



Arizona's Common Core Standards Implementation

Training of Trainers (TOT) Survey Report

May 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 249 trainers regarding training, resources, and implementation challenges 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.

To assess training and implementation needs, and progress in providing support, a series of surveys have been conducted. These include: Principal Surveys - August 2012, January, May/June; Teacher Survey - March 2013; and Training of Trainers (TOT) Survey - May 2013. The TOT survey, administered in May 2013, was sent to 249 individuals identified as trainers of Arizona's Common Core Standards (ACCS) – Phase 1 and had a 73% response rate (181 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 Organizational Development 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 May 2013 Training of Trainers (TOT) assessment entailed distribution of a confidential, online survey to individuals identified as trainers of Arizona's Common Core Standards (ACCS) – Phase 1 (249 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.

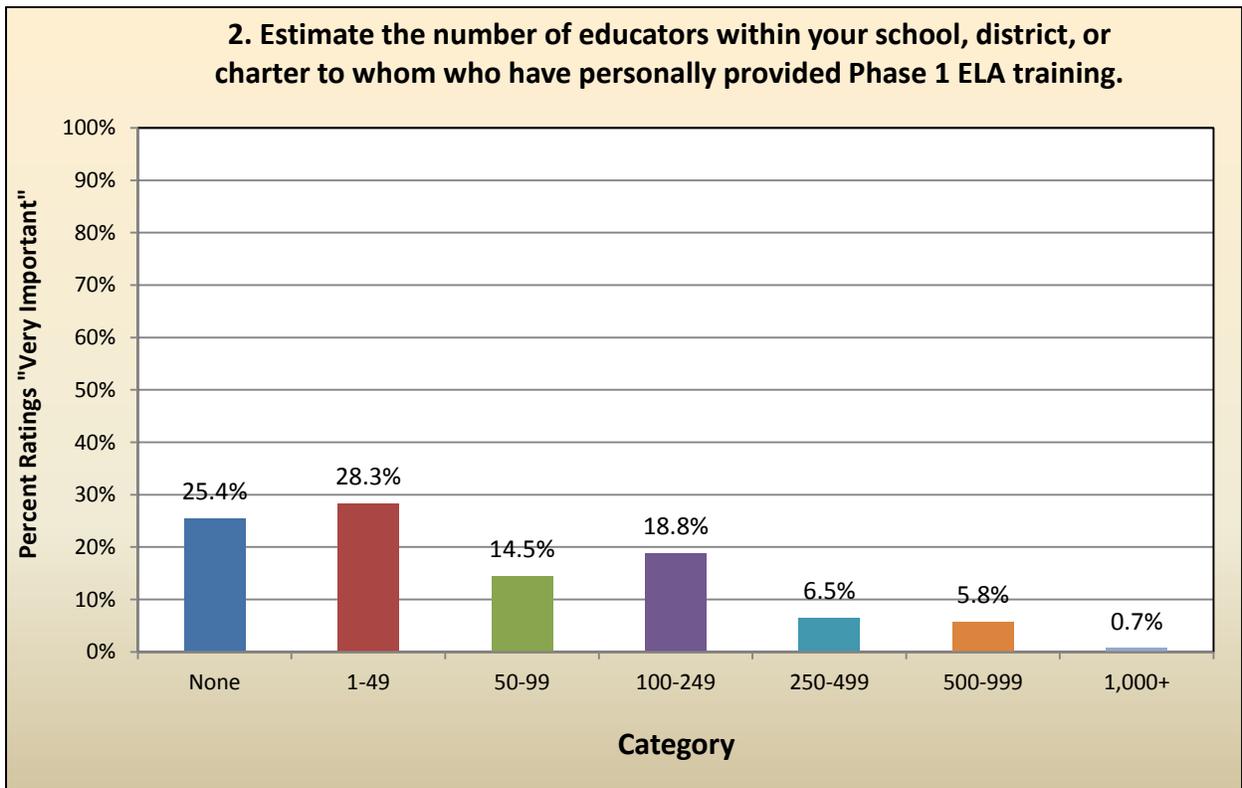
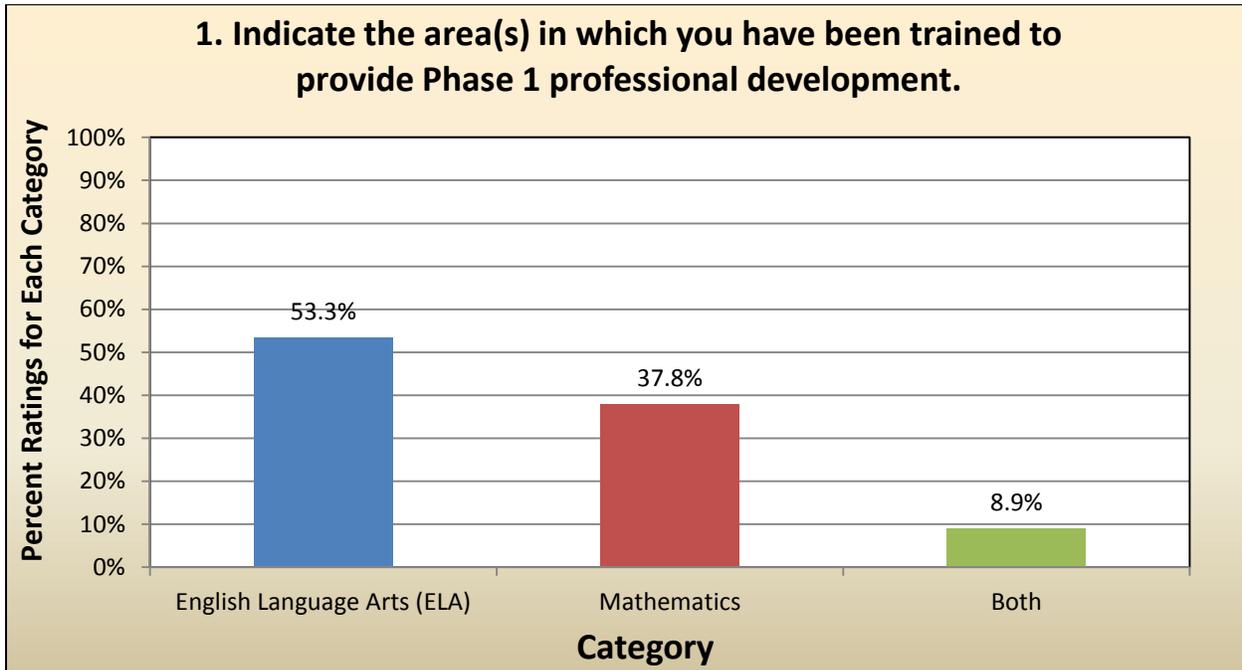
There are a total of twelve (12) items/questions in the TOT survey: one (1) question relates to the Phase 1 content area in which training is provided; six (6) questions/items address an estimate of the number of educators who have been trained; one (1) question refers to the challenges of implementing ACCS; one (1) question refers to the types of resources/support needed by educators; and three (3) items request information on demographics (i.e. district or charter school), to help us target areas needing support.

Data Presentation

Charts provide summary results for state-wide responses to all items/questions. Where appropriate, comparison data is provided for the Teacher Survey (March 2013) and the Principal Survey (January 2013). To preserve confidentiality and since the range of responses to question #12 was so broad (school/charter name), that information is not included in this report. ADE staff will use the information to guide discussion in focus groups to provide specific support as needed. A table beginning on page 7 provides a breakdown of detailed responses by County.



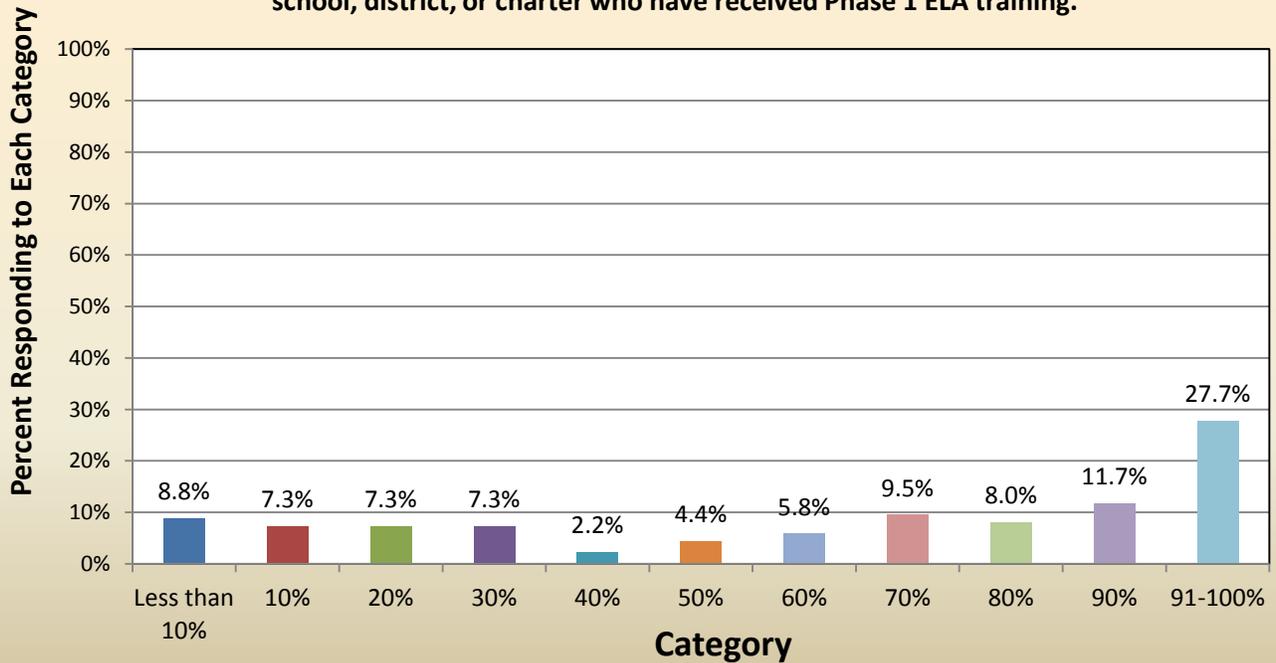
Response Summaries:



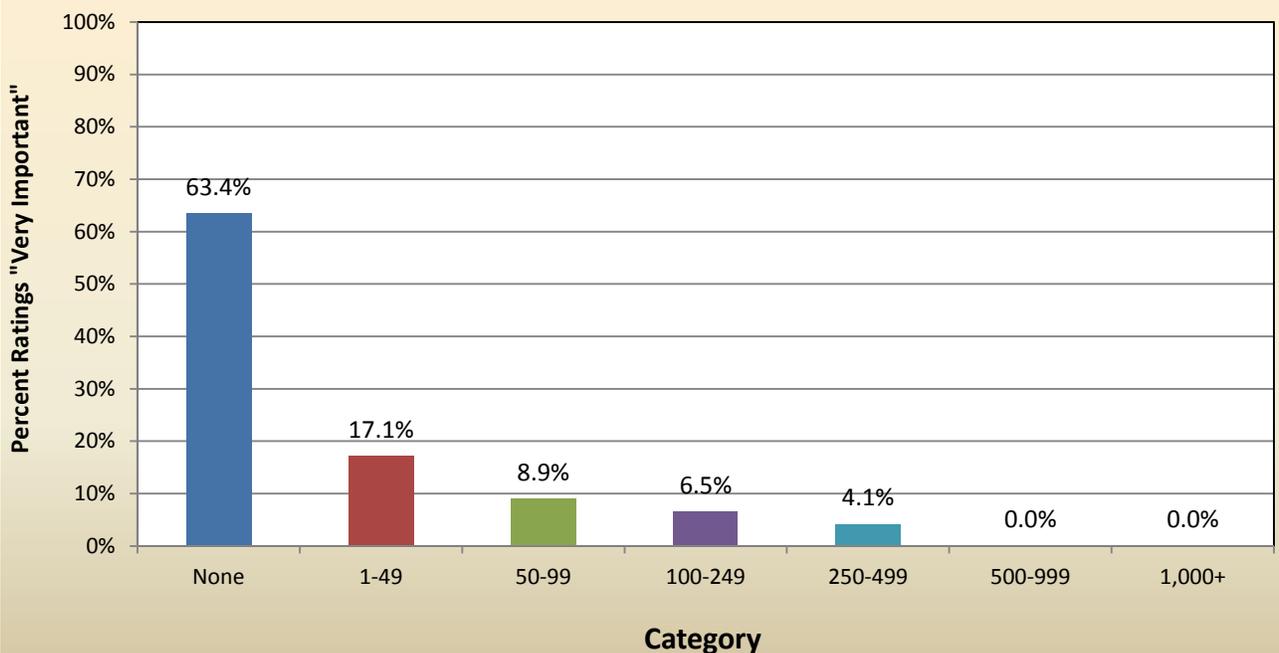


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3. Understanding that teachers in your school, district, or charter may have received training from someone other than yourself, estimate the percent of teachers in your school, district, or charter who have received Phase 1 ELA training.

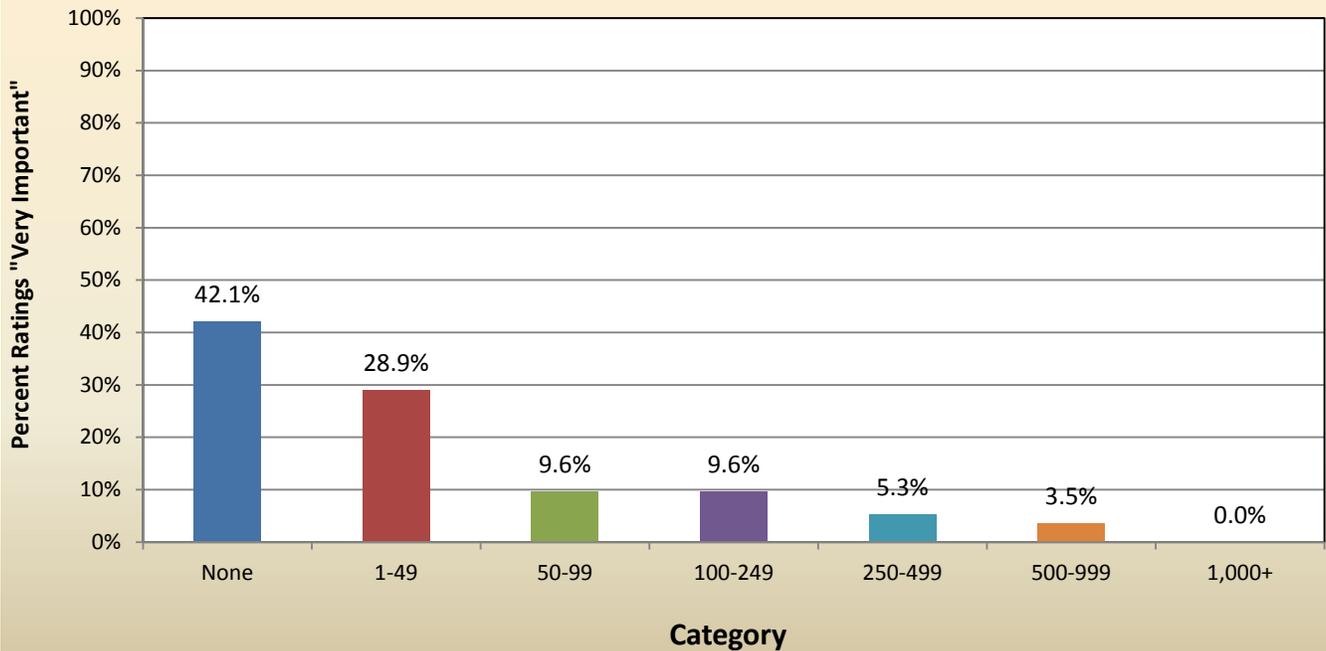


4. Estimate the number of educators outside your school, district, or charter to whom you have provided Phase 1 ELA training.

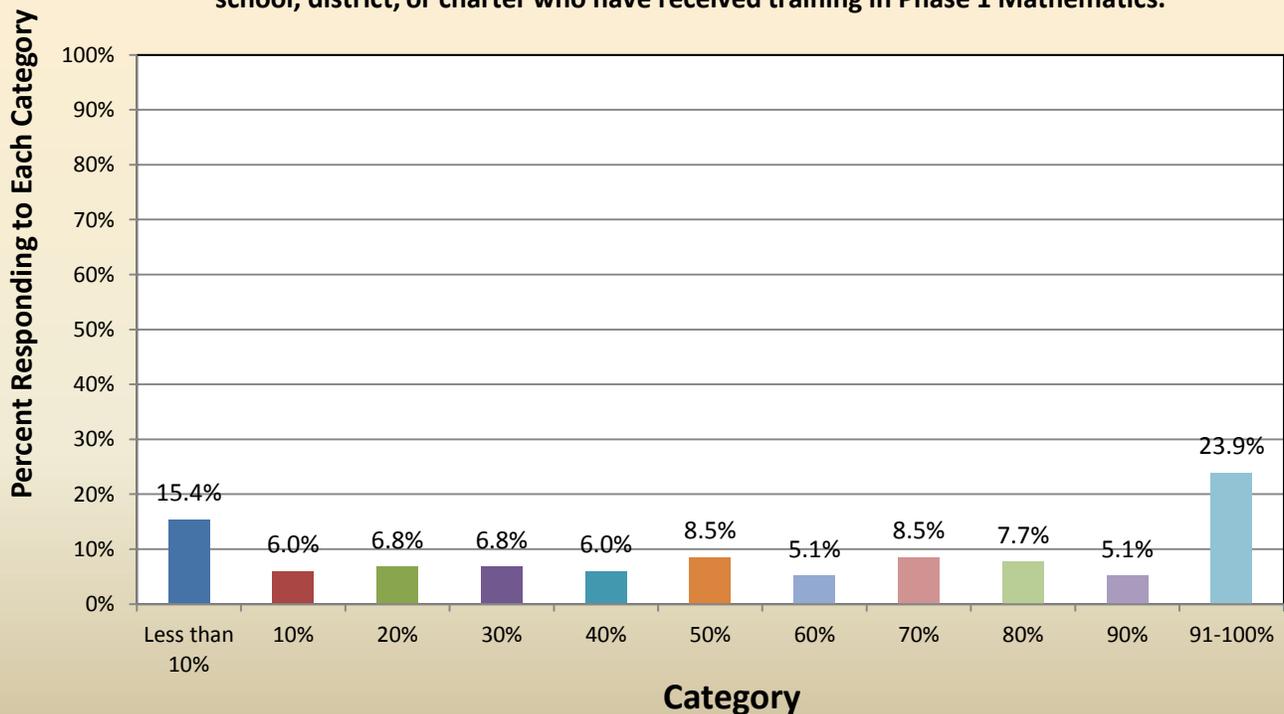


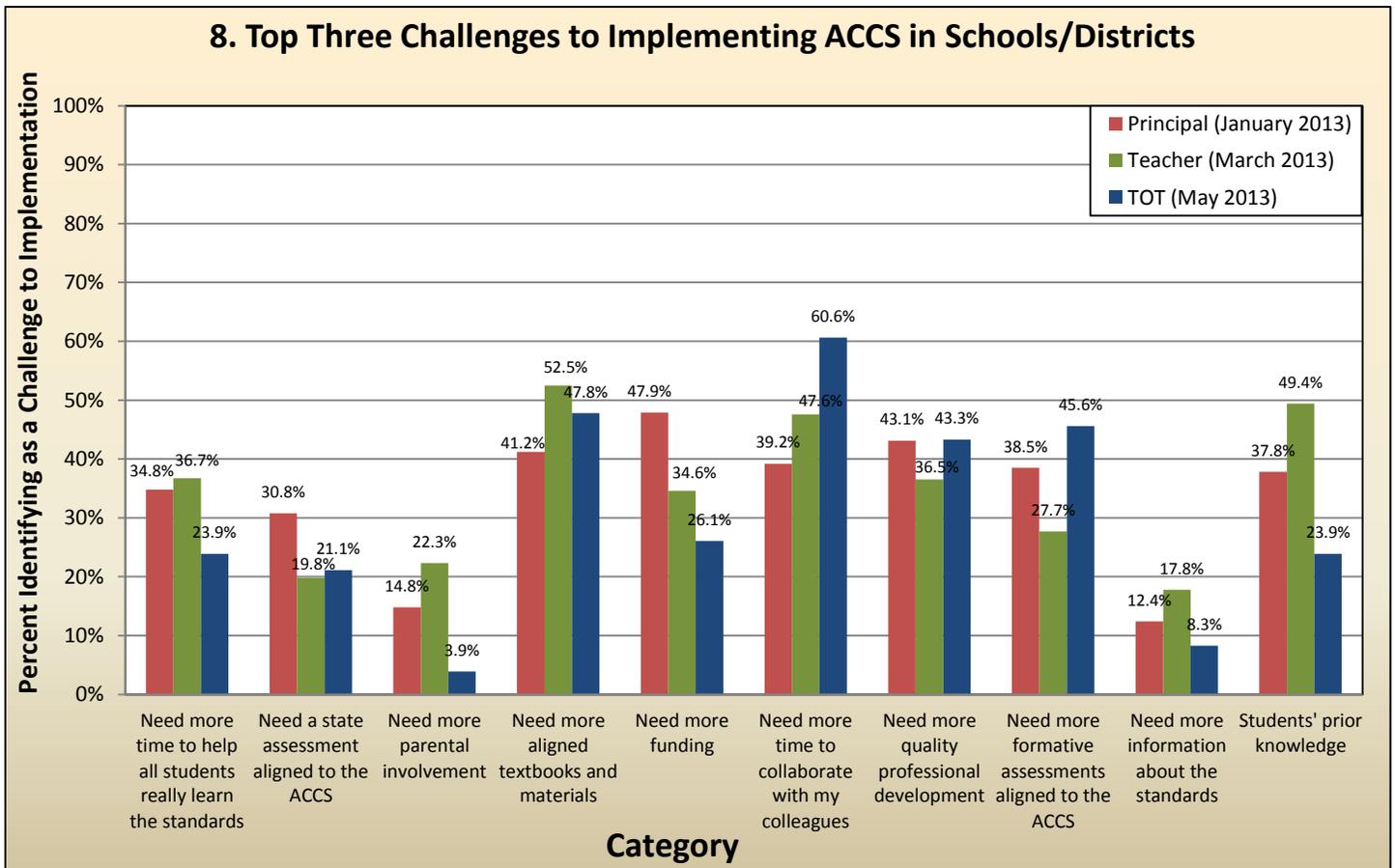
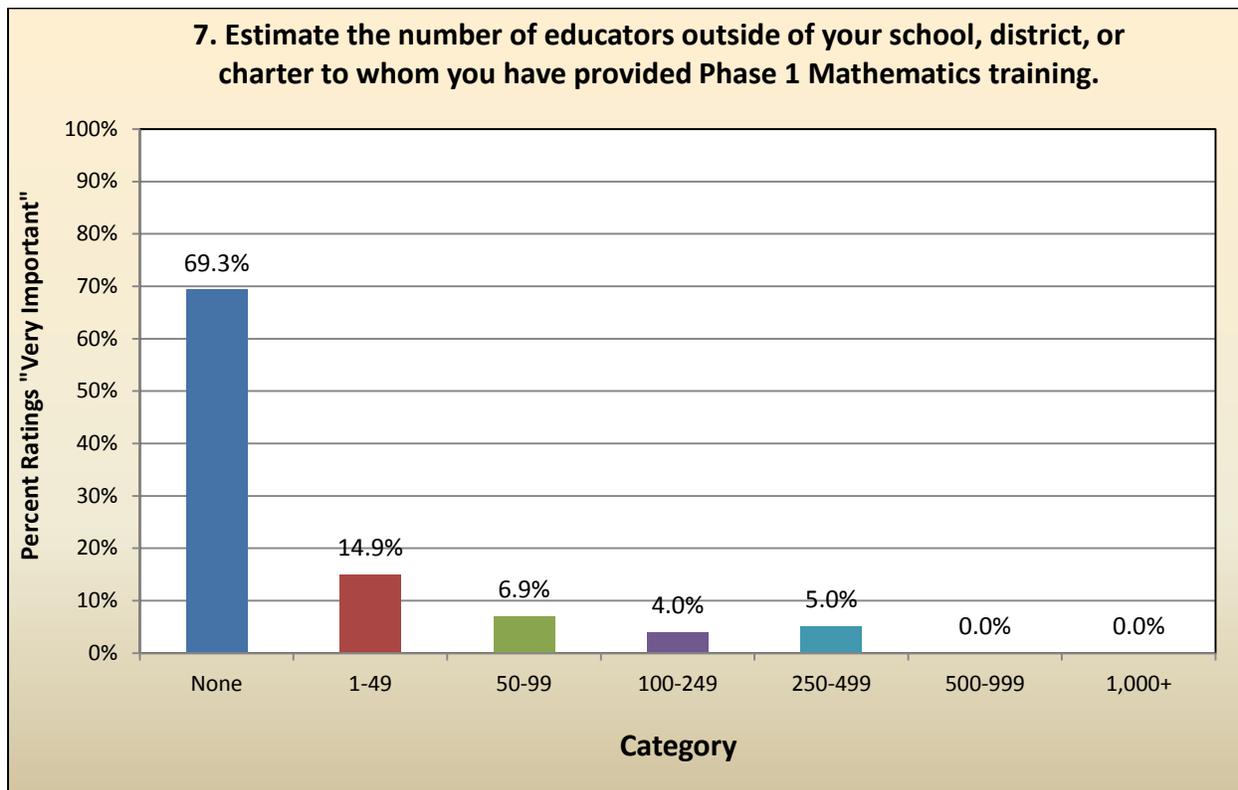


5. Estimate the number of educators within your school, district, or charter to whom you have personally provided Phase 1 Mathematics training.



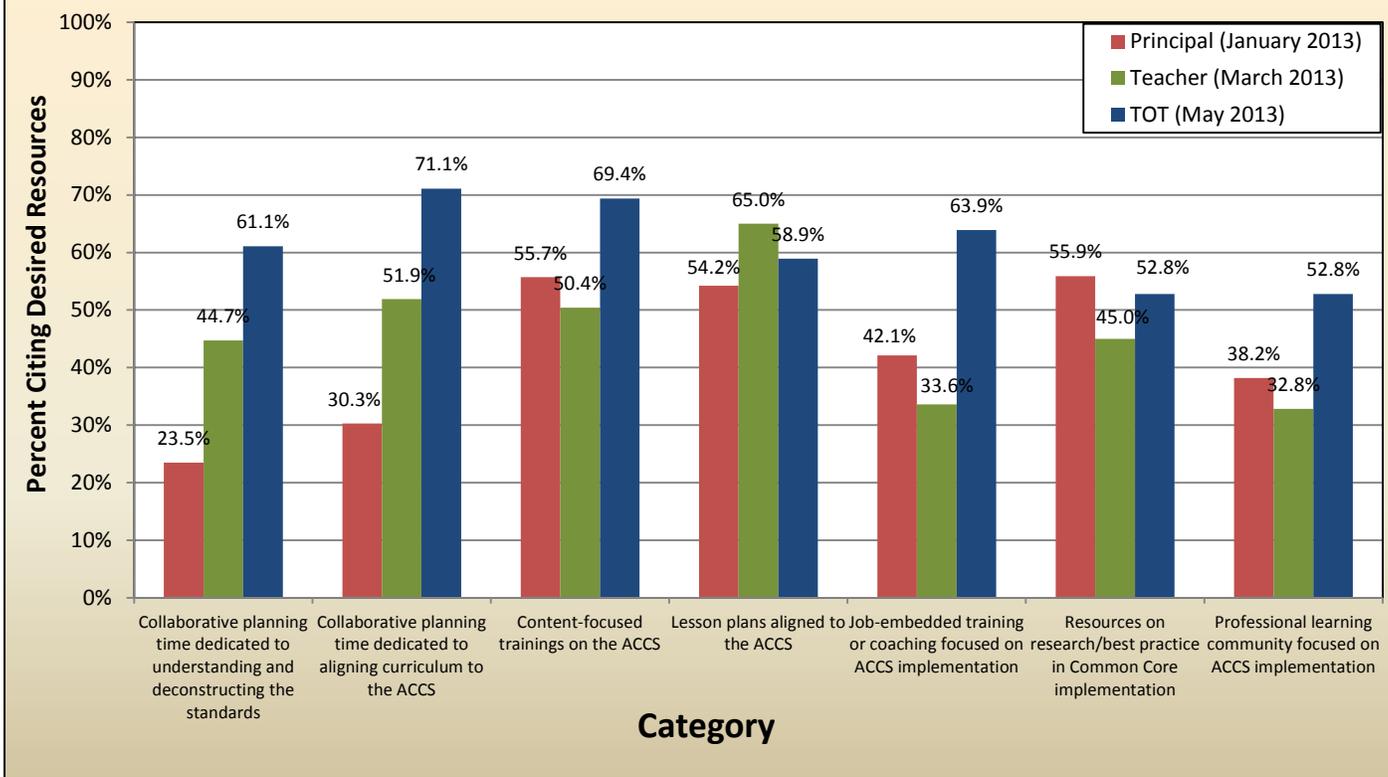
6. Understanding that teachers in your school, district, or charter may have received training from someone other than yourself, estimate the percent of teachers in your school, district, or charter who have received training in Phase 1 Mathematics.



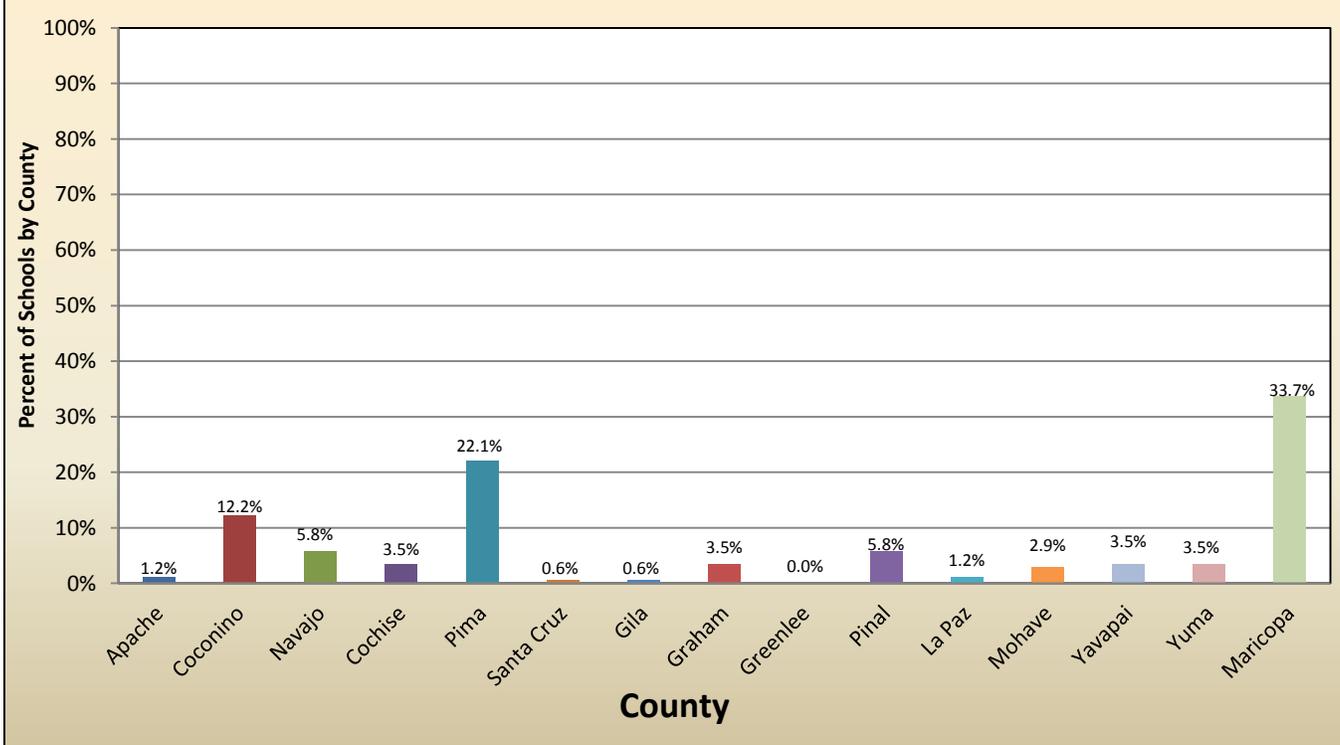


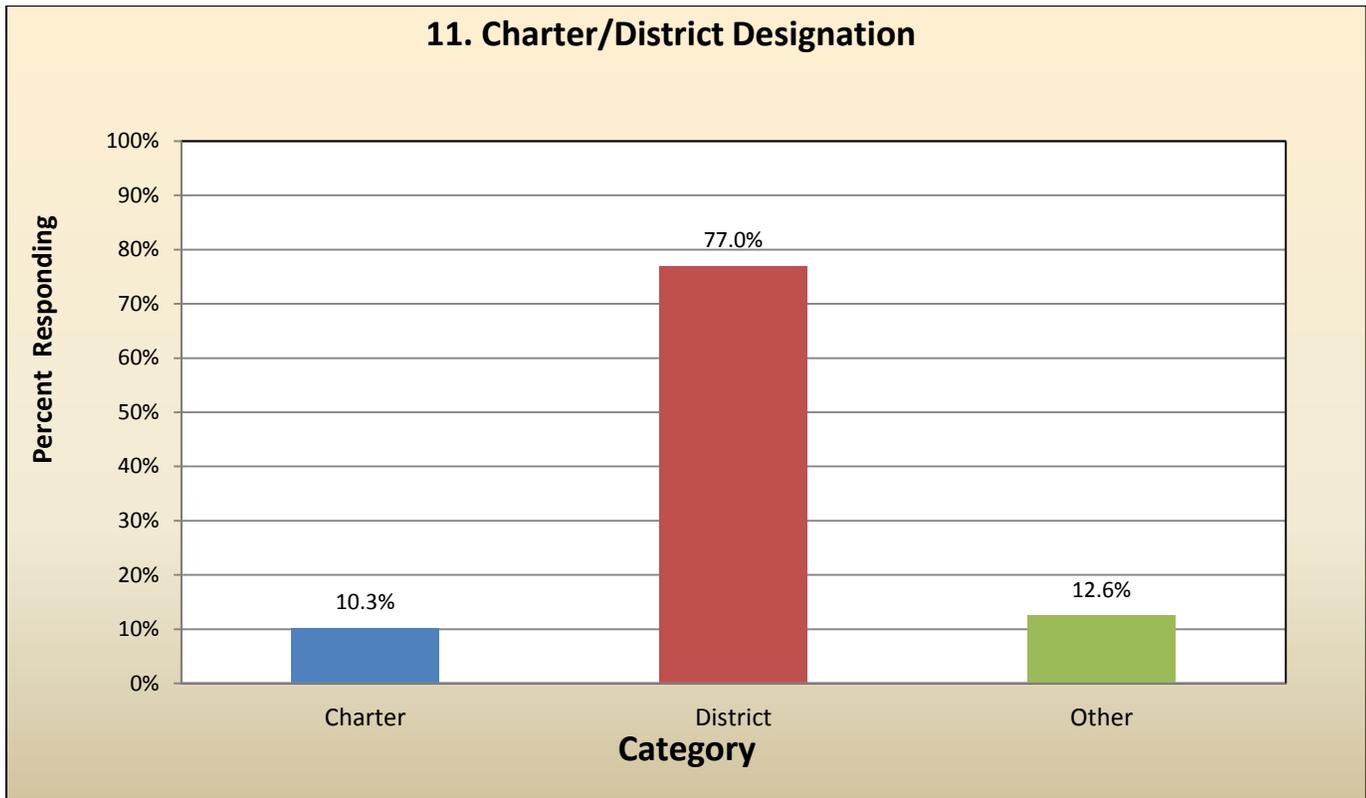


9. Desired Resources for School/District ACCS Implementation



10. County Designation





Responses by County

Responses for Gila; Graham; Greenlee; Pinal; La Paz; Mohave; Yavapai; Yuma Counties begin on page 10.

Responses by County							
Question/Item	Apache	Coconino	Navajo	Cochise	Pima	Santa Cruz	Maricopa
1. Indicate the areas(s) in which you have been trained to provide Phase 1 professional development:							
English Language Arts (ELA)	50%	66.7%	10%	33.3%	40.5%	0%	65.5%
Mathematics	50%	23.8%	90%	66.7%	51.4%	100%	25.9%
Both	0%	9.5%	0%	0%	8.1%	0%	8.6%
2. Estimate the number of teachers within your school, district, or charter to whom you have personally provided Phase 1 ELA training:							
None	50%	22.2%	80%	40%	40.7%	0%	17.8%
1 - 49	50%	33.3%	20%	60%	29.6%	0%	17.8%
50 - 99	0%	22.2%	0%	0%	7.4%	0%	15.6%
100 - 249	0%	16.7%	0%	0%	11.1%	0%	24.4%
250 - 499	0%	5.6%	0%	0%	3.7%	0%	11.1%
500 - 999	0%	0%	0%	0%	7.4%	0%	11.1%
1,000+	0%	0%	0%	0%	0%	0%	2.2%



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Responses by County							
Question/Item	Apache	Coconino	Navajo	Cochise	Pima	Santa Cruz	Maricopa
3. Understanding that teachers in your school, district, or charter may have received training from someone other than yourself, estimate the percent of teachers in your school district, or charter who have received Phase 1 ELA training:							
Less than 10%	50%	0%	14.3%	20%	3.8%	0%	6.8%
10%	50%	5.9%	28.6%	0%	7.7%	0%	2.3%
20%	0%	0%	28.6%	20%	11.5%	0%	6.8%
30%	0%	0%	0%	20%	15.4%	0%	2.3%
40%	0%	0%	0%	0%	7.7%	0%	0%
50%	0%	0%	0%	20%	3.8%	0%	6.8%
60%	0%	5.9%	14.3%	0%	3.8%	100%	4.5%
70%	0%	23.5%	0%	0%	15.4%	0%	4.5%
80%	0%	11.8%	0%	0%	3.8%	0%	9.1%
90%	0%	23.5%	0%	0%	15.4%	0%	13.6%
91 - 100%	0%	29.4%	14.3%	20%	11.5%	0%	43.2%
4. Estimate the number of educators outside of your school, district, or charter to whom you have provided Phase 1 ELA training:							
None	100%	42.9%	100%	80%	76.9%	0%	72.5%
1 - 49	0%	35.7%	0%	20%	11.5%	0%	7.5%
50 - 99	0%	14.3%	0%	0%	0%	0%	12.5%
100 - 249	0%	7.1%	0%	0%	7.7%	0%	7.5%
250 - 499	0%	0%	0%	0%	3.8%	0%	0%
500 - 999	0%	0%	0%	0%	0%	0%	0%
1,000+	0%	0%	0%	0%	0%	0%	0%
5. Estimate the number of teachers within your school, district, or charter to whom you have personally provided Phase 1 Mathematics training:							
None	100%	54.5%	55.6%	0%	39.3%	0%	50%
1 - 49	0%	36.4%	44.4%	100%	25%	0%	22.2%
50 - 99	0%	0%	0%	0%	7.1%	100%	11.1%
100 - 249	0%	9.1%	0%	0%	3.6%	0%	8.3%
250 - 499	0%	0%	0%	0%	17.9%	0%	2.8%
500 - 999	0%	0%	0%	0%	3.6%	0%	5.6%
1,000+	0%	0%	0%	0%	3.6%	0%	0%
6. Understanding that teachers in your school, district, or charter may have received training from someone other than yourself, estimate the percent of teachers in your school district, or charter who have received Phase 1 Mathematics training:							
Less than 10%	100%	7.7%	37.5%	20%	17.2%	0%	14.3%
10%	0%	0%	12.5%	20%	3.4%	0%	0%
20%	0%	15.4%	12.5%	20%	10.3%	0%	2.9%
30%	0%	0%	0%	0%	6.9%	0%	8.6%
40%	0%	7.7%	0%	0%	13.8%	0%	5.7%
50%	0%	7.7%	0%	20%	13.8%	0%	5.7%
60%	0%	0%	25%	0%	0%	100%	0%
70%	0%	23.1%	0%	0%	6.9%	0%	11.4%
80%	0%	0%	0%	0%	10.3%	0%	5.7%
90%	0%	23.1%	0%	0%	0%	0%	5.7%
91 - 100%	0%	15.4%	12.5%	20%	17.2%	0%	40%



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Responses by County							
Question/Item	Apache	Coconino	Navajo	Cochise	Pima	Santa Cruz	Maricopa
7. Estimate the number of educators outside of your school, district, or charter to whom you have provided Phase 1 Mathematics training:							
None	0%	63.6%	75%	60%	59.1%	0%	87.1%
1 - 49	0%	18.2%	12.5%	40%	13.6%	100%	3.2%
50 - 99	0%	18.2%	12.5%	0%	9.1%	0%	3.2%
100 - 249	100%	0%	0%	0%	4.5%	0%	3.2%
250 - 499	0%	0%	0%	0%	13.6%	0%	3.2%
500 - 999	0%	0%	0%	0%	0%	0%	0%
1,000+	0%	0%	0%	0%	0%	0%	0%
8. Based on your experience, and from feedback you've received from educators in your training sessions, what do you believe are the top three challenges in implementing ACCS?							
Students' prior knowledge	0%	23.8%	40%	66.7%	18.4%	100%	19%
Need more information about the standards	0%	4.8%	10%	0%	10.5%	0%	8.6%
Need more formative assessments aligned to the ACCS	100%	38.1%	50%	83.3%	47.4%	0%	44.8%
Need more quality professional development	50%	57.1%	60%	0%	39.5%	100%	43.1%
Need more time to collaborate with my colleagues	50%	52.4%	70%	33.3%	78.9%	0%	56.9%
Need more funding	0%	23.8%	20%	16.7%	15.8%	0%	31%
Need more aligned textbooks and materials	0%	57.1%	40%	33.3%	31.6%	0%	51.7%
Need more parental involvement	0%	4.8%	10%	0%	7.9%	0%	1.7%
Need a state assessment aligned to the ACCS	100%	14.3%	30%	33.3%	10.5%	100%	24.1%
Need more time to help all students really learn the standards	0%	23.8%	20%	33.3%	31.6%	0%	27.6%
9. Identify which of the following activities/resources are most essential to your schools' educators, for successful implementation of ACCS:							
Collaborative planning time dedicated to understanding and deconstructing the standards	0%	47.6%	80%	83.3%	50%	100%	75.9%
Collaborative planning time dedicated to aligning curriculum to the ACCS	50%	76.2%	90%	50%	68.4%	100%	69%
Content-focused trainings on the ACCS	0%	81%	70%	83.3%	60.5%	0%	74.1%
Lessons plans aligned to the ACCS	100%	61.9%	60%	50%	47.4%	100%	60.3%
Job-embedded training or coaching focused on ACCS implementation	0%	90.5%	60%	33.3%	57.9%	0%	63.8%
Resources on research/best practice in Common Core implementation	100%	61.9%	70%	50%	50%	0%	53.4%
Professional learning community focused on ACCS implementation	100%	66.7%	60%	66.7%	50%	100%	55.2%
10. Please indicate your County:	2	21	10	6	38	1	58
11. Please indicate whether your school is a Charter or a District:							
Charter	0	1	0	1	4	0	11
District	2	18	9	5	30	1	38
Other	0	2	1	0	3	0	9



Arizona's Common Core Standards (ACCS) TOT Survey Report

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
1. Indicate the areas(s) in which you have been trained to provide Phase 1 professional development								
English Language Arts (ELA)	0%	66.7%	0%	50%	0%	60%	83.3%	33.3%
Mathematics	0%	33.3%	0%	30%	100%	40%	16.7%	33.3%
Both	100%	0%	0%	20%	0%	0%	0%	33.3%
2. Estimate the number of teachers within your school, district, or charter to whom you have personally provided Phase 1 ELA training:								
None	0%	0%	0%	12.5%	0%	0%	40%	0%
1 - 49	0%	66.7%	0%	37.5%	0%	0%	20%	50%
50 - 99	0%	16.7%	0%	25%	0%	20%	0%	33.3%
100 - 249	100%	16.7%	0%	12.5%	0%	80%	20%	0%
250 - 499	0%	0%	0%	0%	0%	0%	20%	16.7%
500 - 999	0%	0%	0%	12.5%	0%	0%	0%	0%
1,000+	0%	0%	0%	0%	0%	0%	0%	0%
3. Understanding that teachers in your school, district, or charter may have received training from someone other than yourself, estimate the percent of teachers in your school district, or charter who have received Phase 1 ELA training:								
Less than 10%	0%	16.7%	0%	12.5%	0%	0%	0%	16.7%
10%	0%	0%	0%	0%	0%	20%	40%	0%
20%	100%	0%	0%	0%	0%	0%	0%	0%
30%	0%	16.7%	0%	0%	0%	0%	40%	0%
40%	0%	0%	0%	0%	0%	20%	0%	0%
50%	0%	16.7%	0%	0%	0%	0%	0%	0%
60%	0%	16.7%	0%	0%	0%	0%	0%	16.7%
70%	0%	0%	0%	12.5%	0%	20%	20%	0%
80%	0%	0%	0%	12.5%	0%	40%	0%	16.7%
90%	0%	16.7%	0%	12.5%	0%	0%	0%	0%
91 - 100%	0%	16.7%	0%	50%	100%	0%	0%	50%
4. Estimate the number of educators outside of your school, district, or charter to whom you have provided Phase 1 ELA training:								
None	0%	25%	0%	85.7%	0%	20%	0%	40%
1 - 49	100%	25%	0%	0%	0%	60%	25%	60%
50 - 99	0%	50%	0%	0%	100%	0%	25%	0%
100 - 249	0%	0%	0%	0%	0%	0%	50%	0%
250 - 499	0%	0%	0%	14.3%	0%	20%	0%	0%
500 - 999	0%	0%	0%	0%	0%	0%	0%	0%
1,000+	0%	0%	0%	0%	0%	0%	0%	0%
5. Estimate the number of teachers within your school, district, or charter to whom you have personally provided Phase 1 Mathematics training:								
None	0%	33.3%	0%	16.7%	0%	0%	33.3%	50%
1 - 49	0%	33.3%	0%	16.7%	100%	0%	66.7%	33.3%
50 - 99	0%	0%	0%	50%	0%	0%	0%	16.7%
100 - 249	100%	33.3%	0%	0%	0%	100%	0%	0%
250 - 499	0%	0%	0%	0%	0%	0%	0%	0%
500 - 999	0%	0%	0%	16.7%	0%	0%	0%	0%
1,000+	0%	0%	0%	0%	0%	0%	0%	0%



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Responses by County								
Question/Item	Gila	Graham	Greenlee	Pinal	La Paz	Mohave	Yavapai	Yuma
6. Understanding that teachers in your school, district, or charter may have received training from someone other than yourself, estimate the percent of teachers in your school district, or charter who have received Phase 1 Mathematics training:								
Less than 10%	0%	0%	0%	0%	0%	0%	33.3%	20%
10%	100%	0%	0%	0%	0%	33.3%	33.3%	0%
20%	0%	0%	0%	0%	0%	0%	0%	0%
30%	0%	50%	0%	0%	0%	0%	0%	20%
40%	0%	0%	0%	0%	0%	0%	0%	0%
50%	0%	50%	0%	12.5%	0%	0%	0%	0%
60%	0%	0%	0%	25%	0%	0%	0%	20%
70%	0%	0%	0%	0%	0%	33.3%	0%	0%
80%	0%	0%	0%	0%	100%	33.3%	33.3%	20%
90%	0%	0%	0%	12.5%	0%	0%	0%	0%
91 – 100%	0%	0%	0%	50%	0%	0%	0%	20%
7. Estimate the number of educators outside of your school, district, or charter to whom you have provided Phase 1 Mathematics training:								
None	100%	0%	0%	80%	100%	33.3%	66.7%	50%
1 - 49	0%	50%	0%	0%	0%	66.7%	0%	50%
50 - 99	0%	0%	0%	20%	0%	0%	0%	0%
100 - 249	0%	50%	0%	0%	0%	0%	0%	0%
250 - 499	0%	0%	0%	0%	0%	0%	33.3%	0%
500 - 999	0%	0%	0%	0%	0%	0%	0%	0%
1,000+	0%	0%	0%	0%	0%	0%	0%	0%
8. Based on your experience, and from feedback you've received from educators in your training sessions, what do you believe are the top three challenges in implementing ACCS?								
Students' prior knowledge	0%	50%	0%	40%	0%	20%	16.7%	0%
Need more information about the standards	0%	16.7%	0%	10%	0%	0%	0%	16.7%
Need more formative assessments aligned to the ACCS	0%	33.3%	0%	20%	0%	60%	83.3%	66.7%
Need more quality professional development	0%	16.7%	0%	40%	50%	20%	50%	50%
Need more time to collaborate with my colleagues	100%	33.3%	0%	50%	100%	60%	83.3%	50%
Need more funding	0%	50%	0%	60%	50%	20%	0%	16.7%
Need more aligned textbooks and materials	100%	66.7%	0%	60%	100%	60%	50%	66.7%
Need more parental involvement	0%	0%	0%	10%	0%	0%	0%	0%
Need a state assessment aligned to the ACCS	100%	0%	0%	10%	0%	40%	16.7%	16.7%
Need more time to help all students really learn the standards	0%	33.3%	0%	20%	0%	20%	0%	0%



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Responses by County								
Question/Item	Gila	Graham	Greenlee	Pinal	La Paz	Mohave	Yavapai	Yuma
9. Identify which of the following activities/resources are most essential to your schools' educators, for successful implementation of ACCS:								
Collaborative planning time dedicated to understanding and deconstructing the standards	0%	33.3%	0%	80%	100%	40%	33.3%	16.7%
Collaborative planning time dedicated to aligning curriculum to the ACCS	100%	66.7%	0%	60%	100%	80%	100%	50%
Content-focused trainings on the ACCS	100%	50%	0%	80%	0%	60%	66.7%	66.7%
Lessons plans aligned to the ACCS	100%	50%	0%	40%	100%	40%	100%	50%
Job-embedded training or coaching focused on ACCS implementation	100%	66.7%	0%	60%	100%	80%	66.7%	33.3%
Resources on research/best practice in Common Core implementation	100%	33.3%	0%	50%	0%	20%	50%	50%
Professional learning community focused on ACCS implementation	0%	0%	0%	20%	100%	40%	50%	16.7%
10. Please indicate your County:	1	6	0	10	2	5	6	6
11. Please indicate whether your school is a Charter or a District:								
Charter	0	0	0	0	0	0	0	1
District	1	6	0	9	1	4	5	5
Other	0	0	0	1	1	1	1	0