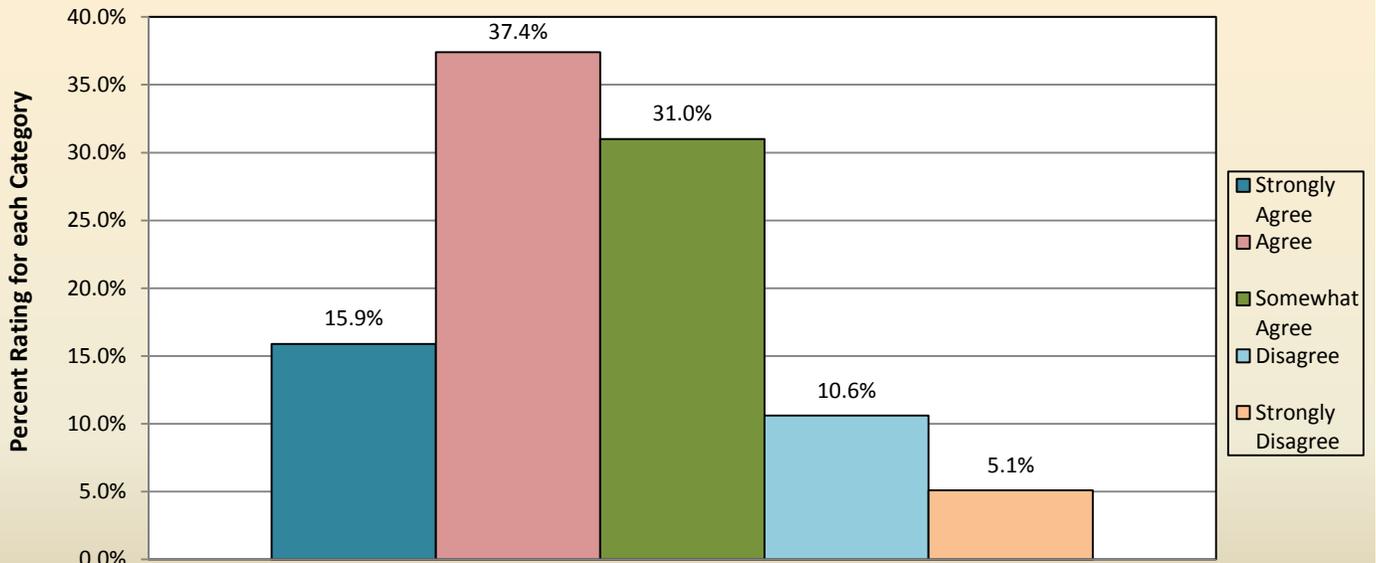
### 15. ACCS Development/Training Participation



### 16. ACCS Training Providers

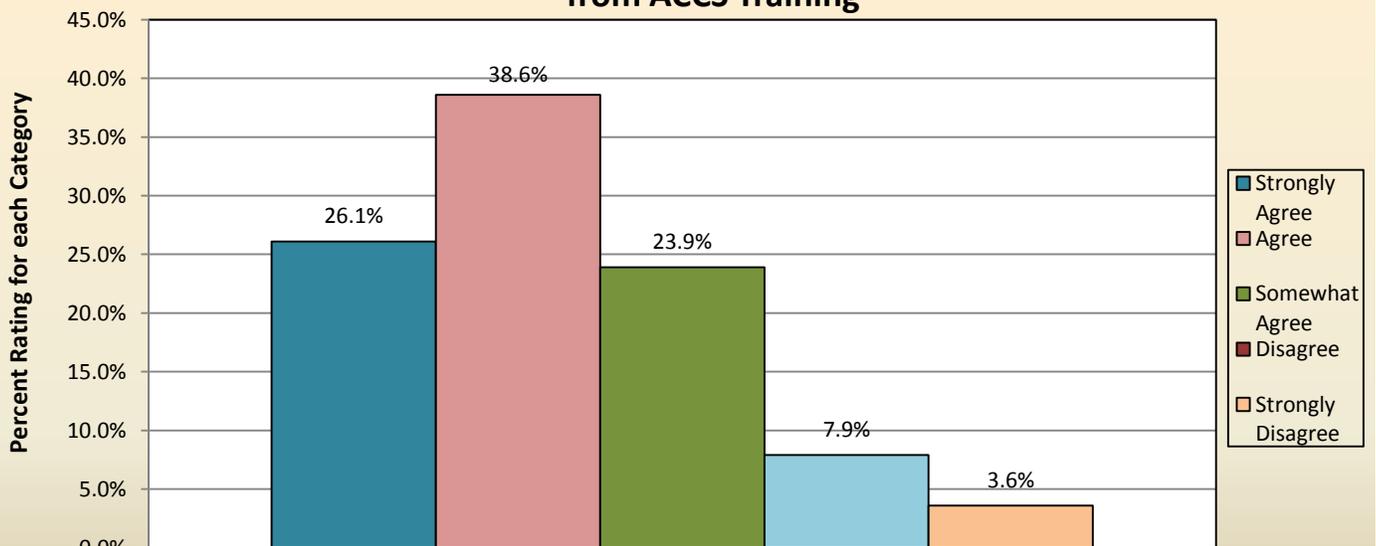


### 17. Perception Ratings of Training Received



In general, the ACCS training I have received has been of high quality. I have learned a great deal of information that has helped me improve my practice.

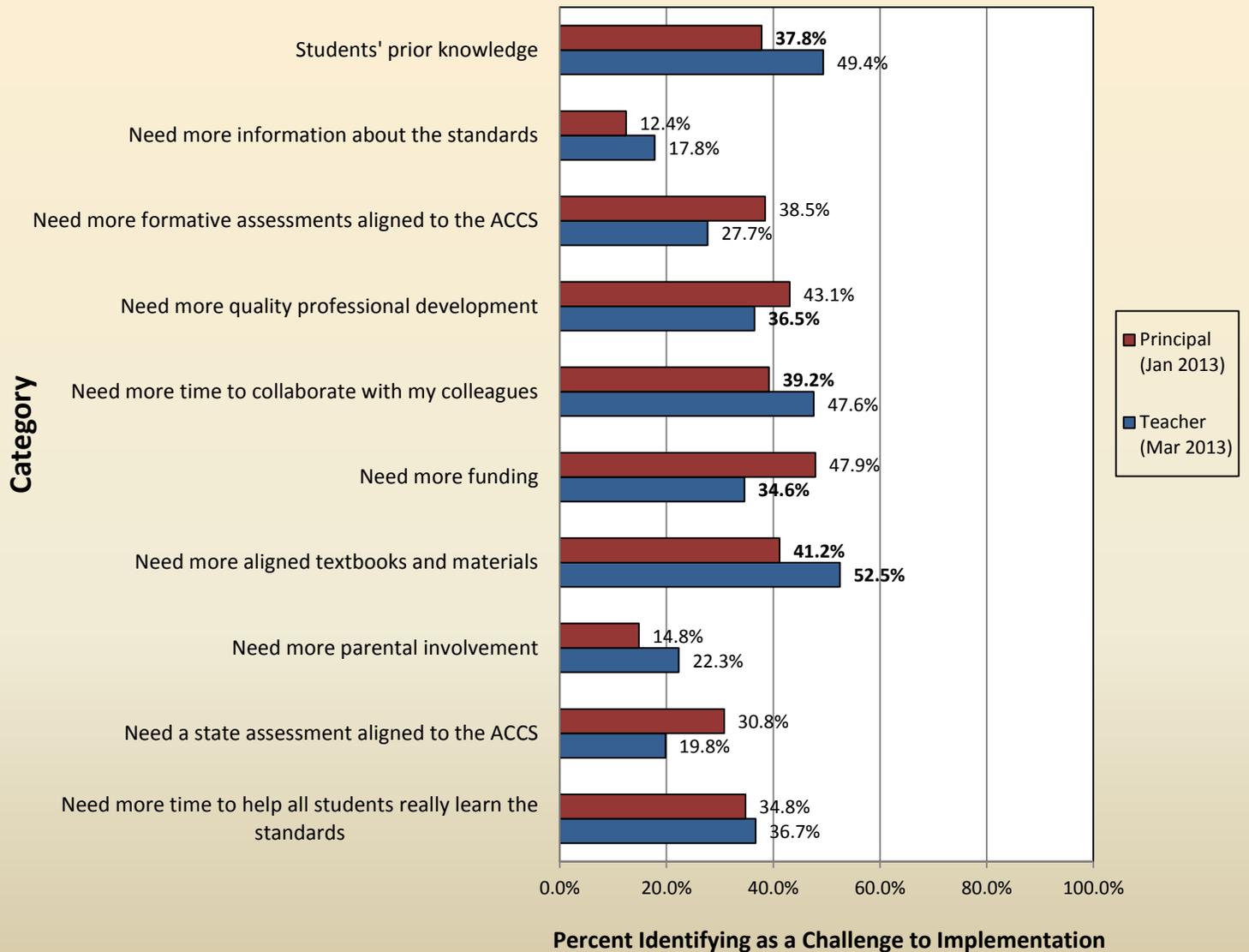
### 18. Perception of School-Level Support to Implement Learning from ACCS Training

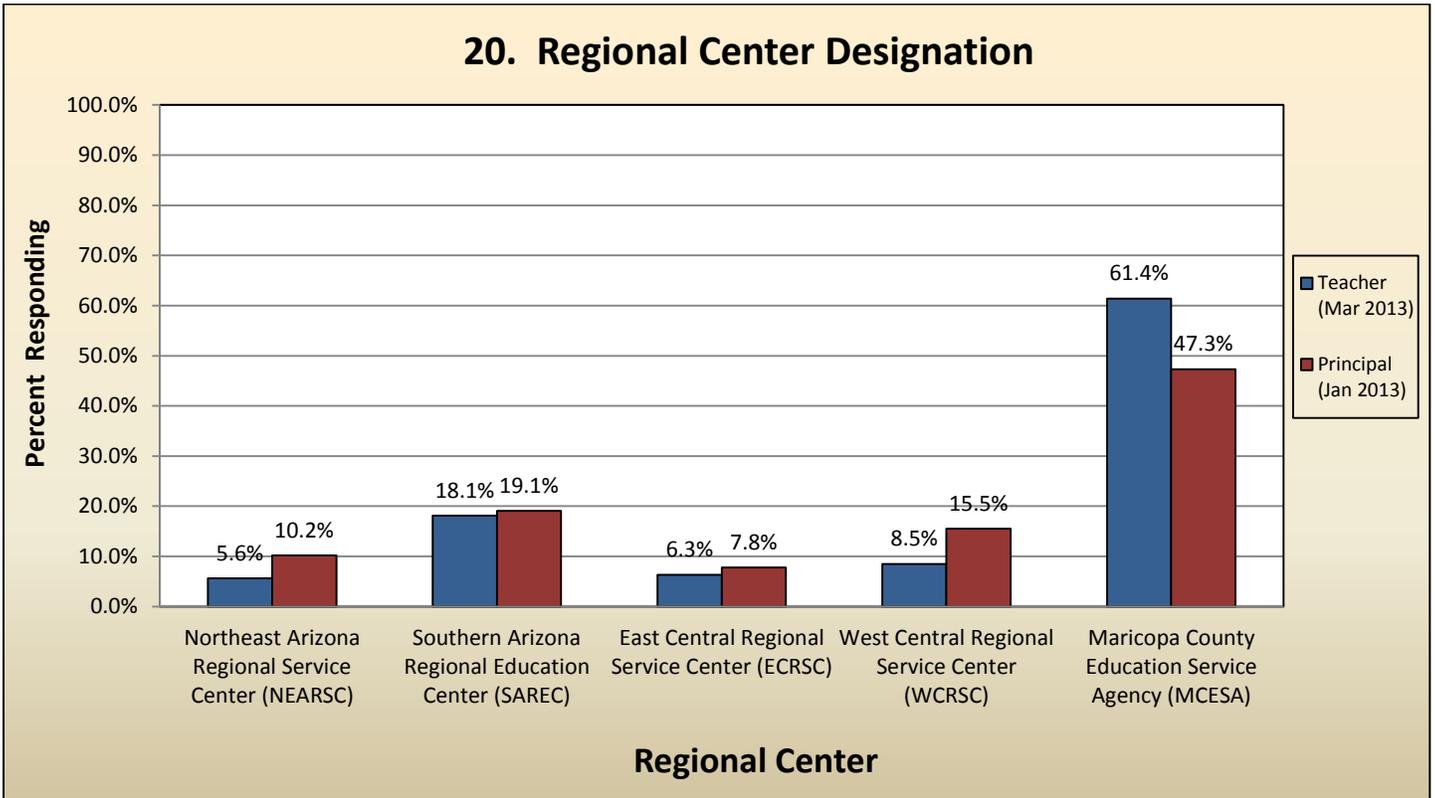


I have supportive leaders at my school to help me implement what I have learned in ACCS training sessions.

## 19. Top Three Challenges to Implementing ACCS in Schools/Districts

(Top three rated items for Teachers & Principals in **bold**)





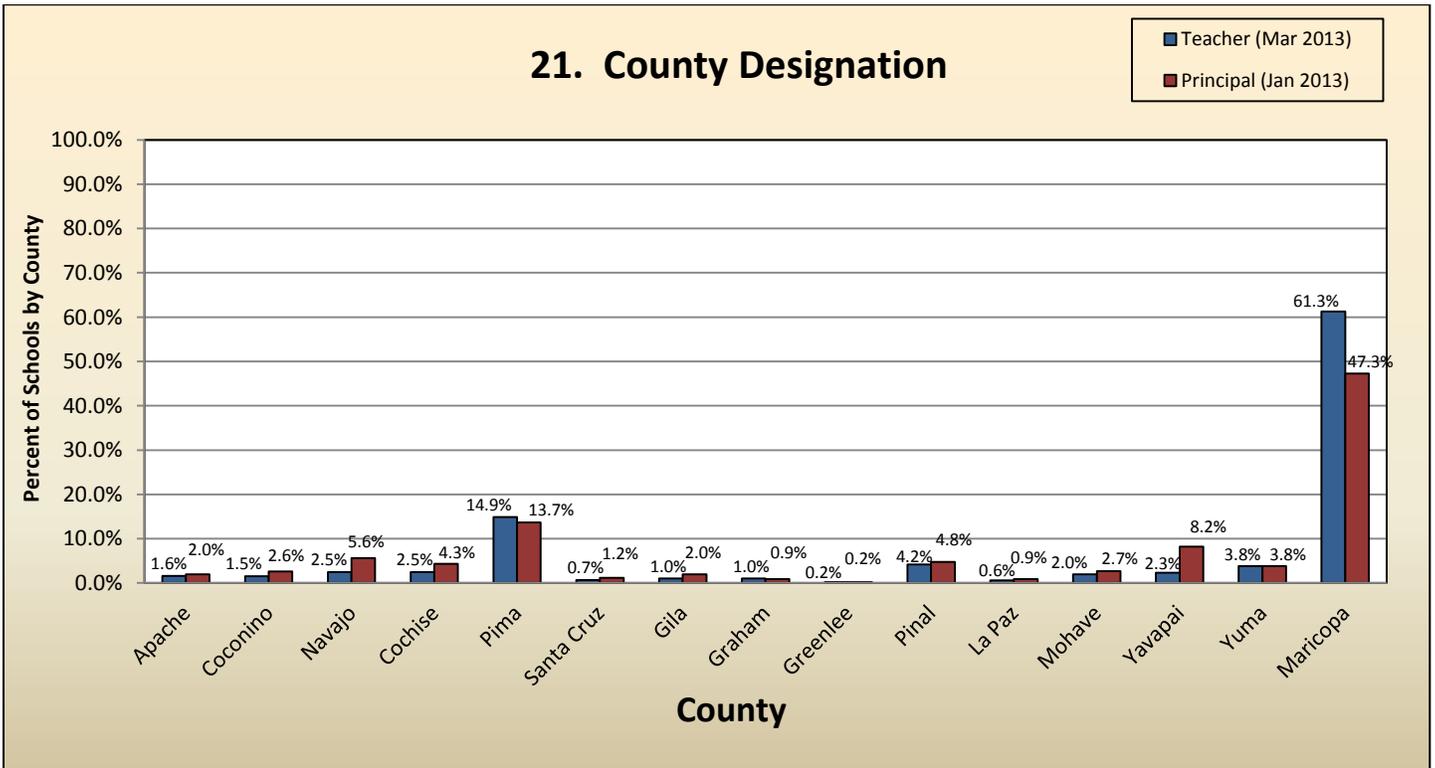
**NEARSC:** Apache, Coconino, Navajo

**SAREC:** Cochise, Pima, Santa Cruz

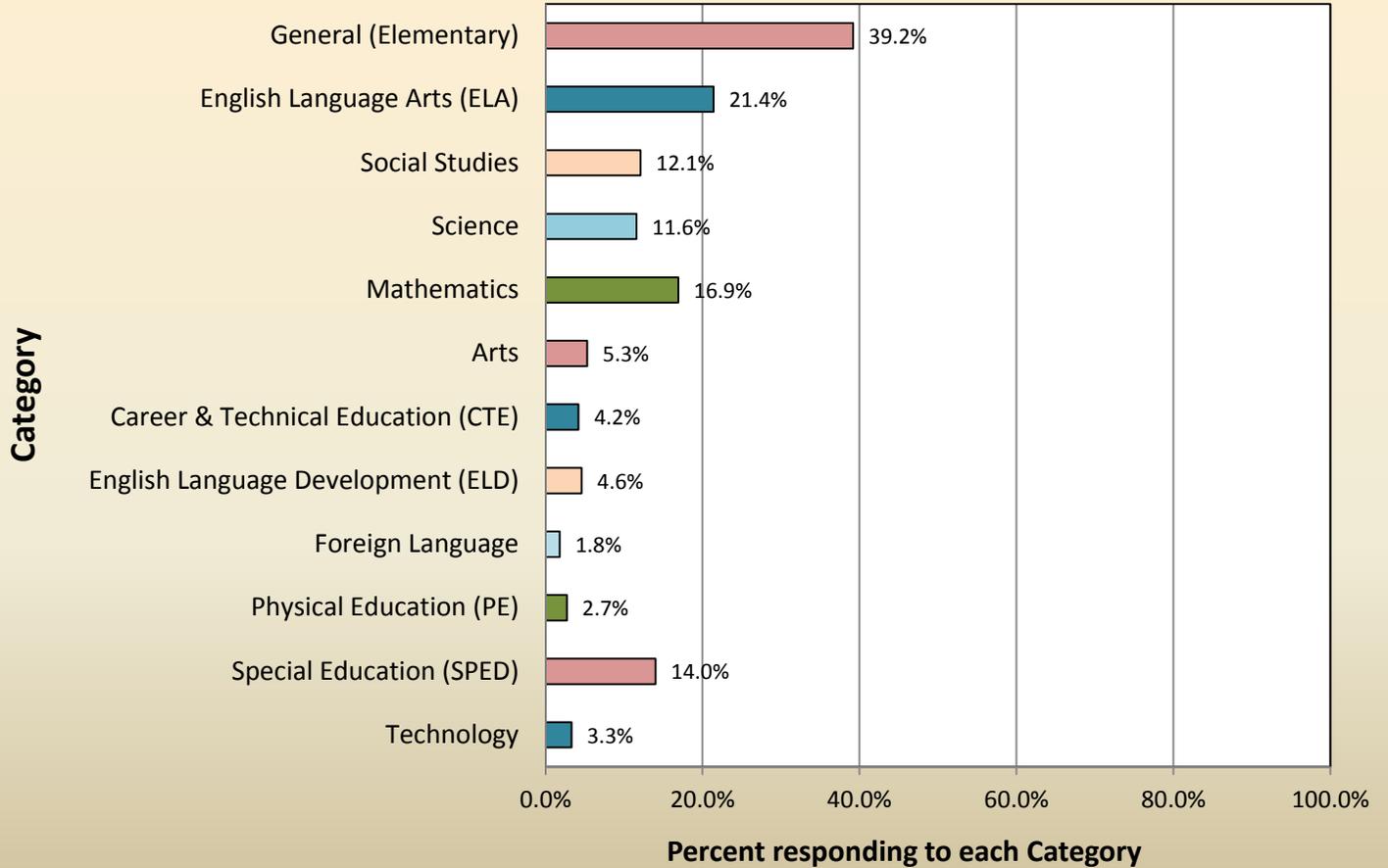
**ECRSC:** Gila, Graham, Greenlee, Pinal

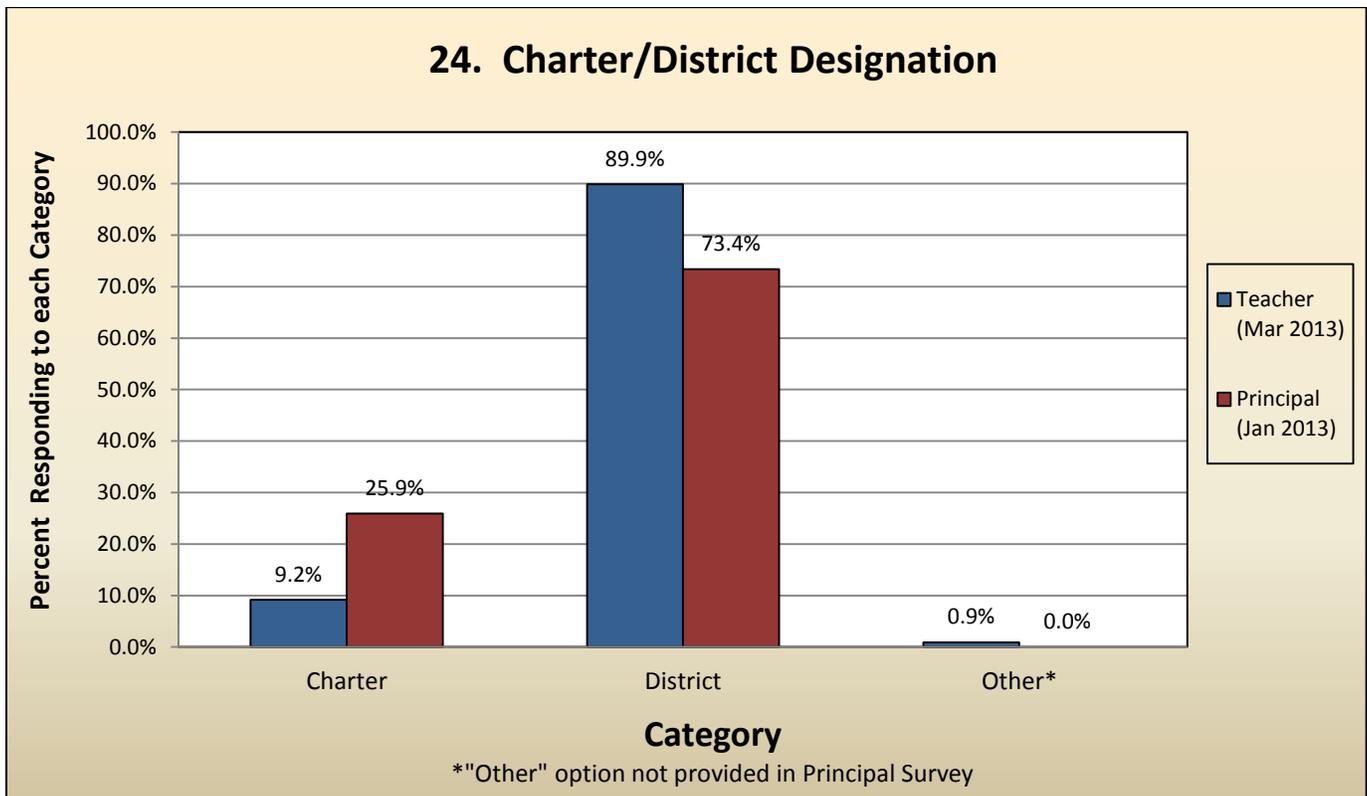
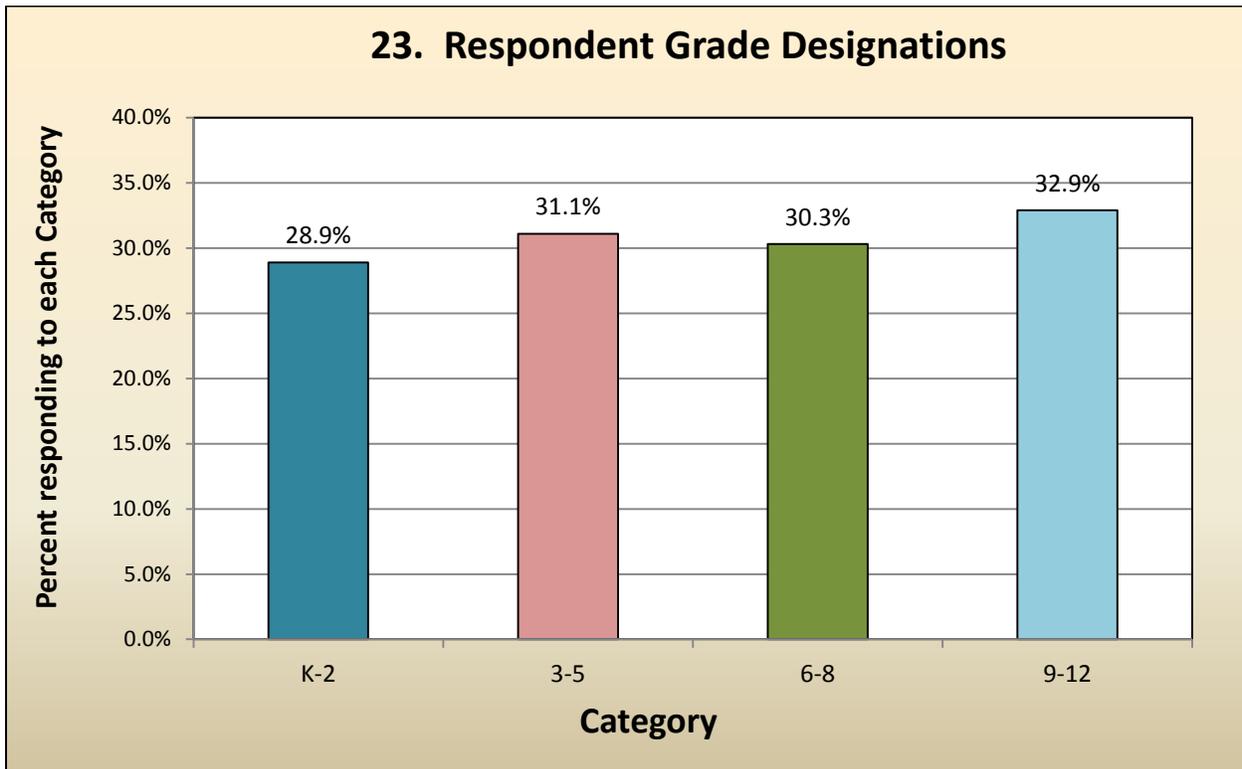
**WCRSC:** La Paz, Mohave, Yavapai, Yuma

**MCESA:** Maricopa



## 22. Area of Instruction





## Responses by County

Responses for Gila; Graham; Greenlee; Pinal; La Paz; Mohave; Yavapai; Yuma Counties begin on page 22.

Responses by County							
Question/Item	Apache	Coconino	Navajo	Cochise	Pima	Santa Cruz	Maricopa
<b>1. How much do you know about the standards you are being asked to teach?</b>							
Extremely knowledgeable	14.7%	16.5%	13.7%	15.3%	17.1%	16.3%	19.7%
Moderately knowledgeable	55.2%	59.6%	51.4%	61.7%	53.9%	63.3%	53.4%
Slightly knowledgeable	27.6%	19.3%	31.7%	21.3%	23.3%	16.3%	23.4%
Not at all knowledgeable	2.6%	4.6%	3.3%	1.6%	5.7%	4.1%	3.4%
<b>2. Have you read the ACCS that relate to your grade and subject area?</b>							
Yes	78.4%	86.2%	85.8%	88.5%	83.6%	87.8%	87.3%
No	21.6%	13.8%	14.2%	11.5%	16.4%	12.2%	12.7%
<b>3. I believe that ACCS will lead to improved student learning for the majority of students I serve.</b>							
Strongly Agree	19.8%	22%	15.8%	18.6%	23.8%	18.4%	23.4%
Agree	31.9%	40.4%	41.5%	44.8%	41.5%	55.1%	38.3%
Somewhat Agree	35.3%	26.6%	30.1%	25.7%	26.2%	18.4%	27.6%
Disagree	7.8%	8.3%	8.7%	8.2%	6.3%	8.2%	7.6%
Strongly Disagree	5.2%	2.8%	3.8%	2.7%	2.2%	0%	3.1%
<b>4. Please indicate your level of preparedness to teach ACCS.</b>							
Completely prepared	15.5%	18.3%	12.6%	19.7%	19.1%	18.4%	17.4%
Somewhat prepared	64.7%	67%	66.7%	68.3%	61.6%	69.4%	66.1%
Not prepared	16.4%	13.8%	17.5%	10.4%	16.5%	10.2%	14.5%
Don't know	3.4%	0.9%	3.3%	1.6%	2.8%	2%	2%
<b>5. Percent rating the following ELA practices "Very Important" to improving student learning:</b>							
Providing students ongoing opportunities to write creatively, drawing from personal experiences	52.6%	47.6%	55%	49.1%	53.2%	54.3%	48.5%
Structuring opportunities for students to have conversations and develop arguments based on the texts they've read	52.2%	59%	57.4%	55.8%	63.4%	54.3%	60.6%
Utilizing pre-reading strategies to help students fully understand a text through discussions of context, vocabulary, and the author's craft prior to reading	66.1%	59%	66.3%	56.6%	66.4%	54.3%	61.7%
Creating learning experiences that build knowledge using informational texts, not just literature	62.8%	68.6%	66.5%	66.9%	72.1%	68.9%	69.5%
Providing instruction in academic vocabulary to support students' understanding of complex text	70.5%	71.2%	74%	70.3%	72.3%	73.9%	69.1%

Responses by County (continued)							
Question/Item	Apache	Coconino	Navajo	Cochise	Pima	Santa Cruz	Maricopa
<b>6. Which of the following are the central shifts required by the ACCS in ELA?</b>							
Build students' knowledge through content-rich non-fiction	71.4%	77.9%	76.7%	83.1%	79.2%	76.2%	80.2%
Provide students reading and writing experiences grounded in evidence from text, both literary and informational	82.9%	84.2%	84.9%	82.5%	87.9%	83.3%	85.5%
Strengthen students' understanding of narrative text by making meaningful connections to their personal experiences	66.7%	51.6%	62.3%	50.6%	56.9%	61.9%	57.6%
Provide students different levels of text based on their reading abilities	59%	53.7%	52.7%	49.4%	56.9%	47.6%	52%
Provide regular opportunities for students to practice with complex grade-level text and its academic language	74.3%	85.3%	76%	73.4%	76.4%	78.6%	79.4%
<b>7. Percent rating the following Math practices "Very Important" to improving student learning:</b>							
Structuring class time for students to develop procedural skill and fluency in core operations (such as multiplication tables) so they can understand more complex topics	62.8%	49.4%	63.1%	56.8%	54%	62.5%	54.3%
Exposing students to a wide range of math topics within each grade level in preparation for their future learning	51.6%	34.5%	49%	39.5%	38.5%	46.2%	38.2%
Connecting student learning within and across grades so learning builds on foundations built in previous years	72.3%	64%	71.4%	72.8%	67.6%	70%	68.6%
Providing opportunities for students to apply math concepts to "real world" situations	71%	71.8%	75.7%	70.1%	72.7%	77.5%	73%
Maximizing student learning by teaching effective mnemonics and recall strategies as alternatives to conceptual understanding	51.6%	36.9%	44.2%	31.7%	31%	47.5%	35.1%
<b>8. Which of the following are the central shifts required by the ACCS in Math?</b>							
Focus deeply on the concepts emphasized in the standards to help students build strong foundations for learning	72.8%	74.7%	72.7%	82.3%	81.2%	82.1%	80.6%
Create coherent progressions within the standards from grade to grade so student knowledge and skills build onto previous learning	83.7%	80.7%	84.9%	83%	82.9%	87.2%	85.6%
Introduce multiplication and division earlier in students' learning as foundations for math concepts taught in later years	56.5%	36.1%	42.4%	44.7%	45.3%	59%	43.1%
Develop students' conceptual understanding, procedural fluency, and their ability to apply math in context	83.7%	88%	86.3%	85.1%	86.7%	89.7%	85.8%
Teach each math topic as an independent, new concept that is distinct from topics taught earlier or later	33.7%	18.1%	19.4%	24.8%	17%	23.1%	18.5%

Responses by County (continued)							
Question/Item	Apache	Coconino	Navajo	Cochise	Pima	Santa Cruz	Maricopa
<b>9. Please indicate which of the following resources about ACCS implementation you have accessed.</b>							
ADE webinars	26.7%	19.3%	29.5%	19.1%	16.1%	30.6%	16.5%
ADE website	71.6%	75.2%	72.7%	78.1%	71.1%	51%	66.9%
ADE professional development	47.4%	60.6%	43.7%	42.1%	26%	44.9%	24.3%
Regional Education/Service Centers websites	12.1%	8.3%	14.2%	13.1%	11%	6.1%	7.7%
County websites	9.5%	14.7%	10.4%	12.6%	4.6%	2%	3.6%
School district newsletter, website or emails	41.4%	46.8%	53%	51.4%	56.9%	46.9%	62.8%
Fellow teachers	68.1%	72.5%	64.5%	77%	75.4 %	69.4%	78.8%
Online or print news media	33.6%	30.3%	34.4%	37.2%	32.7 %	30.6%	36.2%
National website	18.1%	24.8%	18.6%	25.7%	28.2 %	20.4%	32%
Professional associations	23.3%	22%	27.9%	28.4%	30.5 %	30.6%	28.2%
<b>10. Percent of resources rated "Very Helpful:</b>							
ADE webinars	31%	14%	22.9%	31.1%	21.7%	38.1%	20.6%
ADE website	30.7%	18.6%	22.1%	32.2%	21.5%	27.6%	20.1%
ADE Professional Development	39.1%	31.5%	36.6%	51.1%	35.1%	34.8%	28.9%
Regional Education/Service Centers websites	22.2%	16%	25%	21.4%	24%	30%	17.3%
County websites	17.2%	12.1%	12.5%	10%	7.1%	28.6%	9.9%
School district newsletter, website or emails	22.4%	17.2%	22.9%	18.9%	23.4%	18.5%	19.7%
Fellow teachers	28.1%	45.1%	39.7%	42.7%	40.4%	50%	39.4%
Online or print news media	16.7%	14.6%	25.4%	22.1%	22.1%	23.5%	23.6%
National website	26.8%	16.7%	33.3%	40%	33.8%	21.4%	33.6%
Professional associations	29.8%	29.4%	36.2%	35.5%	40.8%	40%	34.1%
<b>11. Information sought on ADE website:</b>							
Link to the specific standards	89.5%	78.5%	81.8%	78.3%	86.6%	80.5%	83.3%
Instructional materials aligned to the standards	58.9%	51.6%	53.2%	54.8%	52%	51.2%	53.5%
Reminders about implementation timeline	20%	16.1%	18.2%	10.8%	17.3%	17.1%	13.7%
Links to supplemental materials (e.g., curriculum guides, exemplars, etc.)	54.7%	48.4%	45.5%	52.2%	47%	48.8%	47.7%
Fact sheets, talking points, or Power Points to pass on to staff, parents, the public about ACCS	21.1%	18.3%	18.8%	20.4%	17.7%	29.3%	18.2%
Archived ACCS webinars to review or adapt for redelivery	6.3%	5.4%	9.1%	6.4%	5.3%	7.3%	5.4%
PD materials to adapt or use with colleagues	30.5%	24.7%	26%	25.5%	20.3%	26.8%	20%
Videos of instructional shifts	20%	6.5%	11.7%	15.9%	12%	12.2%	11.4%
<b>12. Resources offered to schools' teachers:</b>							
Collaborative planning time dedicated to understanding and deconstructing the standards	37.9%	51.4%	47.5%	48.1%	48.6%	49%	56.9%
Collaborative planning time dedicated to aligning curriculum to the ACCS	33.6%	45.9%	43.7%	43.2%	40.9%	53.1%	48.5%
Content-focused trainings on the ACCS	46.6%	54.1%	32.8%	47%	41.6%	40.8%	45.9%
Lesson plans aligned to the ACCS	42.2%	22.9%	25.7%	33.9%	27.2%	20.4%	30.8%

Responses by County (continued)							
Question/Item	Apache	Coconino	Navajo	Cochise	Pima	Santa Cruz	Maricopa
Job-embedded training or coaching focused on ACCS implementation	25.9%	28.4%	24.6%	24.6%	25.4%	26.5%	32.1%
Resources on research/best practice in Common Core implementation	27.6%	19.3%	27.3%	36.1%	27.2%	18.4%	33.8%
Professional learning community focused on ACCS implementation	27.6%	23.9%	27.9%	37.2%	32%	32.7%	44.7%
None of the above	20.7%	19.3%	20.2%	11.5%	18.8%	8.2%	13.9%
<b>13. Additional resources/training desired to provide support for ACCS learning and implementation:</b>							
Collaborative planning time dedicated to understanding and deconstructing the standards	56.9%	38.5%	47.5%	47%	48.6%	46.9%	43.9%
Collaborative planning time dedicated to aligning curriculum to the ACCS	58.6%	50.5%	51.9%	57.4%	54.8%	40.8%	52%
Content-focused trainings on the ACCS	58.6%	48.6%	50.3%	50.8%	49.6%	57.1%	50.4%
Lessons plans aligned to the ACCS	68.1%	65.1%	66.1%	60.1%	61.1%	71.4%	66.1%
Job-embedded training or coaching focused on ACCS implementation	45.7%	32.1%	37.7%	28.4%	34.7%	38.8%	33.3%
Resources on research/best practice in Common Core implementation	58.6%	49.5%	47%	47.5%	43.5%	49%	44.9%
Professional learning community focused on ACCS implementation	36.2%	33%	38.8%	35%	36.5%	38.8%	32.3%
<b>14. Have you participated in professional development/training on ACCS?</b>							
Yes	78.4%	79.8%	68.3%	83.1%	67%	75.5%	78.3%
No	21.6%	20.2%	31.7%	16.9%	33%	24.5%	21.7%
<b>15. Participation in types of ACCS development/training:</b>							
One-day training	64.4%	38.6%	38.8%	28.7%	30.2%	29.7%	33.7%
Multi-day training	28.9%	70.5%	45.7%	45.2%	51.9%	45.9%	46.2%
Online webinar or video	21.1%	5.7%	17.1%	16.6%	8.4%	18.9%	10.8%
Job-embedded learning or coaching within my school	22.2%	29.5%	24%	33.8%	26.7%	32.4%	34.2%
Professional learning community (PLC)	17.8%	27.3%	20.2%	23.6%	28.2%	21.6%	43.4%
Brief (1/2 day or less) training	28.9%	20.5%	30.2%	36.3%	23.8%	40.5%	34.4%
College course	3.3%	1.1%	4.7%	3.8%	3.6%	5.4%	2.6%
<b>16. ACCS Training providers:</b>							
A staff member from my school or district	42.7%	58.9%	60.7%	72%	75.6%	61%	86.3%
A professional development provider from another district brought into my school or district	37.5%	12.6%	20.7%	16.7%	16.3%	22%	15.7%
Regional Center/County ESA	18.8%	30.5%	20%	16.7%	9.1%	12.2%	3.2%
ADE	32.3%	35.8%	29%	26.8%	13%	34.1%	10.5%
An independent professional development provider	22.9%	14.7%	17.9%	11.3%	13.9%	34.1%	12.6%
I don't know	11.5%	7.4%	4.1%	5.4%	7.8%	9.8%	4.4%

Responses by County (continued)							
Question/Item	Apache	Coconino	Navajo	Cochise	Pima	Santa Cruz	Maricopa
<b>17. In general, the ACCS training I have received has been of high quality. I have learned a great deal of information that has helped me improve my practice.</b>							
Strongly Agree	16.3%	17.8%	20%	19.2%	20.3%	9.8%	14.8%
Agree	34.7%	37.6%	33.5%	40.1%	36.2%	34.1%	36.9%
Somewhat Agree	34.7%	30.7%	26.5%	26.3%	28.1%	51.2%	32.1%
Disagree	11.2%	6.9%	14.8%	9%	10.1%	4.9%	10.9%
Strongly Disagree	3.1%	6.9%	5.2%	5.4%	5.2%	0%	5.2%
<b>18. I have supportive leaders at my school to help me implement what I have learned in ACCS training sessions.</b>							
Strongly Agree	21.2%	23.5%	27.4%	23.4%	27.2%	15.9%	26%
Agree	35.6%	35.3%	34.5%	39.8%	35.9%	56.8%	39.6%
Somewhat Agree	26.9%	29.4%	24.4%	19.9%	24%	25%	24.1%
Disagree	12.5%	10.8%	10.7%	11.7%	9%	2.3%	6.9%
Strongly Disagree	3.8%	1%	3%	5.3%	3.9%	0%	3.5%
<b>19. Top challenges in implementing the ACCS in schools/districts:</b>							
Students' prior knowledge	49.1%	47.7%	59.6%	44.3%	47.3%	46.9%	49.2%
Need more information about the standards	25.9%	16.5%	24%	16.4%	20.3%	14.3%	17%
Need more formative assessments aligned to the ACCS	34.5%	26.6%	25.7%	22.4%	27.4%	28.6%	28.7%
Need more quality professional development	51.7%	34.9%	45.4%	42.1%	39.8%	57.1%	34.9%
Need more time to collaborate with my colleagues	43.1%	45.9%	47%	52.5%	48.5%	51%	48.5%
Need more funding	32.8%	29.4%	38.8%	37.2%	32.2%	32.7%	34.1%
Need more aligned textbooks and materials	46.6%	54.1%	44.3%	53.6%	50.6%	44.9%	53.8%
Need more parental involvement	33.6%	32.1%	30.6%	18.6%	19.6%	22.4%	21.2%
Need a state assessment aligned to the ACCS	29.3%	13.8%	19.1%	21.3%	19.9%	16.3%	19.8%
Need more time to help all students really learn the standards	49.1%	29.4%	44.8%	32.8%	33.3%	53.1%	36.9%
<b>20. Please indicate the <a href="#">Regional Center</a> in which the educational institution(s) you represent is located:</b>							
NEARSC	96.6%	96.3%	100%	0%	0.1%	0%	0.1%
SAREC	0.9%	0%	0%	100%	98.6%	98%	0.1%
ECRSC	0.9%	0.9%	0%	0%	0.5%	2%	0.2%
WCRSC	0.9%	0%	0%	0%	0.1%	0%	0.3%
MCESA	0.9%	2.8%	0%	0%	0.8%	0%	99.2%
<b>21. Please indicate your County (number of respondents):</b>	116	109	183	183	1,104	49	4,528



## Arizona's Common Core Standards (ACCS) Teacher Survey Report

Responses by County (continued)							
Question/Item	Apache	Coconino	Navajo	Cochise	Pima	Santa Cruz	Maricopa
<b>22. Please indicate your area of instruction (check all that apply):</b>							
General (Elementary)	44.8%	29.4%	38.8%	42.1%	38.9%	44.9%	39%
English Language Arts (ELA)	18.1%	25.7%	25.7%	20.2%	20.1%	16.3%	21.6%
Social Studies	13.8%	17.4%	10.9%	7.1%	11.6%	10.2%	12.1%
Science	13.8%	18.3%	11.5%	9.8%	11.1%	14.3%	11.6%
Mathematics	14.7%	18.3%	18.6%	14.2%	15.4%	20.4%	17%
Arts	4.3%	2.8%	3.3%	8.7%	5.7%	4.1%	5.3%
Career & Technical Education (CTE)	7.8%	9.2%	7.1%	4.9%	4.2%	2%	4%
English Language Development (ELD)	4.3%	3.7%	1.6%	4.4%	6.5%	8.2%	4.3%
Foreign Language	3.4%	0.9%	1.1%	0.5%	2.2%	0%	2.1%
Physical Education (PE)	5.2%	4.6%	3.8%	2.2%	3.4%	4.1%	2.3%
Special Education (SPED)	9.5%	22.9%	14.2%	13.7%	16.7%	8.2%	13.4%
Technology	3.4%	2.8%	3.8%	4.4%	3.8%	2%	2.9%
<b>23. Please indicate the grade(s) that you teach (check all that apply):</b>							
K-2	25.9%	21.1%	20.2%	27.9%	31.1%	26.5%	28.9%
3-5	29.3%	31.2%	30.1%	27.9%	32.2%	32.7%	31.2%
6-8	33.6%	32.1%	31.7%	33.3%	26.9%	26.5%	30.8%
9-12	33.6%	44%	33.9%	29.5%	31.3%	24.5%	33%
<b>24. Please indicate whether your school is a Charter, in a District, or "Other":</b>							
Charter	0%	16.5%	7.1%	3.8%	9.9%	6.1%	9.3%
District	99.1%	81.7%	92.3%	95.6%	88.6%	93.9%	90.1%
Other	0.9%	1.8%	0.5%	0.5%	1.5%	0%	0.6%

Responses for Gila; Graham; Greenlee; Pinal; La Paz; Mohave; Yavapai; Yuma Counties:

Responses by County

Question/Item	Gila	Graham	Greenlee	Pinal	La Paz	Mohave	Yavapai	Yuma
<b>1. How much do you know about the standards you are being asked to teach?</b>								
Extremely knowledgeable	12.3%	16.7%	31.3%	16.7%	22%	20.1%	20%	17.9%
Moderately knowledgeable	46.6%	54.2%	31.3%	56.7%	61%	56.4%	49.4%	59.6%
Slightly knowledgeable	34.2%	26.4%	37.5%	22.4%	14.6%	18.8%	24.7%	17.5%
Not at all knowledgeable	6.8%	2.8%	0%	4.2%	2.4%	4.7%	5.9%	5%
<b>2. Have you read the ACCS that relate to your grade and subject area?</b>								
Yes	82.2%	80.6%	93.8%	88.5%	87.8%	88.6%	83.5%	82.1%
No	17.8%	19.4%	6.3%	11.5%	12.2%	11.4%	16.5%	17.9%
<b>3. I believe that ACCS will lead to improved student learning for the majority of students I serve.</b>								
Strongly Agree	12.3%	16.7%	31.3%	26.6%	17.1%	26.2%	18.8%	19.3%
Agree	47.9%	41.7%	37.5%	34.3%	43.9%	36.9%	40%	43.6%
Somewhat Agree	27.4%	25%	18.8%	31.1%	24.4%	25.5%	29.4%	29.6%
Disagree	6.8%	9.7%	12.5%	5.8%	7.3%	10.1%	8.8%	5.4%
Strongly Disagree	5.5%	6.9%	0%	2.2%	7.3%	1.3%	2.9%	2.1%
<b>4. Please indicate your level of preparedness to teach ACCS.</b>								
Completely prepared	11%	18.1%	18.8%	17.3%	22%	24.2%	17.1%	21.4%
Somewhat prepared	67.1%	56.9%	75%	68.3%	61%	62.4%	68.2%	66.1%
Not prepared	19.2%	22.2%	6.3%	13.8%	9.8%	10.1%	11.2%	10.7%
Don't know	2.7%	2.8%	0%	0.6%	7.3%	3.4%	3.5%	1.8%
<b>5. Percent rating the following ELA practices "Very Important" to improving student learning:</b>								
Providing students ongoing opportunities to write creatively, drawing from personal experiences	43.3%	40%	56.3%	50%	56.4%	50.4%	46.8%	50.6%
Structuring opportunities for students to have conversations and develop arguments based on the texts they've read	53.8%	50.8%	75%	64%	61.5%	58.4%	61%	58.8%
Utilizing pre-reading strategies to help students fully understand a text through discussions of context, vocabulary, and the author's craft prior to reading	55.2%	62.5%	75%	58.1%	61.5%	70.1%	61.7%	57.1%
Creating learning experiences that build knowledge using informational texts, not just literature	60.6%	60%	87.5%	68.2%	78.9%	69.1%	65.6%	64.5%
Providing instruction in academic vocabulary to support students' understanding of complex text	68.7%	61.5%	62.5%	70.9%	61.5%	70.4%	70.1%	62.4%

Responses by County (continued)								
Question/Item	Gila	Graham	Greenlee	Pinal	La Paz	Mohave	Yavapai	Yuma
<b>6. Which of the following are the central shifts required by the ACCS in ELA?</b>								
Build students' knowledge through content-rich non-fiction	72.1%	75.4%	100%	77.9%	78.4%	76.8%	82.7%	74.1%
Provide students reading and writing experiences grounded in evidence from text, both literary and informational	88.5%	80.7%	93.8%	88.2%	86.5%	87.2%	83.5%	84.9%
Strengthen students' understanding of narrative text by making meaningful connections to their personal experiences	67.2%	59.6%	62.5%	66.9%	62.2%	69.6%	51.8%	66.8%
Provide students different levels of text based on their reading abilities	60.7%	49.1%	56.3%	55.5%	56.8%	63.2%	45.3%	59.9%
Provide regular opportunities for students to practice with complex grade-level text and its academic language	82%	70.2%	93.8%	82.1%	83.8%	77.6%	77%	78.4%
<b>7. Percent rating the following Math practices "Very Important" to improving student learning:</b>								
Structuring class time for students to develop procedural skill and fluency in core operations (such as multiplication tables) so they can understand more complex topics	46.7%	46.2%	63.6%	60.3%	63.6%	64.3%	52.8%	58.3%
Exposing students to a wide range of math topics within each grade level in preparation for their future learning	43.3%	18.9%	27.3%	38.4%	39.4%	40.8%	38.9%	50%
Connecting student learning within and across grades so learning builds on foundations built in previous years	68.3%	58.5%	63.6%	70.6%	66.7%	69.8%	70.6%	66.2%
Providing opportunities for students to apply math concepts to "real world" situations	75%	62.3%	63.6%	74.5%	75.8%	72.2%	73.4%	67.7%
Maximizing student learning by teaching effective mnemonics and recall strategies as alternatives to conceptual understanding	40.7%	24.5%	36.4%	39.6%	45.5%	41.1%	34.1%	43.8%
<b>8. Which of the following are the central shifts required by the ACCS in Math?</b>								
Focus deeply on the concepts emphasized in the standards to help students build strong foundations for learning	77.8%	82.4%	100%	79.8%	84.4%	82.8%	82.5%	76.9%
Create coherent progressions within the standards from grade to grade so student knowledge and skills build onto previous learning	87%	84.3%	70%	91.7%	81.3%	91.4%	88.6%	82.6%
Introduce multiplication and division earlier in students' learning as foundations for math concepts taught in later years	46.3%	21.6%	40%	39.3%	43.8%	45.7%	43%	50.8%
Develop students' conceptual understanding, procedural fluency, and their ability to apply math in context	90.7%	78.4%	100%	88.4%	90.6%	87.1%	86.8%	85.6%
Teach each math topic as an independent, new concept that is distinct from topics taught earlier or later	20.4%	15.7%	30%	17.4%	21.9%	15.5%	11.4%	26.7%

Responses by County (continued)								
Question/Item	Gila	Graham	Greenlee	Pinal	La Paz	Mohave	Yavapai	Yuma
<b>9. Please indicate which of the following resources about ACCS implementation you have accessed.</b>								
ADE webinars	17.8%	23.6%	43.8%	19.6%	17.1%	30.2%	20.6%	21.8%
ADE website	71.2%	70.8%	87.5%	72.4%	75.6%	75.8%	74.1%	67.9%
ADE Professional Development	35.6%	44.4%	56.3%	33.3%	39%	39.6%	49.4%	31.1%
Regional Education/Service Centers websites	23.3%	11.1%	37.5%	12.2%	17.1%	14.1%	13.5%	7.5%
County websites	19.2%	12.5%	25%	13.8%	19.5%	7.4%	11.8%	5%
School district newsletter, website or emails	39.7%	44.4%	43.8%	52.6%	75.6%	57%	41.8%	53.6%
Fellow teachers	52.1%	81.9%	81.3%	76.9%	80.5%	74.5%	74.1%	76.8%
Online or print news media	28.8%	31.9%	43.8%	39.4%	48.8%	38.9%	31.2%	31.1%
National website	27.4%	19.4%	31.3%	35.9%	26.8%	28.9%	19.4%	29.6%
Professional associations	37%	20.8%	43.8%	33%	26.8%	32.9%	24.1%	22.1%
<b>10. Percent of resources rated "Very Helpful:</b>								
ADE webinars	30.4%	25%	50%	27.1%	27.3%	29.8%	29.3%	24.8%
ADE website	16.7%	15.7%	28.6%	19.6%	20%	25.7%	22.4%	20.9%
ADE Professional Development	37.9%	44.4%	66.7%	31.8%	44.4%	44.6%	36.3%	20.8%
Regional Education/Service Centers websites	25%	46.2%	66.7%	23.4%	11.1%	24.3%	14.3%	10.7%
County websites	20%	0%	25%	15.4%	0%	13%	15.2%	9.6%
School district newsletter, website or emails	12.9%	11.4%	0%	17.3%	31.3%	18%	15.6%	17.4%
Fellow teachers	36.6%	35.1%	41.7%	37.8%	35.3%	44.8%	37.1%	38.5%
Online or print news media	29.6%	12%	71.4%	26.3%	14.3%	27.9%	24.6%	24.3%
National website	29.2%	25%	60%	34.9%	0%	33.3%	43.5%	24%
Professional associations	34.5%	22.2%	71.4%	39.5%	28.6%	40.4%	42.3%	22.1%
<b>11. Information sought on ADE website:</b>								
Link to the specific standards	86%	88.1%	100%	80.3%	81.8%	84.7%	78.6%	88.1%
Instructional materials aligned to the standards	54.4%	47.5%	50%	51%	66.7%	53.2%	47.9%	51.4%
Reminders about implementation timeline	22.8%	15.3%	14.3%	16.6%	6.1%	10.5%	22.9%	11.9%
Links to supplemental materials (e.g., curriculum guides, exemplars, etc.)	47.4%	37.3%	50%	52.1%	54.5%	50.8%	47.9%	46.7%
Fact sheets, talking points, or Power Points to pass on to staff, parents, the public about ACCS	29.8%	22%	28.6%	23.6%	12.1%	21.8%	17.1%	16.2%
Archived ACCS webinars to review or adapt for redelivery	12.3%	5.1%	21.4%	8.1%	9.1%	7.3%	8.6%	5.7%
PD materials to adapt or use with colleagues	24.6%	18.6%	50%	27%	30.3%	16.1%	18.6%	19.5%
Videos of instructional shifts	12.3%	10.2%	35.7%	19.3%	9.1%	12.1%	10.7%	11%

Responses by County (continued)								
Question/Item	Gila	Graham	Greenlee	Pinal	La Paz	Mohave	Yavapai	Yuma
<b>12. ACCS Resources offered to schools' teachers:</b>								
Collaborative planning time dedicated to understanding and deconstructing the standards	38.4%	54.2%	56.3%	42.6%	68.3%	58.4%	48.2%	60.4%
Collaborative planning time dedicated to aligning curriculum to the ACCS	31.5%	47.2%	56.3%	42.3%	65.9%	53.7%	48.8%	51.1%
Content-focused trainings on the ACCS	39.7%	41.7%	50%	42.3%	43.9%	40.3%	45.3%	39.6%
Lesson plans aligned to the ACCS	27.4%	26.4%	43.8%	29.5%	46.3%	30.9%	22.4%	35%
Job-embedded training or coaching focused on ACCS implementation	19.2%	25%	75%	41.3%	34.1%	36.2%	16.5%	28.2%
Resources on research/best practice in Common Core implementation	26%	31.9%	43.8%	38.1%	48.8%	37.6%	22.9%	35%
Professional learning community focused on ACCS implementation	23.3%	22.2%	25%	26%	58.5%	28.2%	24.7%	22.1%
None of the above	23.3%	13.9%	6.3%	17%	7.3%	15.4%	16.5%	18.6%
<b>13. Additional resources/training desired to provide support for ACCS learning and implementation:</b>								
Collaborative planning time dedicated to understanding and deconstructing the standards	45.2%	36.1%	50%	49.7%	31.7%	40.9%	41.8%	35.4%
Collaborative planning time dedicated to aligning curriculum to the ACCS	42.5%	37.5%	50%	55.1%	36.6%	43.6%	51.2%	44.6%
Content-focused trainings on the ACCS	53.4%	41.7%	68.8%	55.4%	36.6%	45.6%	52.9%	46.4%
Lessons plans aligned to the ACCS	75.3%	50%	75%	66.3%	58.5%	61.1%	70%	63.9%
Job-embedded training or coaching focused on ACCS implementation	41.1%	25%	43.8%	32.4%	29.3%	27.5%	32.4%	32.1%
Resources on research/best practice in Common Core implementation	50.7%	43.1%	37.5%	47.4%	34.1%	43%	48.8%	41.1%
Professional learning community focused on ACCS implementation	32.9%	16.7%	37.5%	33%	19.5%	30.9%	32.9%	25.4%
<b>14. Have you participated in professional development/training on ACCS30.9?</b>								
Yes	61.6%	70.8%	81.3%	77.9%	75.6%	71.1%	77.1%	65.4%
No	38.4%	29.2%	18.8%	22.1%	24.4%	28.9%	22.9%	34.6%
<b>15. Participation in types of ACCS development/training:</b>								
One-day training	33.3%	35.8%	46.2%	32.8%	21.9%	34.6%	48.1%	46.3%
Multi-day training	45.1%	47.2%	46.2%	50%	56.3%	49.5%	44.4%	51.1%
Online webinar or video	15.7%	11.3%	53.8%	15.6%	15.6%	23.4%	10.4%	11.6%
Job-embedded learning or coaching within my school	27.5%	22.6%	46.2%	42.8%	31.3%	31.8%	24.4%	32.6%
Professional learning community (PLC)	33.3%	11.3%	30.8%	20.4%	28.1%	22.4%	25.2%	20%
Brief (1/2 day or less) training	37.3%	34%	53.8%	36.8%	28.1%	25.2%	28.1%	26.3%
College course	11.8%	0%	7.7%	4.4%	3.1%	4.7%	2.2%	2.6%

Responses by County (continued)								
Question/Item	Gila	Graham	Greenlee	Pinal	La Paz	Mohave	Yavapai	Yuma
<b>16. ACCS Training Providers:</b>								
A staff member from my school or district	50.8%	65%	84.6%	74.5%	77.8%	59.5%	55.5%	77.2%
A professional development provider from another district brought into my school or district	11.5%	23.3%	38.5%	16.4%	27.8%	26.4%	25.3%	20%
Regional Center/County ESA	32.8%	13.3%	30.8%	16.7%	8.3%	6.6%	17.8%	4.2%
ADE	16.4%	36.7%	30.8%	18.9%	27.8%	28.1%	41.8%	15.3%
An independent professional development provider	21.3%	10%	7.7%	21.5%	8.3%	25.6%	13.7%	12.1%
I don't know	9.8%	1.7%	15.4%	4.4%	0%	5%	6.2%	8.8%
<b>17. In general, the ACCS training I have received has been of high quality. I have learned a great deal of information that has helped me improve my practice.</b>								
Strongly Agree	9.7%	17.2%	15.4%	15.7%	29.7%	19.8%	10.1%	11.6%
Agree	43.5%	46.9%	46.2%	38.8%	32.4%	39.7%	40.5%	45.8%
Somewhat Agree	25.8%	21.9%	23.1%	28.8%	29.7%	28.1%	33.1%	29.3%
Disagree	11.3%	9.4%	7.7%	12.1%	8.1%	9.9%	8.8%	9.8%
Strongly Disagree	9.7%	4.7%	7.7%	4.6%	0%	2.5%	7.4%	3.6%
<b>18. I have supportive leaders at my school to help me implement what I have learned in ACCS training sessions.</b>								
Strongly Agree	20.6%	20.3%	31.3%	27.9%	39.5%	31.1%	24.5%	26.8%
Agree	32.4%	42.2%	50%	34.9%	31.6%	37%	34.2%	42.7%
Somewhat Agree	26.5%	25%	18.8%	22.6%	26.3%	23%	27.7%	18.8%
Disagree	11.8%	9.4%	0%	10.3%	0%	5.9%	11.6%	7.9%
Strongly Disagree	8.8%	3.1%	0%	4.3%	2.6%	3%	1.9%	3.8%
<b>19. Top challenges in implementing the ACCS in schools/districts:</b>								
Students' prior knowledge	50.7%	52.8%	43.8%	50%	73.2%	59.7%	50%	52.1%
Need more information about the standards	20.5%	12.5%	18.8%	17.3%	9.8%	14.8%	14.1%	20%
Need more formative assessments aligned to the ACCS	30.1%	18.1%	43.8%	21.2%	14.6%	30.2%	25.3%	27.1%
Need more quality professional development	52.1%	30.6%	50%	39.4%	17.1%	33.6%	35.3%	26.8%
Need more time to collaborate with my colleagues	38.4%	29.2%	56.3%	52.6%	29.3%	45%	39.4%	37.1%
Need more funding	31.5%	38.9%	31.3%	39.7%	36.6%	42.3%	40.6%	36.8%
Need more aligned textbooks and materials	42.5%	55.6%	50%	55.4%	46.3%	45.6%	47.6%	55%
Need more parental involvement	26%	22.2%	31.3%	28.2%	31.7%	26.8%	21.8%	25.4%
Need a state assessment aligned to the ACCS	21.9%	11.1%	12.5%	21.8%	22%	16.8%	16.5%	20.4%
Need more time to help all students really learn the standards	35.6%	38.9%	37.5%	38.8%	63.4%	35.6%	41.2%	31.4%



## Arizona's Common Core Standards (ACCS) Teacher Survey Report

Responses by County								
Question/Item	Gila	Graham	Greenlee	Pinal	La Paz	Mohave	Yavapai	Yuma
<b>20. Please indicate the <b>Regional Center</b> in which the educational institution(s) you represent is located:</b>								
NEARSC	1.4%	0%	0%	0%	2.4%	1.3%	3.5%	0.4%
SAREC	1.4%	0%	0%	1.6%	0%	0%	0%	2.5%
ECRSC	97.3%	98.6%	100%	92.3%	0%	0%	0%	0%
WCRSC	0%	0%	0%	0.3%	95.1%	96.6%	94.7%	95.4%
MCESA	0%	1.4%	0%	5.8%	2.4%	2%	1.8%	1.8%
<b>21. Please indicate your <b>County</b> (number of respondents):</b>	73	72	16	312	41	149	170	280
<b>22. Please indicate your area of instruction (check all that apply):</b>								
General (Elementary)	26%	43.1%	43.8%	44.6%	53.7%	43%	31.8%	38.2%
English Language Arts (ELA)	26%	19.4%	31.3%	22.1%	9.8%	24.2%	20%	20.4%
Social Studies	16.4%	15.3%	25%	14.1%	7.3%	14.1%	14.1%	10.7%
Science	19.2%	5.6%	6.3%	8.3%	9.8%	14.1%	15.3%	12.1%
Mathematics	21.9%	12.5%	0%	20.8%	9.8%	23.5%	18.8%	15%
Arts	1.4%	5.6%	0%	5.8%	4.9%	6%	7.1%	5%
Career & Technical Education (CTE)	6.8%	6.9%	0%	2.2%	2.4%	4%	5.9%	2.5%
English Language Development (ELD)	8.2%	0%	0%	4.2%	7.3%	3.4%	2.9%	5.7%
Foreign Language	0%	1.4%	0%	1%	0%	0.7%	1.2%	0.4%
Physical Education (PE)	1.4%	1.4%	0%	2.6%	2.4%	4.7%	2.9%	4.3%
Special Education (SPED)	16.4%	9.7%	0%	18.3%	12.2%	13.4%	14.1%	10.7%
Technology	2.7%	1.4%	6.3%	3.5%	2.4%	6%	5.9%	4.3%
<b>23. Please indicate the grade(s) that you teach (check all that apply):</b>								
K-2	23.3%	30.6%	31.3%	33%	51.2%	30.9%	22.4%	28.2%
3-5	19.2%	30.6%	12.5%	35.6%	26.8%	33.6%	29.4%	27.1%
6-8	34.2%	37.5%	31.3%	33%	17.1%	32.2%	30.6%	24.6%
9-12	43.8%	30.6%	25%	25.6%	19.5%	33.6%	44.1%	37.1%
<b>24. Please indicate whether your school is a <b>Charter</b> or a <b>District</b>:</b>								
Charter	5.5%	2.8%	0%	13.5%	0%	16.8%	14.1%	5%
District	94.5%	95.8%	100%	84.9%	97.6%	81.9%	85.9%	93.2%
Other	0%	1.4%	0%	1.6%	2.4%	1.3%	0%	1.8%