

# Teacher Perceptions of CCGPS

Spring 2013

Findings from *Teacher Survey on CCGPS Implementation* Spring 2013  
Administration

Main Findings



# **Teacher Perceptions of CCGPS**

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The Governor's Office of Student Achievement (GOSA) produced this report as a part of Georgia's statewide evaluation of Race to the Top. GOSA strives to increase student achievement and school completion across Georgia through meaningful, transparent, and objective analysis and communication of statewide data. In addition, GOSA provides policy support to the Governor and, ultimately, to the citizens of Georgia through:

- An education scoreboard that forthrightly indicates the effectiveness of Georgia's education institutions, from Pre-K through college;
- Research initiatives on education programs in Georgia and corresponding findings to inform policy, budget, and legislative efforts;
- Thorough analysis and straightforward communication of education data to stakeholders;
- Audits of academic programs to ensure that education institutions are fiscally responsible with state funds and faithful to performance accountability requirements; and
- Collaborative work with the Alliance of Education Agency Heads (AEAH) to improve education statewide.

For more information on GOSA's statewide evaluation of Race to the Top implementation in Georgia, please visit [gosa.georgia.gov/statewide-evaluation](https://gosa.georgia.gov/statewide-evaluation).

# Executive Summary

In July 2012, Georgia adopted the *Common Core State Standards*, a set of common performance standards in mathematics and English Language Arts in Kindergarten through twelfth grade. The *Common Core State Standards* aim to support college and career readiness by ensuring that all students in the country are well-prepared for the future.

Georgia Department of Education (GaDOE) began preparing educators for the transition to Common Core Georgia Performance Standards (CCGPS), Georgia's version of *Common Core State Standards*, in spring 2011. During school year 2011-2012, GaDOE curriculum staff engaged in a variety of efforts aimed at preparing educators for the transition to CCGPS. These efforts included presenting at over 85 conferences and meetings, providing training through webinars and Georgia Public Broadcasting (GPB) live-streamed videos, partnering with RESAs to offer face-to-face training, and developing sample unit frameworks and other instructional support materials. GaDOE continues to support educators through newly revised unit frameworks, grade level/course overviews, and updated webinars. Links to all of the aforementioned resources can be found at <http://www.georgiastandards.org/Common-Core>.

Teachers fully transitioned to the new standards during school year 2012-2013. GOSA partnered with Georgia Professional Standards Commission (GaPSC) to administer the *Teacher Survey on CCGPS Implementation (Teacher Survey)* to a random sample of teachers in April 2013. The purpose of this survey was to learn about teachers' first year of implementing the standards.

## *Purpose and methodology*

The purpose of this report is to discuss the main findings from the *Teacher Survey* and identify opportunities for further research. This report is the first in a series as GOSA and GaPSC will administer the *Teacher Survey* again in fall 2013 and spring 2014. By administering the survey three times, GOSA and GaPSC intend to collect trend data over the first two years of full CCGPS implementation. Findings from these surveys are intended to inform state and local decision-making regarding ongoing implementation of CCGPS. In particular, these findings should help education leaders better understand teachers' perception of the accessibility and utility of CCGPS-related support. Also, these findings should suggest if teachers are making use of the support in their classroom.

GOSA and GaPSC administered the *Teacher Survey on CCGPS Implementation* on April 30, 2013 to a random sample of 2,919 teachers across the state. GaPSC employed a stratified random sampling design to select the sample of teachers. GaPSC split the accessible population into subgroups, or strata, based on subjects taught and GaPSC-assigned personnel categories (e.g., certificate level). Then, GaPSC proportionally selected teachers randomly from each subgroup. GaPSC focused the sample design on identifying mathematics teachers of kindergarten through ninth grade and English Language Arts (ELA) teachers of kindergarten through twelfth grade. GaPSC selected these teachers because these were the subjects and grades covered by CCGPS during school year 2012-2013.

1,095 teachers completed the survey. After GOSA removed invalid cases, 987 responses remained, giving a response rate of 33.8%.

### *Theory of Change*

Using guidance from Achieve and U.S. Education Delivery Institute, GOSA based the evaluation of the CCGPS implementation on the following theory of change.<sup>1</sup>

- If educators at all levels of experience have sufficient access to teaching strategies through professional learning opportunities, instructional materials, and other resources that are aligned with their individual needs; and
- If educators find those teaching strategies, instructional materials, and other resources to be useful;
- Then educators will implement those teaching strategies, instructional materials, and other resources into their schools and classrooms; and
- Then achievement for the students served by these educators will improve.

### *Overview of major findings*

The goal of GOSA's analysis was to determine if teachers' responses supported the theory of change. Responses to the *Teacher Survey* revealed the following main findings:

#### ***Access to CCGPS-aligned professional development and resources:***

- Teachers in this survey had professional development and resources aligned to CCGPS, which supports the first step in the logic model.
- Responses related to the use of CCGPS-aligned resources were more positive than responses related to professional development aligned to CCGPS.

#### ***Utility or usefulness of CCGPS-aligned professional development and resources:***

- Teachers in this survey found utility in the CCGPS-aligned professional development and resources they used, which supports the second step in the logic model.
- Respondents strongly believed the topics for the CCGPS-aligned professional development they received were relevant, and the CCGPS-aligned resources they used helped them implement CCGPS with fidelity.
- Respondents most often accessed CCGPS-aligned resources from GaDOE or district websites, and, in general, found access convenient.

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<sup>1</sup> Implementing Common Core State Standards and Assessments: A Workbook for State and District Leaders (Achieve and US Education Delivery Institute, 2012).

- Respondents who taught mathematics and respondents who taught in districts labeled “suburb” continue to express a less positive perception of CCGPS-aligned support.

***Taking advantage of CCGPS-aligned professional development and resources:***

- Teachers in this survey demonstrated a high level of engagement in CCGPS-aligned professional development. A vast majority of respondents applied what they learned in professional development in their classrooms. However, the percentage of respondents who believed professional development contributed to their ability to implement CCGPS with fidelity was lower than the percent who applied what they learned from professional development.
- Understanding CCGPS shifts in mathematics makes a bigger difference on how respondents perceived professional development than understanding ELA shifts.
- In general, respondents “rarely” or “sometimes” used CCGPS-aligned resources. Upon further investigation, a clear pattern exists showing respondents who believed CCGPS-aligned resources contributed to their ability to implement CCGPS with fidelity used resources more than those respondents who did not believe resources helped them with their implementation.

***Teacher and student practice change:<sup>2</sup>***

- Respondents used effective practices, often closely related to *Common Core State Standards*. The CCGPS-related practice most used by respondents was, “asking students more questions and encouraging them to develop answers independently.”
- Students engaged in tasks associated with CCGPS more during school year 2012-2013 than in previous academic years.

Based on the findings from this survey, GOSA recommends that state and local education leaders further investigate CCGPS implementation. In particular,

- Investigate the quality of support made available to mathematics teachers and teachers in districts labeled “suburb.”
- Review the ease of access of state and district websites.
- Review the quality of professional development and instructional resources made available to educators.
- Use teacher effectiveness and student achievement data to substantiate the findings from this study.

GOSA will administer the *Teacher Survey* in fall 2013 and again in spring 2014.

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<sup>2</sup> The final step in the theory of change focuses on student achievement. This step is not covered by this study because it is too early to assess the impact CCGPS on student achievement. Instead, this study examines teacher and student practice change that is associated with CCGPS.