

# COLLEGE- AND CAREER-READY STANDARDS



## BENCHMARKING IMPLEMENTATION



### Introduction

The promise of K–12 college- and career-ready (CCR) standards will only be achieved when the standards are put into practice for the benefit of every student in every classroom. Effective implementation requires real-time and actionable data to capture progress toward that goal, the elevation of bright spots, and the identification of widespread challenges and opportunities to strengthen or redesign support to schools and school districts.

States should adapt these resources to reflect local context and established priorities. These resources necessarily reflect judgment calls about what's most important to monitor and measure, and they will be most effective if state leaders apply their own judgment to these decisions.

### Who Should Use These Tools?

These tools are primarily designed for state leaders who have adopted CCR standards and want direct feedback related to the status of CCR standards implementation statewide in order to better understand the needs of schools and districts. State leaders should establish a plan up front for publicly sharing the data resulting from the use of these tools to ensure this exercise contributes to greater transparency, shared understanding, and evidence-based discussions with local leaders and school-based educators regarding strategies for strengthening implementation. We encourage state leaders to identify a cross-sector team that is responsible for designing a strategy and work plan for using these resources.

### WHAT TOOLS ARE INCLUDED?

Four resources are available to assist in monitoring implementation:

#### 1. **School-Level Indicators of Implementation:**

These indicators provide a broad gauge of the extent to which the transition from states' prior content standards to college- and career-ready standards has taken place or is underway within and across schools.<sup>1</sup>

#### 2. **Model School-Level Indicators of Implementation Survey:**

This open-source tool converts the School-Level Indicators of Implementation into a survey instrument, able to be administered as-is or adapted by states to fit local priorities and terminology.

#### 3. **Local Education Agency (LEA) Feedback Survey:**

This survey allows state leaders to generate direct feedback from LEA leaders (and principals, if the state desires) regarding quality and comprehensiveness of implementation support.

#### 4. **Survey Guidance:**

Recognizing that State Education Agencies (SEAs) are increasingly using surveys, this brief guidance offers practical tips for survey design that SEA leaders can use as a guide for improving quality and clarity of survey design.

### How Can These Tools Be Used?

Local context will determine the most effective and appropriate manner for how to use these implementation indicators. These indicators are not a comprehensive roadmap for implementation, but rather a broad gauge to give state leaders

<sup>1</sup> For a more comprehensive self-assessment of school-level implementation progress for formative purposes, please visit [www.corereadyschools.org](http://www.corereadyschools.org).



evidence for assessing implementation progress. While a model survey is offered, SEA leaders can use alternative methods such as focus groups and/or school visits. Moreover, SEA leaders may want to use these resources to look for gaps in current data collection and augment other surveys or progress indicators.

The LEA Feedback Survey signals areas in which the state department intends to hold itself responsible. By asking for critical feedback from LEA leaders, the state can create a safe space for local leaders to surface issues that need greater attention. In addition to providing valuable information, this process also models an openness to feedback and orientation toward continuous improvement that sends a powerful signal to local educators.

## SCHOOL-LEVEL INDICATORS

### Leadership

1. The leadership and management of the implementation of college- and career-ready standards is **integrated** with other efforts to improve instruction for and achievement of all students, including efforts funded to serve defined groups of students.
2. Instructional leaders have identified **areas of focus** for the current school year, defined how progress in implementing CCR standards will be **measured**, and **deployed leadership time and personnel** to reflect these priorities.

### Aligned Instruction

3. **All students**, including students with learning disabilities and English language learners, are regularly exposed to grade-level content and instructed in the development of skills and abilities contained in the applicable grade-level standards, with supports and scaffolds as appropriate.
  4. **Instruction** across subject areas is aligned to the demands of the standards.
- a. Over the course of every school day, students are engaged in discussions with peers on what they have read, researched, and/or learned and ask questions about each other's thinking in order to clarify or improve their understanding and/or reasoning.
  - b. All students devote significant time to writing, producing writing in multiple formats, including over short and extended time frames throughout the year.
  - c. Questions and tasks require students to use evidence from texts to demonstrate understanding and to support their ideas through both written and oral responses.
  - d. There is a set of observable, regularly-employed teaching practices across classrooms and content areas for deliberately building students' academic vocabulary, including comprehension and use of words that have broad applicability across disciplines (e.g., analyze, acknowledge).



- e. Students are challenged to make sense of new content and to solve problems and students are encouraged to persevere in the face of initial difficulty.
- f. Math lessons include tasks that represent a balance of building fluency with procedures, promoting reasoning and problem solving, and using mathematical representations to analyze and compare approaches.

### Ongoing Professional Learning

5. **Professional learning opportunities**, including observation and individualized feedback, focus explicitly on the relevant college- and career-ready standards and specific supports and scaffolds for helping students meet them.
6. Three or more hours of teachers' professional work week is dedicated to **working with other educators (instructional staff members or teachers) to examine and improve instruction**, including alignment with the coverage and rigor expected in CCR standards (e.g., reviewing assignments and student work, assessing alignment of instructional resources with standards, analyzing results of standards-aligned interim assessments).

### Aligned Assessment System

7. Teachers have access to **timely data from periodic assessments** of student learning (e.g., benchmark or interim assessments, or common assignments) as well as summative assessments, aligned to CCR standards, and teachers and school leaders aggregate the data in order to identify patterns and trends from these assessments to inform instructional practice.

### Aligned Instructional Resources and Curriculum

8. Objective criteria have been applied to approve all or almost all **instructional materials** for alignment with CCR standards.
9. **Curriculum is coordinated horizontally and vertically** to build and reinforce students' knowledge base across subjects and across years of instruction.

### Engaging Families and Community Members

10. Teachers and school leaders **regularly and proactively communicate** with parents and other key stakeholders about the goals, progress, and important issues related to implementation of CCR standards.

### Resources: Staffing, Time, and Spending

11. Key school resources — student time, discretionary resources, etc. — have been aligned or prioritized to support the school implementation plan.
  - a. Students are regrouped periodically and flexibly based on identified needs, and students get extra instructional time if they need it.
  - b. Technology is available and regularly incorporated into instruction to meet CCR standards (e.g., editing and publishing writing in digital formats, conducting research, displaying data).



## MODEL SCHOOL-LEVEL INDICATORS

### CLASSROOM TEACHER SURVEY

Throughout this document, state standards are referred to generically as college- and career-ready (CCR) standards. You can change this language to reflect the name of the standards in your state.

Also, the following introductory text can be modified based on state context/input:

Thank you for agreeing to participate in this brief survey. It will take approximately 10 minutes to complete.

The purpose of the study is to explore and understand how implementation of college- and career-ready standards is going specifically from a teacher perspective. The results will be used to identify where further support can be offered to assist you in this transitional period.

**Please note:** The responses you provide will be kept **completely confidential**. Results will only ever be reviewed in aggregate and will **not** be reported at the individual level.

## Leadership, Resources, & Communication

1. Please indicate how well your school has established a team to develop, lead, and monitor an implementation plan/strategy for college- and career-ready standards.

Very well	<input type="checkbox"/>
Somewhat well	<input type="checkbox"/>
Not too well	<input type="checkbox"/>
Not at all well	<input type="checkbox"/>
Not sure	<input type="checkbox"/>
There is no team	<input type="checkbox"/>



2. Please indicate which people or groups are included in your school's team for developing, leading, and monitoring college- and career-ready standards implementation plan/strategy.

	On Team
a. School principal	<input type="checkbox"/>
b. Teachers from a range of grades	<input type="checkbox"/>
c. Teachers from a range of subjects/departments	<input type="checkbox"/>
d. Instructional staff across the range of roles represented at your school (e.g., special education teachers, reading specialists, etc.)	<input type="checkbox"/>
e. Some other groups/people. Please specify _____	<input type="checkbox"/>
f. There is no team	<input type="checkbox"/>

3. Please rate how well each of the following instructional leaders has identified areas of focus for the current school year with respect to the implementation of college- and career-ready standards.

	Very Well	Somewhat Well	Not Too Well	Not At All Well	Not Sure
a. School principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Instructional coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. District superintendent or charter or CMO leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Please rate how well each of the following instructional leaders have defined how progress in implementing college- and career-ready standards will be measured.

	Very Well	Somewhat Well	Not Too Well	Not At All Well	Not Sure
a. School principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Instructional coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. District superintendent or charter equivalent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



5. Please rate how well you believe each of the following instructional leaders have deployed their time to meet the needs and priorities in implementing college- and career-ready standards.

	Very Well	Somewhat Well	Not Too Well	Not At All Well	Not Sure
a. School principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Instructional coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. District superintendent or charter equivalent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Please rate how well each of the following key school resources have been aligned to help support implementation of college- and career-ready standards.

	Very Well	Somewhat Well	Not Too Well	Not At All Well	Not Sure
a. The school budget, including full time staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Staff volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. In-kind donations from outside organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teaching supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Tutoring time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. After-school activity time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Student time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Discretionary financial resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. School master schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Summer school schedule or plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



7. Please indicate how well each of the following groups/people communicate *proactively* with families about the goals, progress, and important issues related to implementation of the college- and career-ready standards and how students are progressing against them.

	Very Well	Somewhat Well	Not Too Well	Not At All Well	Not Sure
a. School principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Instructional coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Please indicate how frequently each of the following groups/people communicate with families about the goals, progress, and important issues related to implementation of the college- and career-ready standards and how students are progressing against them.

	Daily	A Few Times Each Week	Weekly	Monthly	Less Than Once Per Month	Never	Not Sure
a. School principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Instructional coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Instruction & Alignment

9. Please rate how well implementation of the college- and career-ready standards is improving instruction and achievement for the following types of students.

	Very Well	Somewhat Well	Not Too Well	Not At All Well	Not Sure
a. Students with learning disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students who are English learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Advanced students or Gifted & Talented students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Average students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Please indicate how much you agree or disagree with the following statements.

	Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree	Not Sure
a. All students are regularly exposed to grade-level content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. English language learners are regularly exposed to grade-level content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students with learning disabilities are regularly exposed to grade-level content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. All students are instructed in the development of skills and content contained in the applicable grade-level standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. All students are provided learning supports and scaffolds as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. All students are engaged with their peers in discussing what they have read, researched, and/or learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Students ask questions about each other's thinking to clarify or improve their understanding and/or reasoning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Table 10 continued on next page





	Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree	Not Sure
h. All students devote significant time to producing writing across multiple modes of discourse including over short and extended time frames.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. There is a set of agreed upon practices across <i>content areas</i> to develop all students' comprehension and use of academic vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. There is a set of agreed upon practices across <i>grades</i> to develop all students' comprehension and use of academic vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. All students engage in productive struggle to make sense of new content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. All students engage in hard work to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. All students are encouraged to persevere in the face of initial difficulty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Students are regrouped periodically and flexibly based on identified needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Students get extra instructional time if they need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Technology is regularly incorporated into instruction to meet standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



11. Please indicate how well each of the following elements are aligned to college- and career-ready standards.

	Very Well	Somewhat Well	Not Too Well	Not At All Well	Not Sure
a. Instructional materials (e.g., textbooks/workbooks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Curriculum is aligned <u>across</u> subject areas at the <u>same</u> grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Curriculum is aligned <u>within</u> subject areas at <u>different</u> grade levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Please indicate how well each of the following elements are incorporated into daily math lessons (If you do not teach mathematics, please skip this question and go to Q13.)

	Very Well	Somewhat Well	Not Too Well	Not At All Well	Not Sure
a. Building fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Using mathematical representations to analyze and compare approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Teacher Evaluation & Development

13. Please indicate how much you agree or disagree with the following statements.

	Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree	Not Sure
a. Professional learning opportunities for teachers focus on the college- and career-ready standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Professional observation of teachers focuses on evidence of using the language of the standards in classroom instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Please indicate how well each of the following groups/people are providing specific guidance for teachers focused on shifting instruction to meet the college- and career-ready standards.

	Very Well	Somewhat Well	Not Too Well	Not At All Well	Not Sure
a. School principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. District superintendent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other source of feedback Please specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Please indicate how well each of the following groups/people are providing specific guidance for teachers focused on specific supports and scaffolds for helping students meet college- and career-ready standards.

	Very Well	Somewhat Well	Not Too Well	Not At All Well	Not Sure
a. School principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. District superintendent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other source of feedback Please specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



16. Please indicate how many hours of teachers' professional work week is dedicated to working with other teachers or instructional staff at the school to examine and improve alignment of instruction as it relates to college- and career-ready standards.

	Hours per week
None	<input type="checkbox"/>
One hour	<input type="checkbox"/>
Two hours	<input type="checkbox"/>
Three hours	<input type="checkbox"/>
Four hours	<input type="checkbox"/>
Five or more hours	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

17. Please indicate how many hours of teachers' professional work week is dedicated to working with other teachers or instructional staff at the school to assess if instruction meets the full depth and rigor required by college- and career-ready standards.

	Hours per week
None	<input type="checkbox"/>
One hour	<input type="checkbox"/>
Two hours	<input type="checkbox"/>
Three hours	<input type="checkbox"/>
Four hours	<input type="checkbox"/>
Five or more hours	<input type="checkbox"/>
Not sure	<input type="checkbox"/>



**IF ONE OR MORE HOURS WAS INDICATED IN Q17, THEN ANSWER Q18. OTHERWISE, SKIP TO Q19.**

18. Please indicate which, if any, of the following areas are addressed during educators' time spent assessing if instruction meets the full depth and rigor required by college- and career-ready standards. *(Check off all that apply.)*

	Areas Addressed
Reviewing instructional materials and tasks	<input type="checkbox"/>
Developing instructional materials	<input type="checkbox"/>
Examining student work	<input type="checkbox"/>
Analyzing assessment results	<input type="checkbox"/>
Focused professional learning related to specific areas identified by educators in our school	<input type="checkbox"/>
Something else. Please specify _____	<input type="checkbox"/>

## RESUME ALL RESPONDENTS

19. Please indicate which activities, if any, your school principal is doing or has done to help support implementation of college- and career-ready standards. *(Check off all that apply.)*

	Areas Covered
Creating opportunities for teacher collaboration on standards implementation (e.g., creating opportunities for teacher collaboration on curricula, on instructional practices, on formative assessments)	<input type="checkbox"/>
Placing emphasis on vertical alignment between grade levels	<input type="checkbox"/>
Placing emphasis on horizontal alignment between content areas across the grade	<input type="checkbox"/>
Ensuring that curricular and instructional materials reflect the expectations of the standards	<input type="checkbox"/>
Using classroom observations as opportunities to provide feedback that reflects the expectations of the standards	<input type="checkbox"/>
Sharing relevant information and resources about the standards with teachers	<input type="checkbox"/>
Providing professional development opportunities that support standards implementation	<input type="checkbox"/>
Other activities Please specify _____	<input type="checkbox"/>



20. Please indicate how much you agree or disagree that results from the following types of assessments are returned quickly enough for teachers to adjust instruction and identify students who need support or enrichment.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Not Applicable
Statewide summative assessments (tests that all students throughout the state take at the end of certain grade level/subjects or courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District summative assessments (tests all students throughout the district take at the end of certain grade level/subjects or courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School summative assessments (tests all students in the school take at the end of certain grade level/subjects or courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statewide interim/benchmark assessments (tests that all students in the state in certain grade level/subjects or courses take more than one time throughout the school year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District interim/benchmark assessments (tests that all students in the district in certain grade level/subjects or courses take more than one time throughout the school year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School interim/benchmark assessments (tests that all students in the school in certain grade level/subjects or courses take more than one time throughout the school year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State diagnostic assessments (tests that the state has chosen to identify students for extra support or enrichment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District diagnostic assessments (tests that the district has chosen to identify students for extra support or enrichment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School diagnostic assessments (tests that the school has chosen to identify students for extra support or enrichment) that are different from district diagnostic assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



21. Please indicate how frequently each of the following groups/people review and analyze patterns and trends from assessments to inform instructional practice.

	Weekly	Monthly	Quarterly	Biannually	Annually	Never	Not Sure
a. School principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Instructional coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Demographics

The remaining questions are for statistical purposes only.

D1. This school year (2014–15), what grade(s) do you teach?  
SELECT ALL THAT APPLY

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

D2. This school year (2014–15), what subject(s) do you teach? SELECT ALL THAT APPLY

- English/Language arts/reading/writing
- Mathematics
- Social Studies
- Science
- World language(s)
- Visual or performing arts (art, music, dance, theater)
- Health/physical education

*Table D2 continued on next page*



- Career/technical education
- Special education
- Other (*specify*) \_\_\_\_\_

D3. Including the current school year (2014–15), how long have you worked as a teacher?  
PLEASE DO NOT INCLUDE STUDENT TEACHING.

	YEARS	MONTHS
a. Total amount of time teaching		
b. Total amount of time teaching in current school		
c. Total amount of time teaching in current district		

D4. Are you male or female?

- Male
- Female

D5. Are you Hispanic or Latino? SELECT ONE ONLY

- Yes, Mexican, Mexican-American, Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino, or Spanish origin
- No, not of Hispanic, Latino, or Spanish origin

D6. What is your race? SELECT ALL THAT APPLY

- White
- Black or African American
- American Indian or Alaska Native
- Asian
- Pacific Islander
- Other (*specify*) \_\_\_\_\_

**THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION.**





## BENCHMARKING: LEA FEEDBACK SURVEY QUESTIONS

Note: These statements have been crafted to support a Likert Scale survey design — for example, by asking respondents whether they strongly agree/strongly disagree with the statements (or fall somewhere in between).

### Indicator: Systemic Leadership

1. The SEA has established and clearly communicated statewide goals for implementing college- and career-ready standards.
2. The SEA has established measures for assessing progress toward standards implementation goals.
3. The SEA provides timely data about individual schools and overall district performance regarding standards implementation.
4. Progress-monitoring data about schools and districts is useful for assessing areas of strength, diagnosing problems, and improving performance.
5. Overall, the SEA plays a constructive and significant role in helping my district achieve its mission of increasing the percent of students meeting college- and career-ready standards.
7. The SEA has publicly identified instructional shifts/instructional priorities that are critical to advancing implementation of college- and career-ready standards.
8. Overall, the SEA's educator effectiveness policies (including teacher and principal evaluation) are instrumental in improving alignment with college- and career-ready standards.

### Indicator: Ongoing Professional Development

9. The SEA supports LEAs to identify priority needs for educators' professional development in understanding and enacting college- and career-ready standards.
10. The SEA provides resources that are helpful in addressing educators' priority needs related to professional development (e.g., video exemplars).
11. The SEA assists with guidance and resources for creating time within the workday and work week of educators for engaging in professional learning regarding college- and career-ready standards.
12. The SEA provides or makes available high-quality training material that links the teaching framework(s) to the expectations in the standards.

### Indicator: Aligned Instruction and Educator Effectiveness

6. Licensure and certification policies demand that teachers and principals demonstrate understanding of and ability to apply college- and career-ready standards.



13. The SEA has established criteria for determining whether professional learning activities are high quality and aligned with college- and career-ready standards.
14. The SEA provides/makes available high quality, useful training for superintendents and/or other senior LEA leaders to learn about the standards and strategies for strong district-level implementation.
15. The SEA provides/makes available high quality, useful professional learning experiences for principals and teacher leaders to learn about the standards and how to effectively implement them in their schools and classrooms.
16. The SEA provides coaches or other personnel to give support and guidance to superintendents and/or other senior LEA leaders as they put college- and career-ready standards into practice.
17. The SEA reviews professional learning priorities and plans of LEAs to ensure quality and alignment with college- and career-ready standards.
18. The SEA is helpful in determining the quality and alignment of external professional development providers.
19. Overall, the SEA's professional learning policies, regulations, and oversight are instrumental to improving educators' knowledge and implementation of the standards.
20. The SEA has adopted a set of statewide summative assessments and has clearly explained how these tests align with college- and career-ready standards.
21. The SEA makes available exemplars and practice test items in each content area for each grade or grade span in which the state has a statewide test.
22. The SEA assesses Standards for Literacy in Science, Social Studies, and Technical Subjects in grades 6–12, or established clear guidance for local assessment of these standards.
23. The SEA has adopted or makes available a set of interim/benchmark assessments in each content area for the grades in which there is a state test, or has established clear guidance for local assessments that align with college- and career-ready standards.
24. Assessment results are provided by the SEA in a timely fashion.
25. Assessment results furnished by the SEA are easy to understand and useful for identifying strengths and diagnosing areas in need of improvement.
26. Assessment results furnished by the SEA are accessible in a format that facilitates analysis of correlations and patterns with other types of data (e.g., student course-taking and discipline, teacher performance ratings).
27. The SEA has established assessments for the Speaking and Listening standards, or has established clear guidance for local assessments of the Speaking and Listening standards.

### **Indicator: Aligned Assessment System**

20. The SEA has adopted a set of statewide summative assessments and has clearly explained how these tests align with college- and career-ready standards.

### **Indicator: Aligned Instructional Resources**

28. The SEA has identified criteria for judging the quality of instructional materials, including alignment to college- and career-



ready standards, and has provided training on how to use the criteria.

29. The SEA has applied objective criteria and published findings regarding the quality and alignment of many, widely-available instructional material offerings.
30. The SEA maintains easily accessible information regarding the quality and alignment to standards of instructional materials.
31. The SEA ensures there is an adequate supply of high-quality, aligned, and affordable instructional materials.

### **Indicator: Engaging Families and Community Members**

32. The SEA regularly provides clear information to district leaders about new policies and regulations related to college- and career-ready standards.
33. The SEA regularly updates LEA leaders regarding implementation progress.
34. The SEA regularly seeks input from LEA leaders on new policies and regulations.
35. The SEA regularly acts on input from district leaders and communicates ways in which input from district leaders affected new policies and regulations.
36. The SEA's social media presence is an important resource in keeping the public informed about implementation of college- and career-ready standards.
37. The SEA's memos or other forms for updating the field about new policies and regulations are generally timely and accurate.
38. The information on the SEA's website is generally accurate and up-to-date.
39. The SEA's website is a valuable resource for parents and the general public.

### **Indicator: Resources: Staffing, Time, and Spending**

40. The SEA actively assists and provides guidance on aligning resources (including major federal and state grants) with implementation of college- and career-ready standards.
41. The SEA provides guidance and technical assistance on aligning academic supports and interventions to college- and career-ready standards, such as Response-to-Intervention systems and services to English language learners.
42. Federal grant applications are structured and reviewed in ways that support and prioritize implementation of college- and career-ready standards.
43. State categorical grant applications are structured and reviewed in ways that support and prioritize implementation of college- and career-ready standards.



## Guidelines For Survey Development

- 1 Start with the end results in mind.

Really think about what questions you want to get answered **and** how you will use the answers.
- 2 Measure one thing with one question.

If you have multiple ideas/elements split them into separate questions.
- 3 Make sure everyone is answering the same question, not the question they interpret through their own lens.

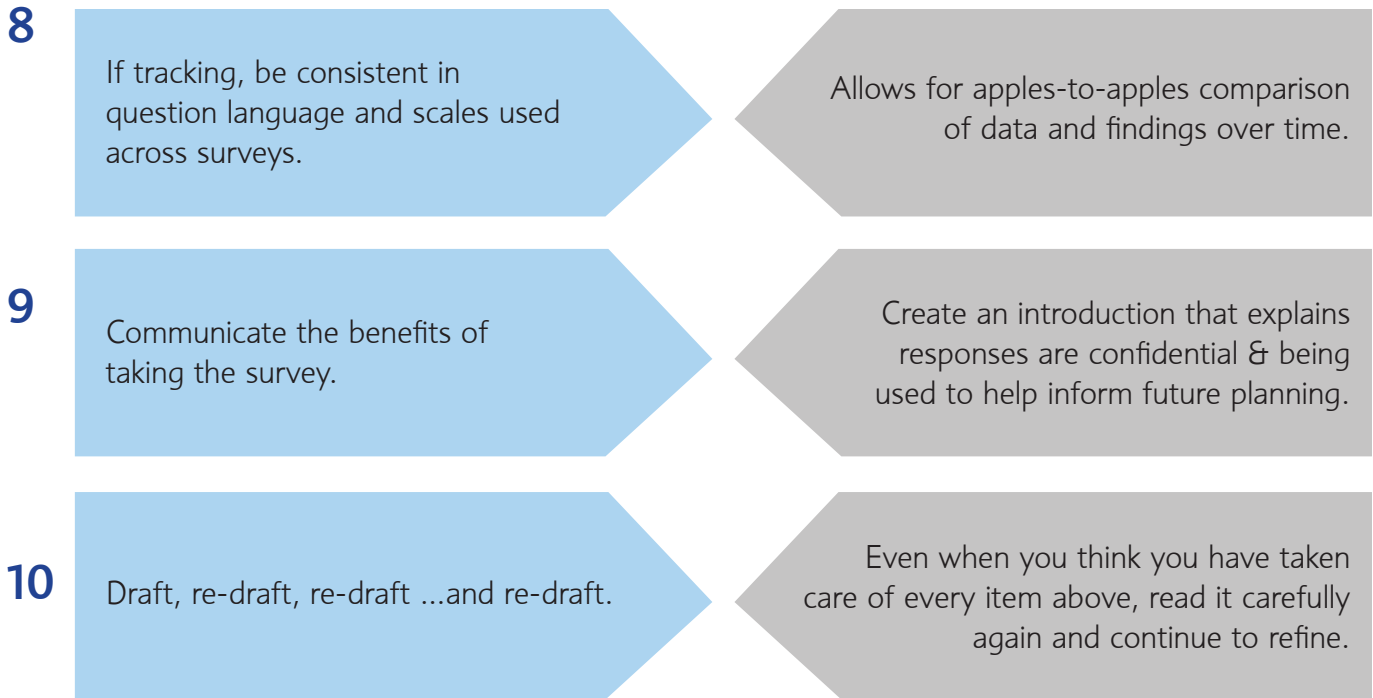
Use clearly defined terms so you can measure the same thing with all respondents.
- 4 Do not assume respondents know as much as you do about a topic. Keep it simple—for each question asked and the language used.

Do not use big or complicated words. Use language all respondents will understand.
- 5 Be consistent with terminology.

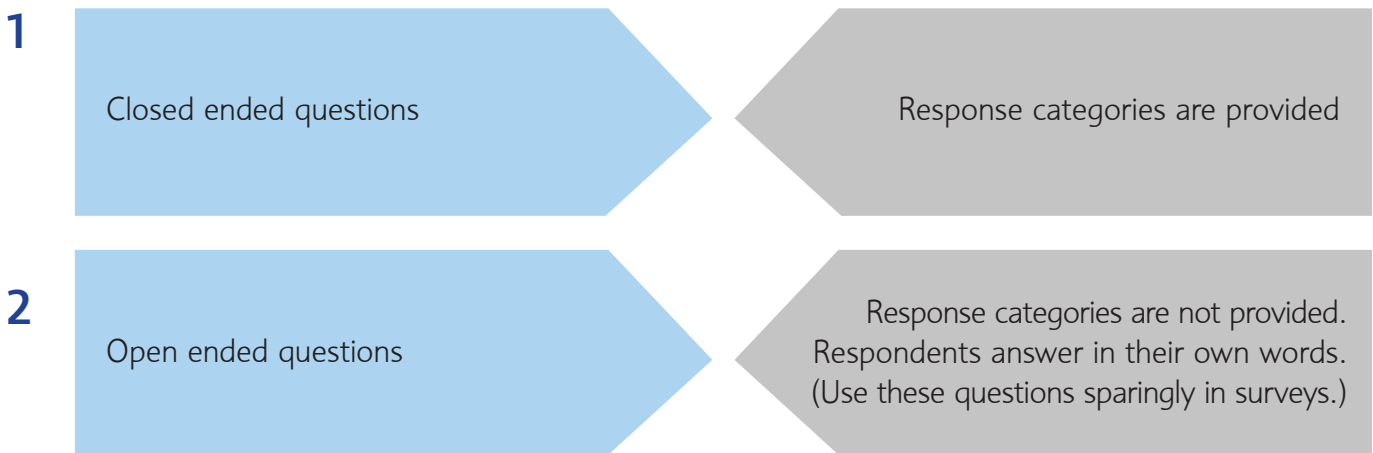
For example, always use “educators” or “teachers” — do not switch back and forth throughout the survey.
- 6 Be careful not to introduce biases into your question wording.

Use neutral language and provide neutral descriptions throughout.
- 7 Carefully consider the order of your questions.

Start broad, then focus. Consider logical ordering and be careful not to bias responses by question order.

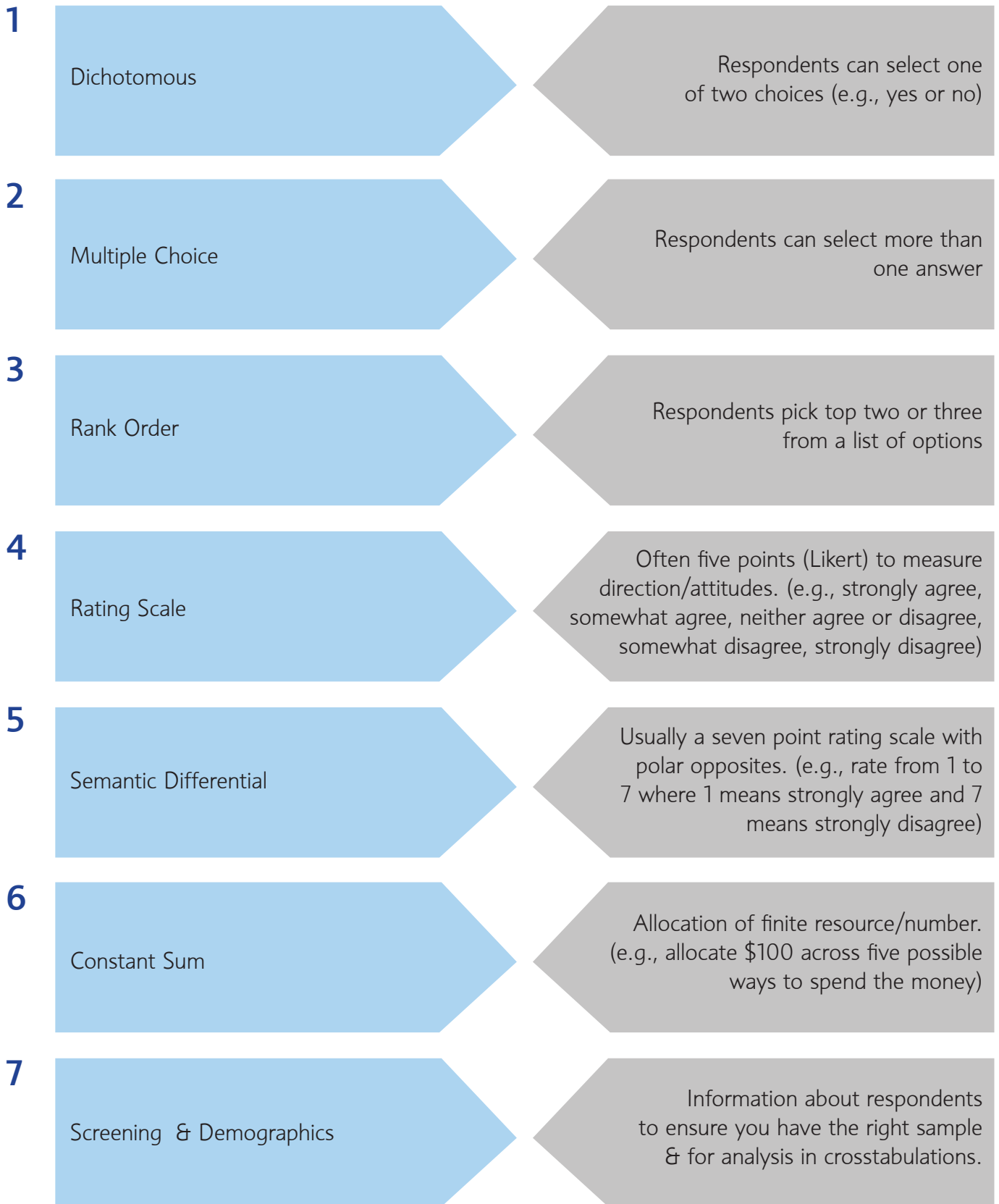


## Types of Questions





## Closed Ended Questions/Scales





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