



EDUCATION

American **Teacher** Panel



American **School Leader** Panel



Supports Teachers Need To Help Students Meet State Standards

Presenter:
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February 25, 2016

Contributors to the reports from which these findings are drawn include Laura Hamilton, Brian Stecher, Scott Naftel, Michael Robbins, Lindsey Thompson, Chandra Garber, Susannah Faxon-Mills & Darleen Opfer

Current analysis: Teacher capacity and professional development needs to implement state standards

Findings from the February 2015 American Teacher Panel survey, which addressed:

- **Expectations** for teachers to address state standards in their instruction
- Teacher **capacity** to address state standards in instruction
- Focus of current “**professional development**” (PD) and additional PD needs related to state standards

We focus on educators in states that have adopted Common Core or standards adapted from Common Core, which we refer to throughout as “SACC” states.*

* For this presentation, SACC states include all states but Alaska, Indiana, Minnesota (for mathematics), Nebraska, Oklahoma, Virginia, and Texas.

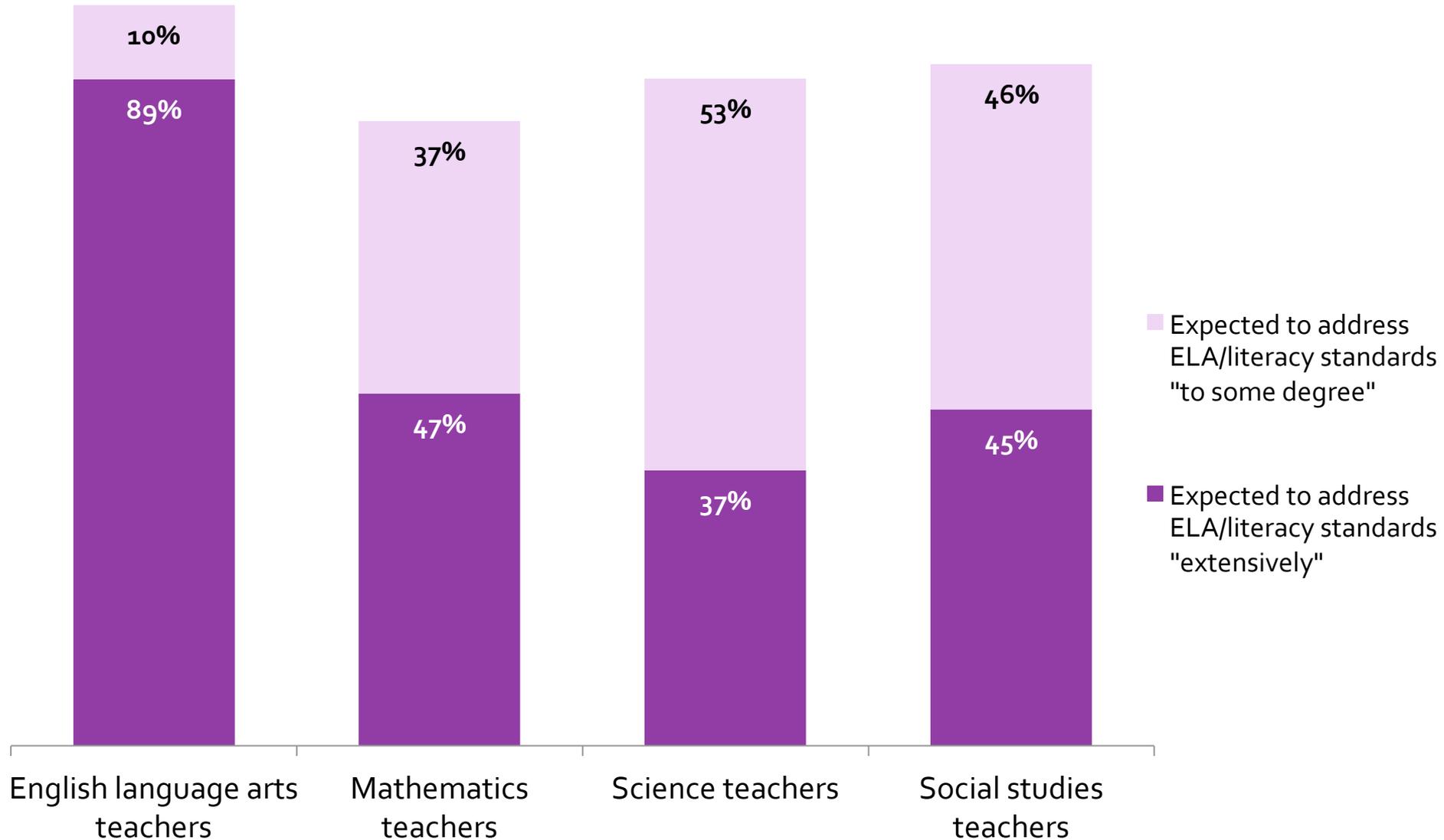
The American Teacher Panel is a nationally representative sample of teachers who provide feedback on issues of education policy and practice.

Total panel size	February 2015 Respondents	February 2015 Response rate
1129	664	59%

ATP is a random sample of U.S. full-time K–12 public school teachers stratified by:

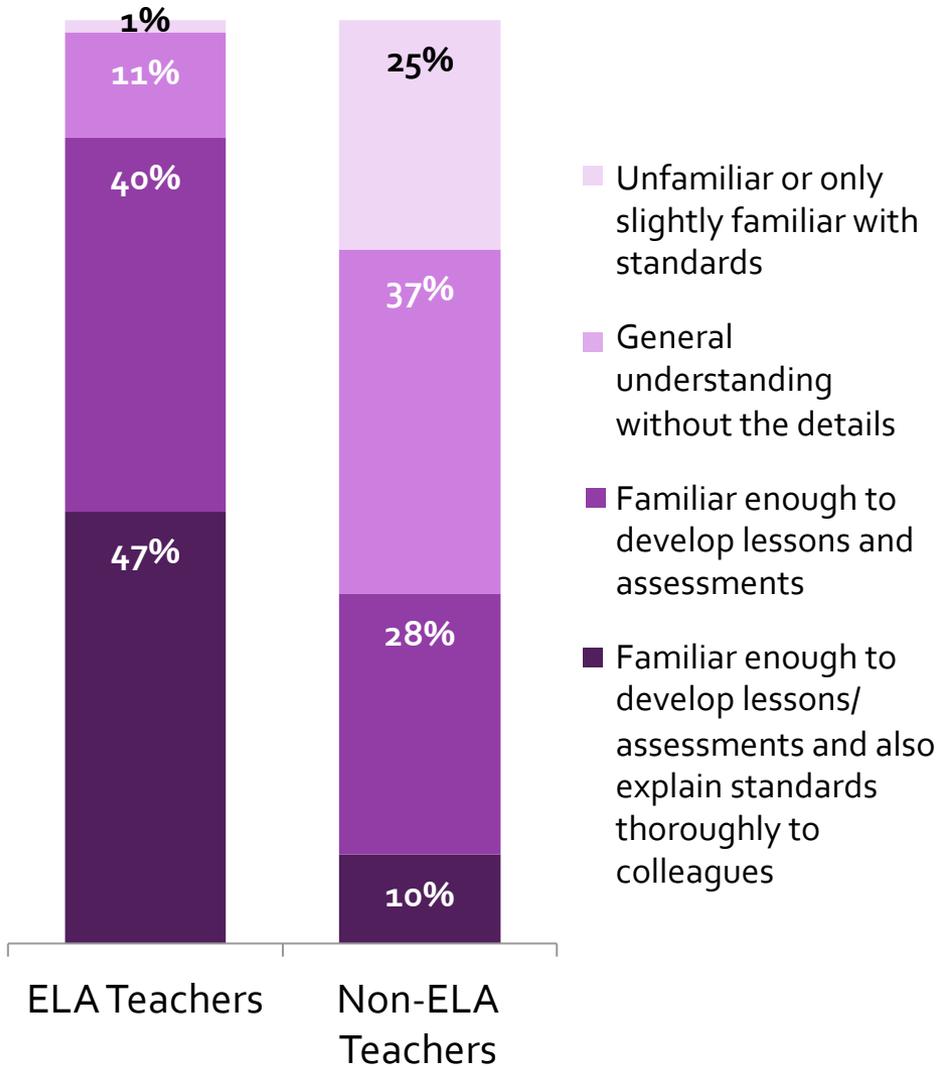
- Grade span
- School size
- Poverty status of school
- Population density
- Geographic region

English, math, science, and social studies teachers expected to address ELA/literacy standards



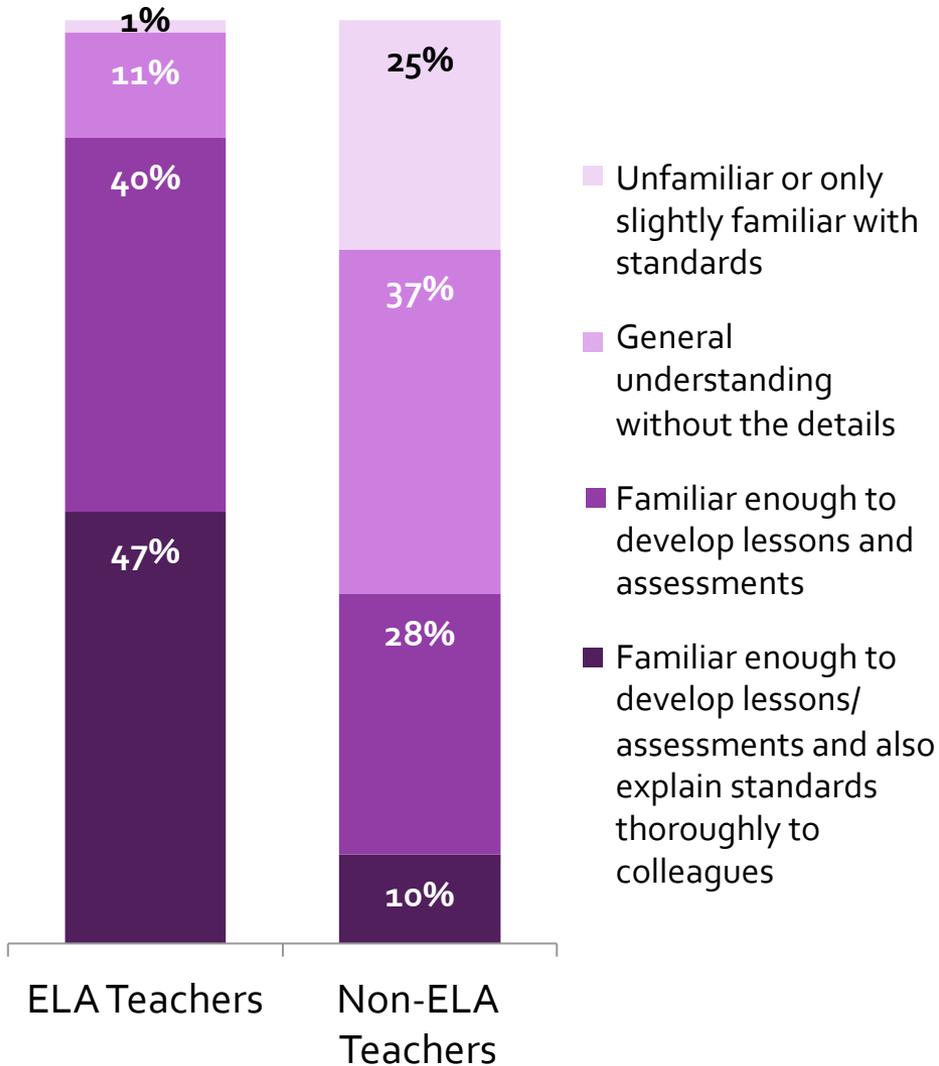
Among teachers expected to address ELA/literacy standards...

Familiarity with those standards

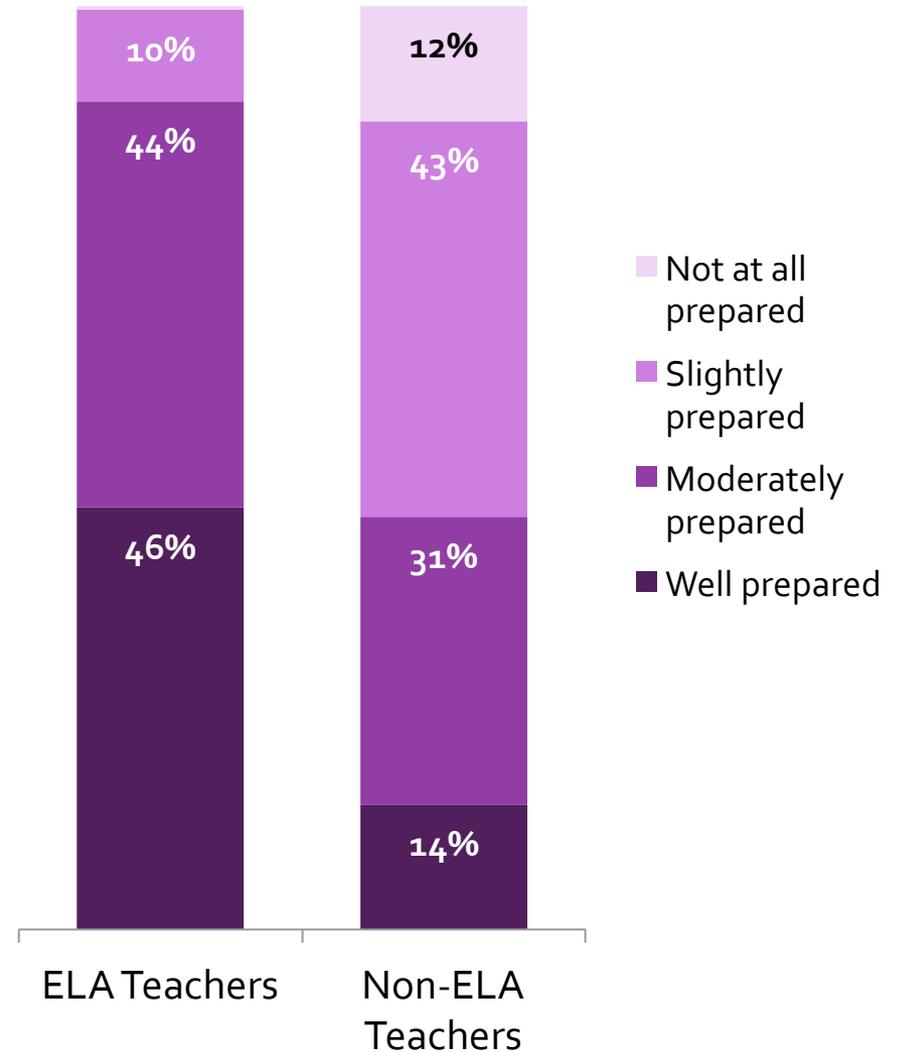


Among teachers expected to address ELA/literacy standards...

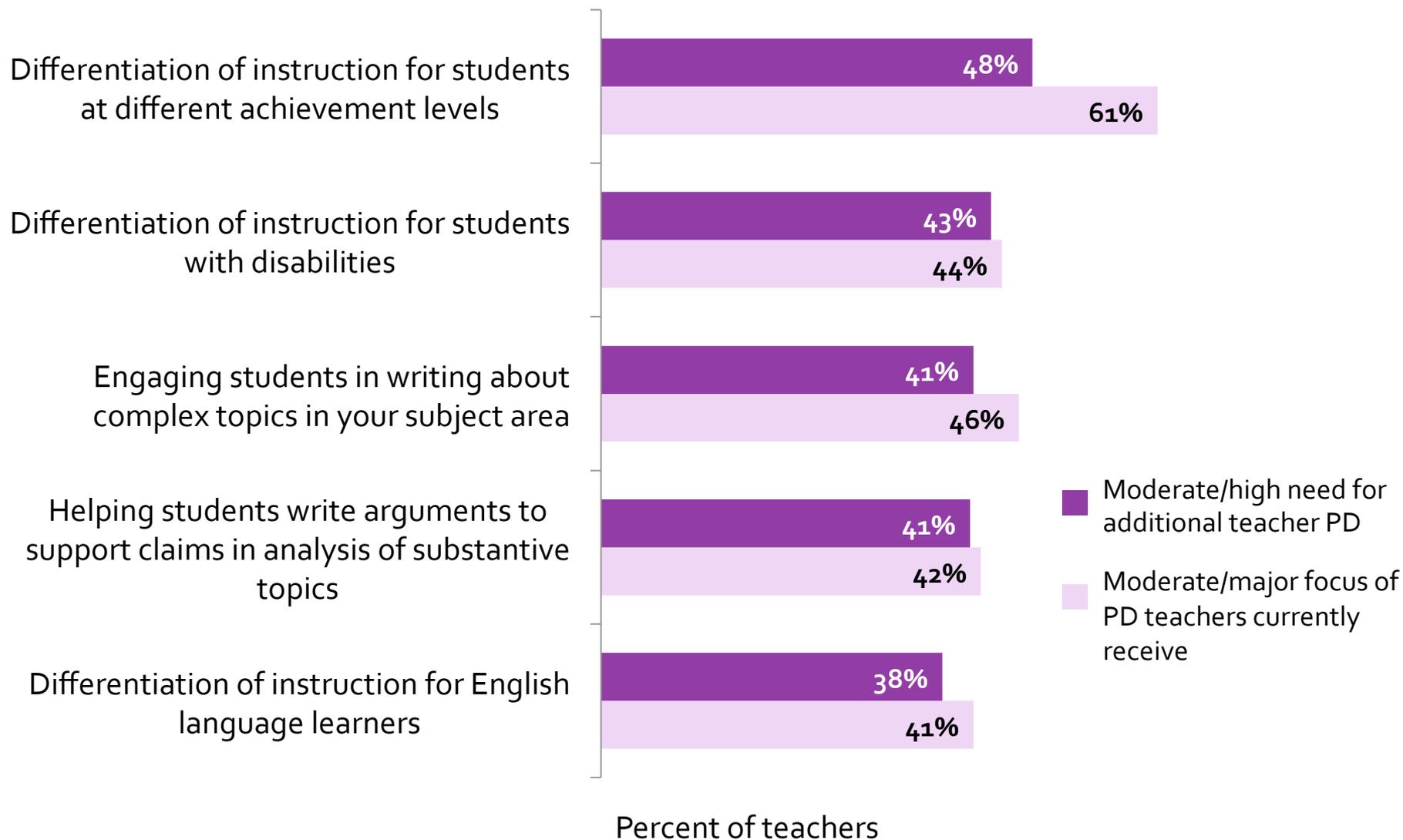
Familiarity with those standards



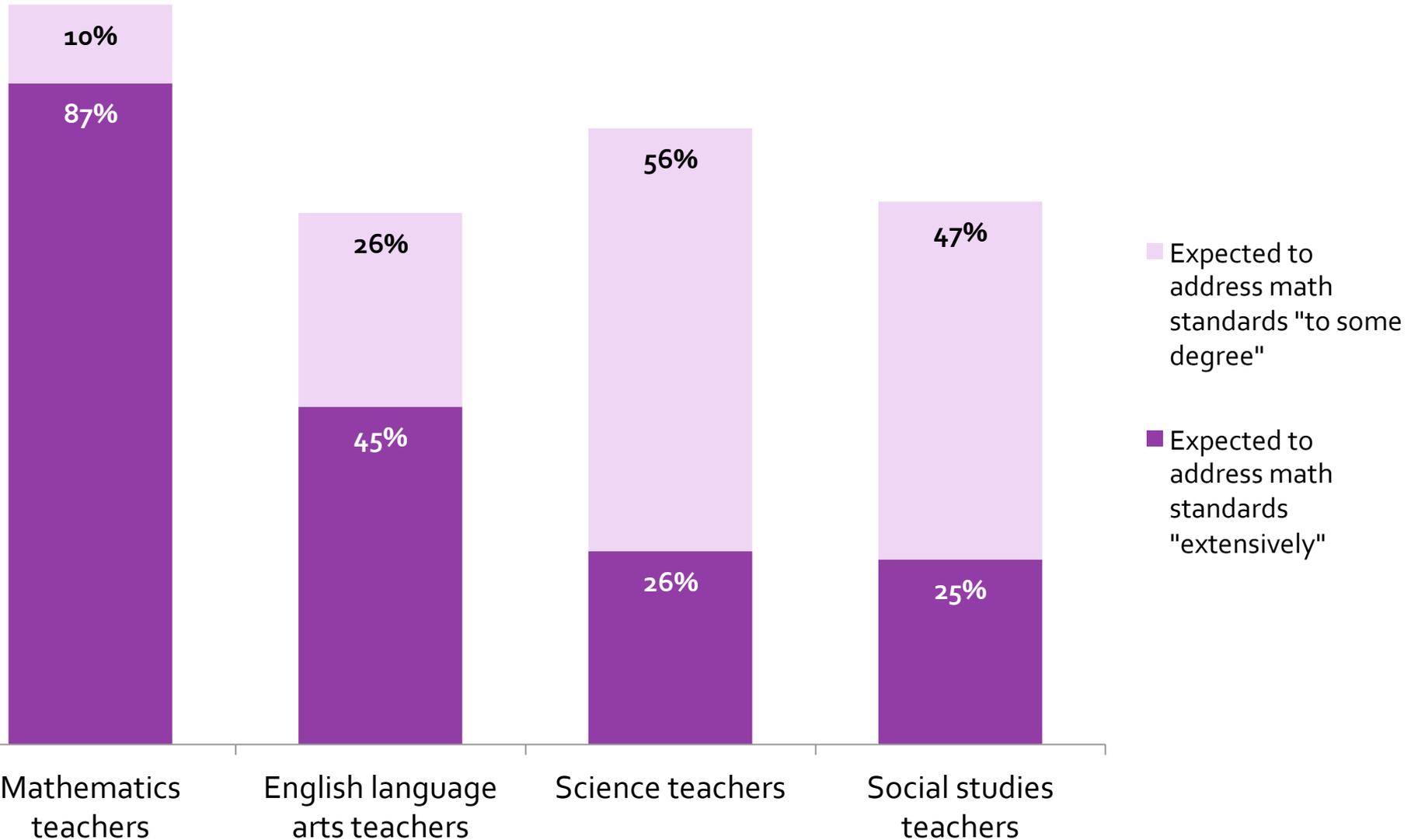
Preparation to address those standards



Highest professional development needs of teachers expected to address ELA/literacy standards

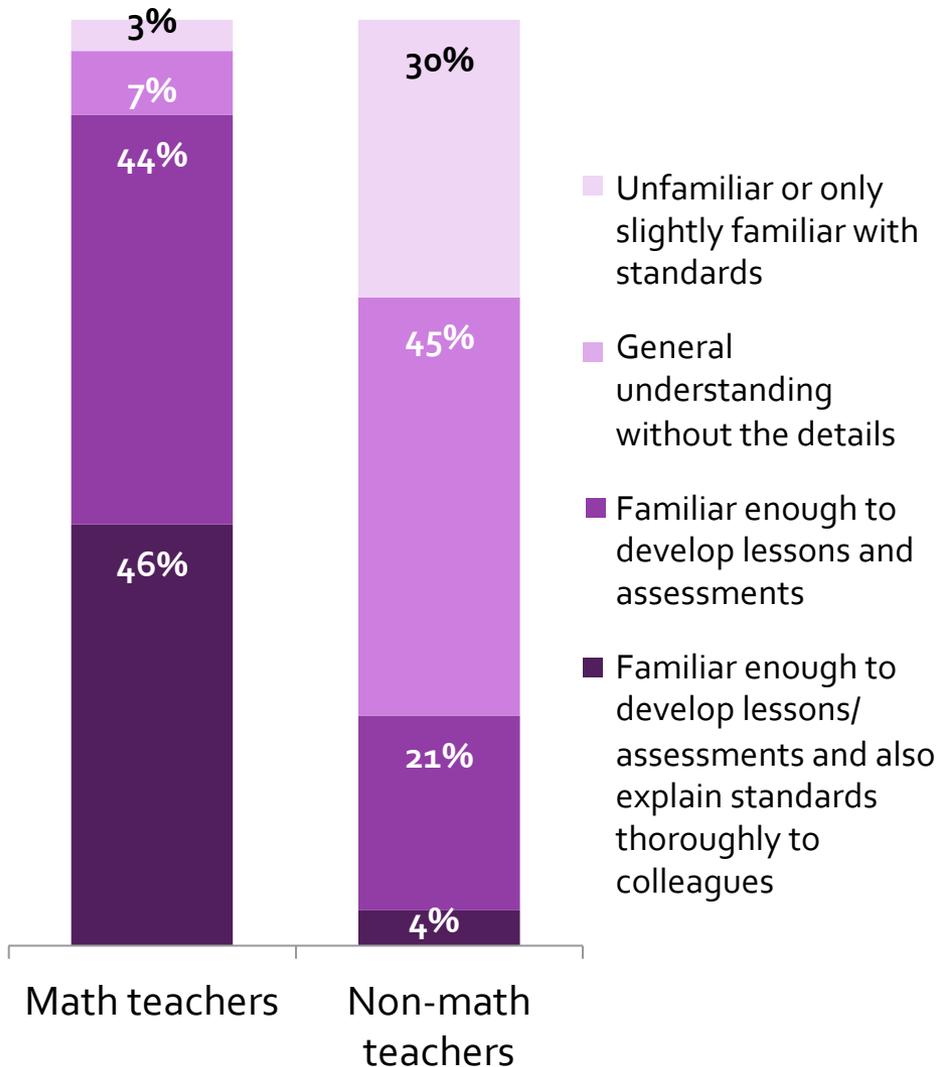


English, math, science, and social studies teachers expected to address mathematics standards



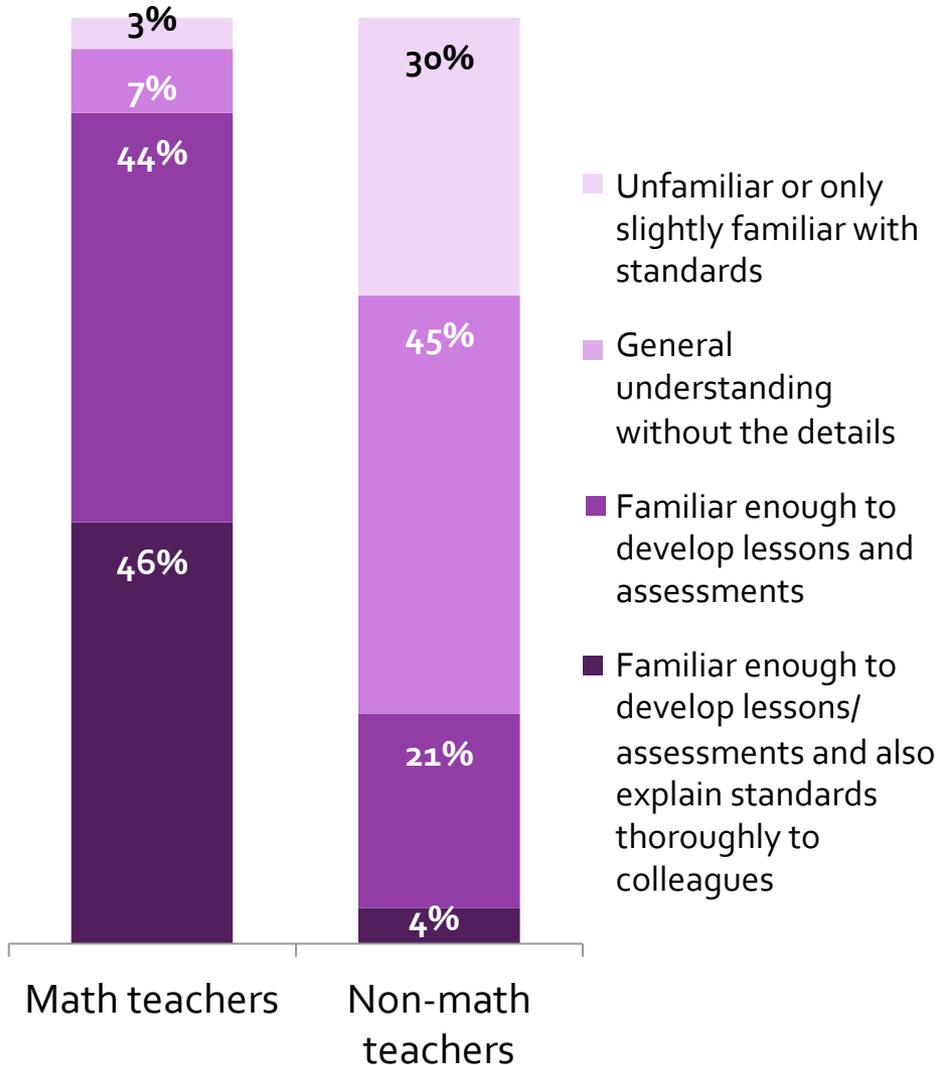
Among teachers expected to address mathematics standards...

Familiarity with those standards

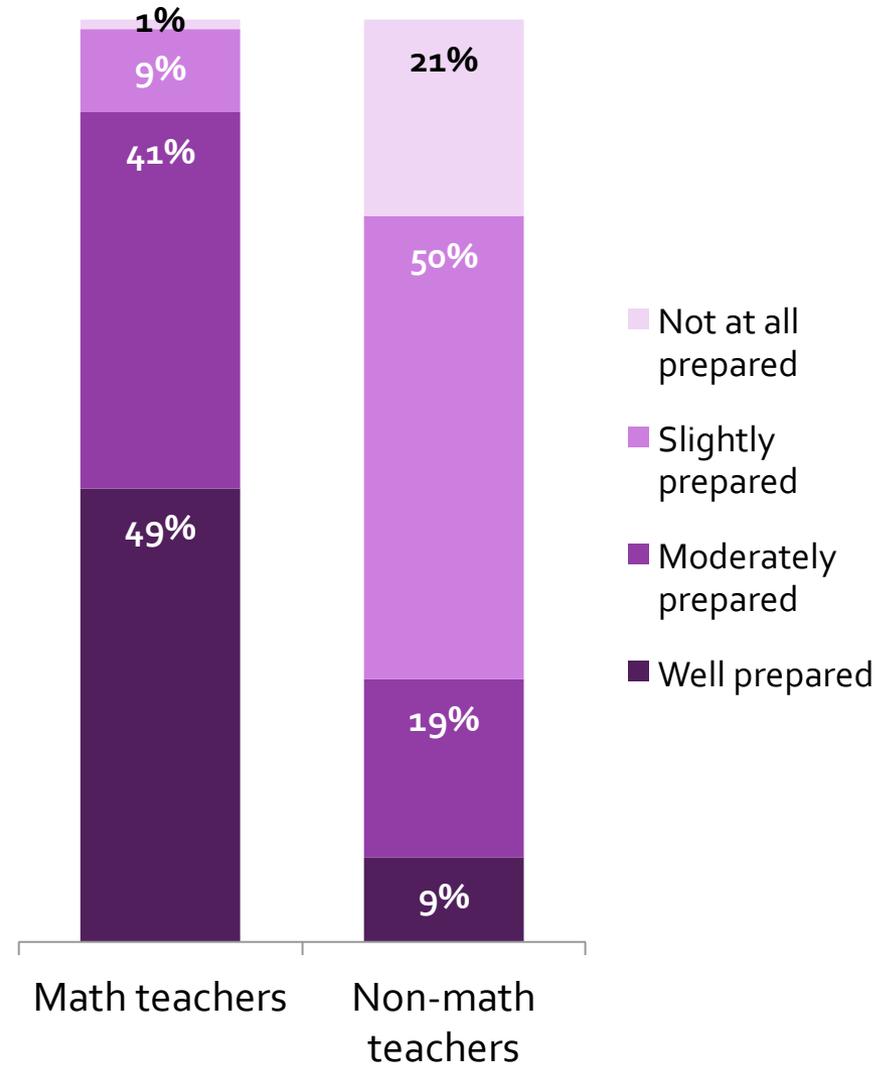


Among teachers expected to address mathematics standards...

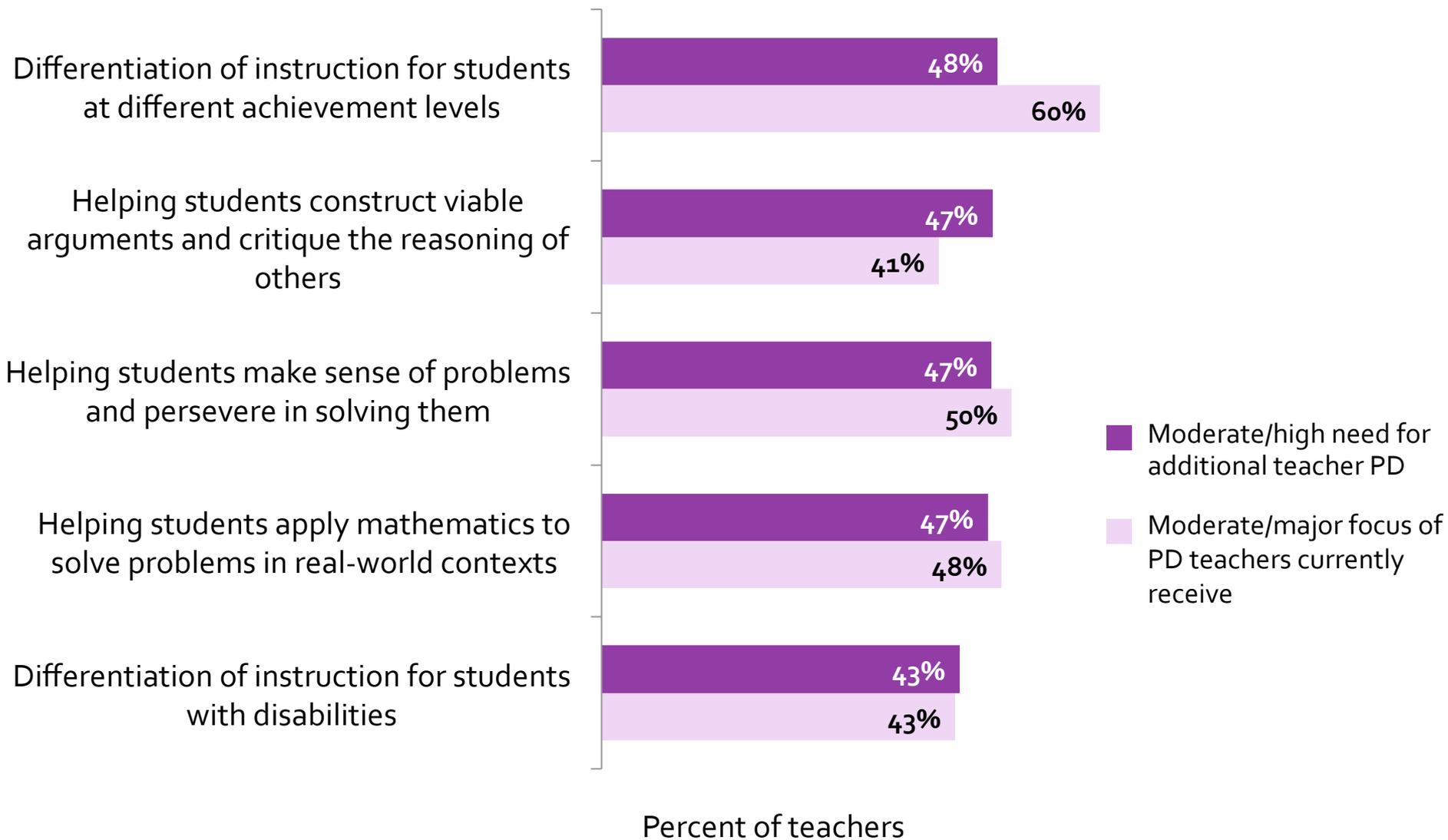
Familiarity with those standards



Preparation to address those standards



Highest professional development needs of teachers expected to address mathematics standards



High levels of support, but also areas for improvement

- Large majorities of math and ELA teachers report familiarity with standards **in their own subjects** and felt prepared to teach them
- Familiarity and preparedness were lower among **teachers in other subjects**, despite those teachers being expected to address standards
- Teachers receive PD on a wide range of topics, but many still express **need for PD related to differentiation and specific topics emphasized in CCSS**, including writing and problem-solving

What questions do these panel findings raise?

What are state and local policymakers doing to

- target teachers' PD needs for more **in-depth and complex areas of instruction** related to standards?
- provide PD to **non-ELA and non-mathematics teachers** who are expected to address ELA and mathematics standards in their instruction?
- explore **new PD formats** for addressing these deeper learning needs?

Upcoming reports and next steps

- Selected February 2015 results are summarized in three short reports, which are available at:
<http://www.rand.org/education/projects/atp-aslp.html>
- The next ATP survey on these and other topics is being fielded right now; results will be shared this summer.
- In Spring 2016, RAND will release a report based upon ATP survey results about teachers' perceptions and instructional practices related to state standards, as well as their use of instructional materials to help students meet state standards.



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For more information about the American Teacher and School Leader Panels,
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Web: <http://www.rand.org/education/projects/atp-aslp.html>

For more information about these presentation findings,
please contact Julia Kaufman at:

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Additional Slides

The American Teacher Panel and the American School Leader Panel are nationally representative samples of educators who provide feedback on issues of education policy and practice.

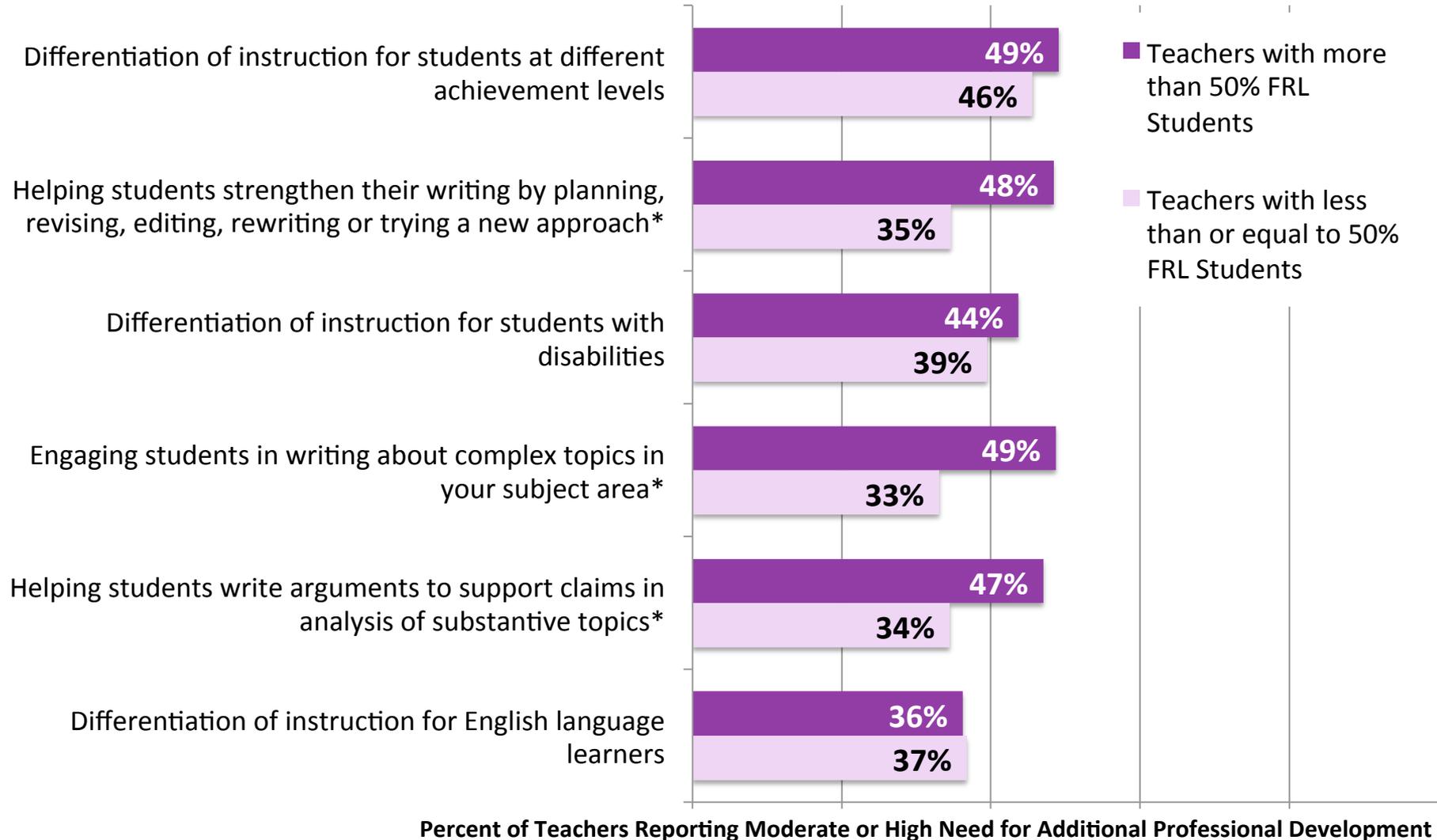
Features:

- Teachers and leaders who have agreed to be part of the panel are presented with online surveys 2-4 times per year
- Respondents receive an honorarium for each survey they complete, based on survey length
- Results can be examined for an individual survey and can also be compared over time (if questions are repeated for the same respondents)

Background

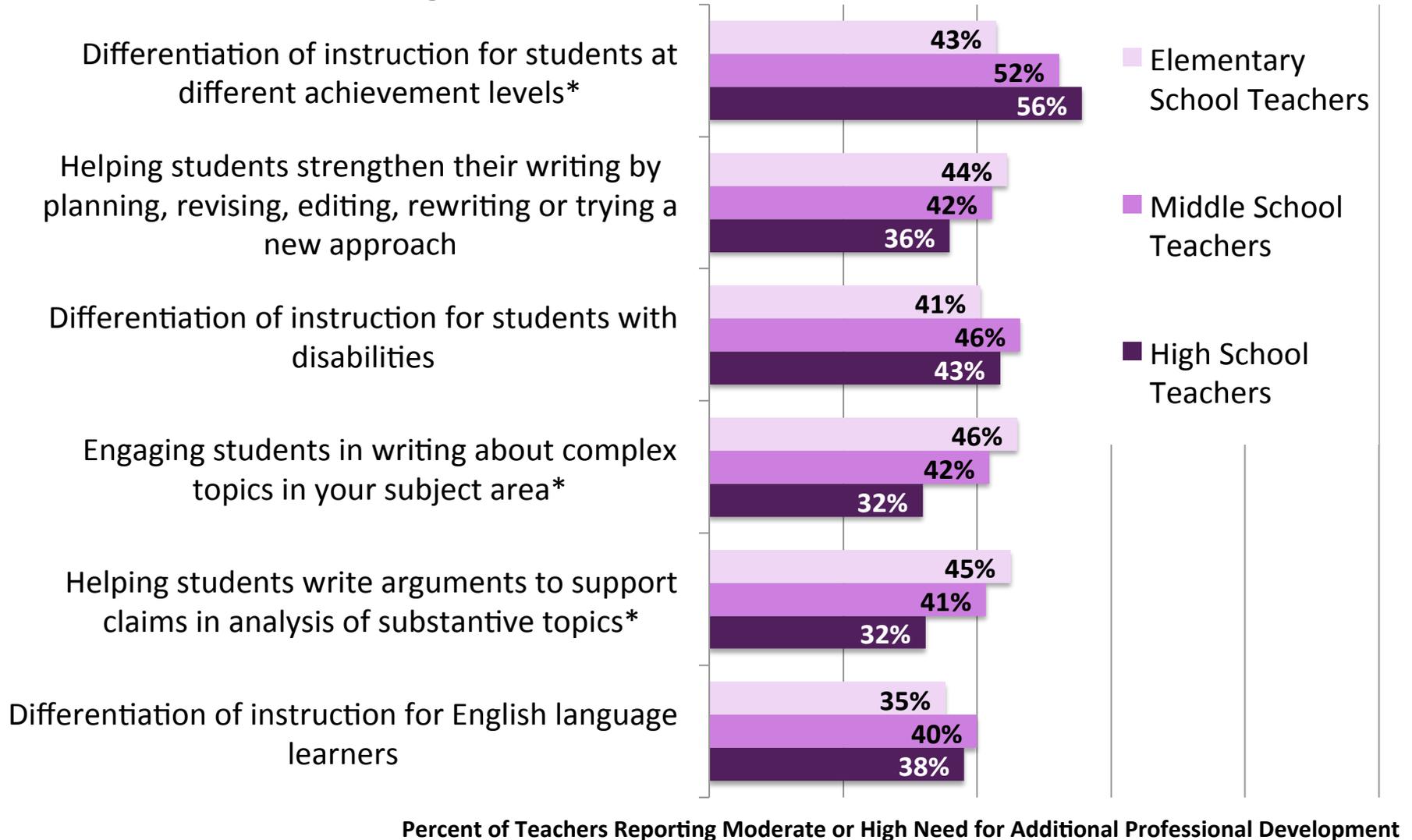
- New standards for college and career readiness adopted across the U.S. are more rigorous, coherent and far-reaching than most previous state standards (Porter, McMaken, Hwang & Yang, 2011; Schmidt & Houang, 2012).
- This requires teachers to understand standards deeply; represent that content to a wide range of students; and facilitate discussion, reading, writing and problem solving related to those standards.
- However, much evidence – including teachers' reports – suggests teachers are not ready to help students learn new standards (Rentner & Kober 2014; Kober & Rentner, 2012, EPE, 2013).

Teachers in schools serving larger percentages of students eligible for free-and-reduced-priced lunch (FRL) indicated a greater need for writing PD than teachers in schools with smaller FRL populations.



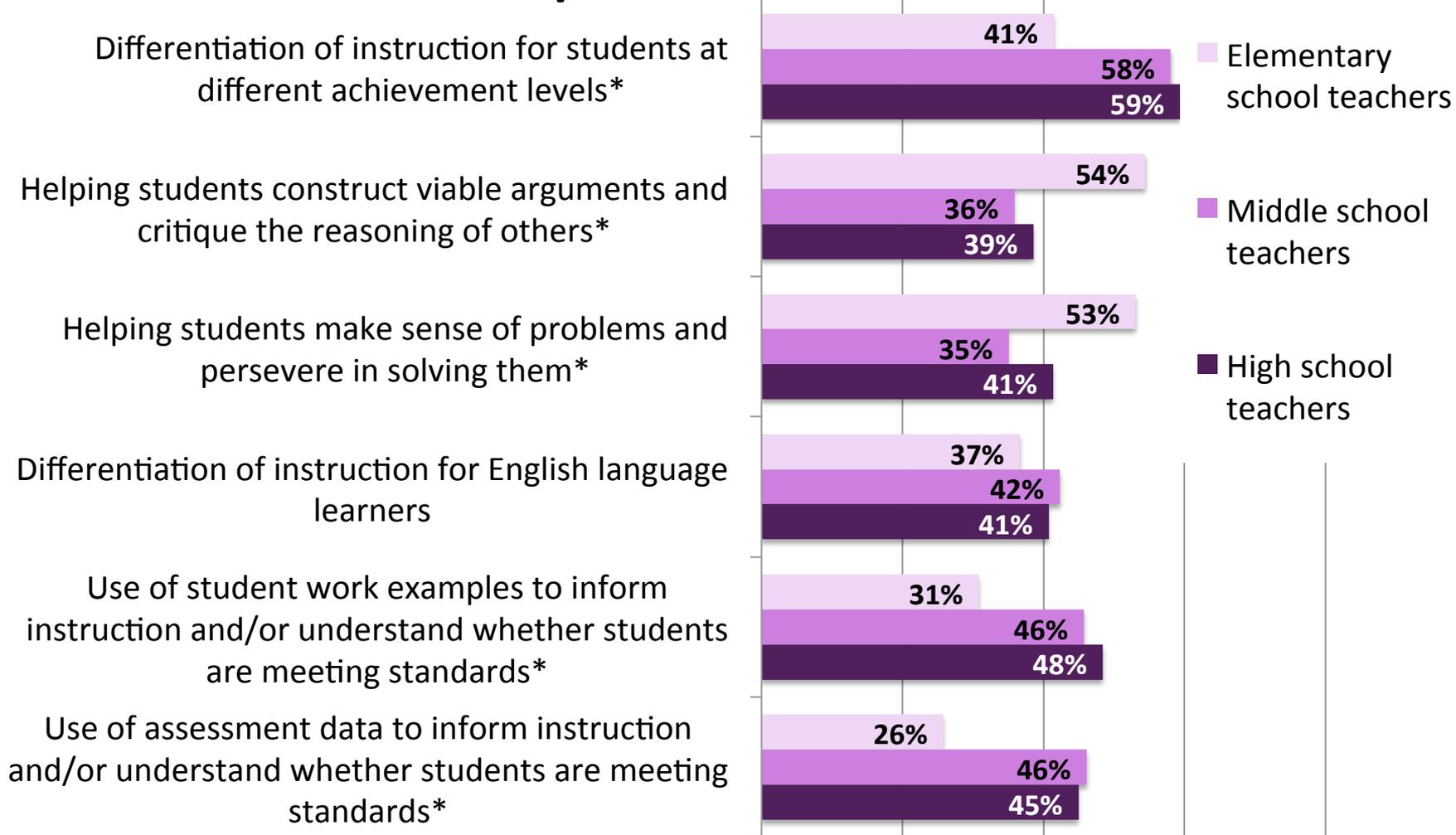
*Difference in the distribution of teachers' responses in higher versus lower FRL schools was statistically significant.

Elementary teachers indicated a greater need for PD on writing compared to high school teachers, whereas high school teachers indicated a greater need for PD on differentiation.



*Difference in the distribution of teachers' responses in elementary versus high schools was statistically significant.

Elementary teachers indicated a greater need for PD related to some Standards for Mathematical Practice compared to high school and/or middle school teachers.



Percent of Teachers Reporting Moderate or High Need for Additional Professional Development

*Difference in the distribution of teachers' responses in elementary versus high and/or middle schools was statistically significant.