



State Profile

Introduction

The North Dakota Department of Public Instruction (DPI) recently contracted with Measurement Incorporated (MI) – an independent evaluation firm – to conduct an online survey investigating the **Implementation of the State Standards** in classrooms across the state. Teachers and principals in every school building serving K-12 students were invited to participate.

Measurement Inc. has created a profile report presenting the statewide survey results gathered anonymously from teachers and principals. The report is intended to provide state and local education officials with useful information about the current level of standards implementation in their schools.

About this Report

This report contains a tabular display of key findings gathered from the teacher and principal surveys. The data represents the collective responses of those teachers and principals from schools across the state who completed the online survey in May, 2016. Each table is derived from an item on the survey and shows the percentage of respondents who selected each choice.

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Participants

The following descriptive data was gathered from the first section of the surveys; teachers and principals were asked to report what grade level(s) they work with as well as what professional credentials and experience they possess.

Teachers¹ N²=905

Experience & Professional Degrees	
Average number of years teaching	15
Average number of years teaching at their current school	10
Percentage with Bachelor's degree	61%
Percentage with Master's degree	16%
Percentage with Master's degree plus graduate work	22%
Percentage with Doctoral degree	1%

Grade Levels currently teaching ³	
Kindergarten	20%
1 st Grade	20%
2 nd Grade	23%
3 rd Grade	23%
4 th Grade	24%
5 th Grade	24%
6 th Grade	21%
7 th Grade	25%
8 th Grade	27%
9 th Grade	27%
10 th Grade	29%
11 th Grade	29%
12 th Grade	28%

Principals N⁴=165

Experience & Professional Degrees	
Average number of years serving as a principal	11
Average number of years serving as a principal at their current school	7
Percentage with Bachelor's degree	5%
Percentage with Master's degree	31%
Percentage with Master's degree plus graduate work	57%
Percentage with Doctoral degree	7%

School Building currently working in	
Elementary	43%
Middle School/K-8	15%
High School	26%
K-12	17%

¹ This group includes all educators and student support staff who completed the Teacher Survey; participants selected from the following list of assignments: Self-contained classroom teacher, English/Language Arts/Reading, Mathematics, Science, Social Studies/History, Foreign Language, Health, Physical Education, Arts, Music, English as a Second Language (ESL) or special instruction for English language learners (ELL), Special Education, Instructional Strategist, Title I, District Support Professional (e.g., Deaf/HH, Gifted/Talented, School Psychologist, SLP), Other.

² The number, "N," represents the total number of Teachers who submitted complete surveys. Not every survey participant provided a response to every question. Response totals per item on the Teacher Survey range (≤ 905).

³ The percentages do not add up to 100 because many educators report working with multiple grades, simultaneously. Percentages reflect the number of educators who selected each grade, compared to the number who did not select that grade.

⁴ The number, "N," represents the total number of Principals who submitted complete surveys. Not every survey participant provided a response to every question. Response totals per item on the Principal Survey range (≤ 165).

Implementation

In this section, teachers and principals were asked to report the extent to which they are addressing the ND Standards in English Language Arts, Mathematics, and the Career/College Ready Anchor Standards as part of their own/ their faculty's classroom instructional program.

TEACHERS: How well prepared do you feel to teach the ND Standards to the following groups of students?	Not at all/ Somewhat prepared	Moderately well/ Very well prepared
Your students as a whole	11%	89%
English Language Learners	64%	36%
Students with disabilities (SWD)	45%	55%
Low-income students	17%	83%
Academically at-risk students	24%	76%
Culturally diverse students	29%	71%
Advanced students (above benchmark)	21%	79%

PRINCIPALS: How well prepared do you feel your school's educators are to teach the ND Standards to the following groups of students?	Not at all/ Somewhat prepared	Moderately well/ Very well prepared
Your students as a whole	12%	88%
English Language Learners	75%	25%
Students with disabilities (SWD)	37%	63%
Low-income students	26%	74%
Academically at-risk students	26%	74%
Culturally diverse students	40%	60%
Advanced students (above benchmark)	36%	64%

TEACHERS: What challenges , if any, are restricting your ability to effectively implement the North Dakota ELA and Mathematics standards into your instructional program?	Minor Challenge	Major Challenge
Insufficient or limited access to implementation guides and resources	73%	16%
Aligning curriculum to the standards	70%	20%
Providing instructional supports (e.g., differentiation, scaffolding)	65%	24%
Adapting classroom assessments to the standards	67%	20%
Teaching the standards to specific groups of students (ELL, SWD)	60%	29%
Having access to quality instructional resources to teach the standards	61%	25%
Having time to discuss and plan standards-based lessons with my colleagues	43%	47%
Creating lesson plans that incorporate the standards	68%	16%
Changing practice to integrate the standards effectively	66%	19%
Monitoring student progress toward meeting the standards	65%	20%
Students unprepared or lacking skills	46%	45%
Inadequate staff development	61%	23%
Lack of support from other teachers	67%	15%
Lack of administrative support	66%	15%
Insufficient incentives to implement standards	68%	14%
Work overload	40%	53%
Competing school initiatives—standards implementation is not a priority	65%	17%
Lack of a coherent plan for standards implementation	63%	21%
No grade level or content area colleagues to collaborate with	59%	24%

* An additional response for this question was "Not a Challenge"

PRINCIPALS: What challenges, if any, are restricting your ability to effectively support the implementation of the state standards in your school?	Minor Challenge	Major Challenge
Insufficient or limited access to implementation guides and resources	77%	8%
Aligning curriculum to the standards	72%	15%
Providing instructional supports (e.g., differentiation, scaffolding)	58%	32%
Adapting classroom assessments to the standards	56%	31%
Teaching the standards to specific groups of students (English language learners, Students with disabilities)	61%	27%
Obtaining quality instructional resources to teach the standards	67%	17%
Having time to discuss and plan standards-based lessons with colleagues	45%	44%
Creating lesson plans that incorporate the standards	65%	16%
Changing practice to integrate the standards effectively	61%	24%
Monitoring student progress toward meeting the standards	56%	25%
Students unprepared or lacking skills	56%	28%
Inadequate staff development	61%	21%
Lack of support from some teachers	64%	19%
Lack of central office administrative support	70%	7%
Insufficient incentives to implement standards	65%	12%
Work overload	50%	42%
Competing school initiatives—standards implementation is not a priority	63%	15%
Lack of a coherent plan for standards implementation	58%	23%
Not enough grade level or content area teachers in the school to form collaborative teams	50%	32%

* An additional response for this question was “Not a Challenge”

English Language Arts

Classroom Teachers⁴ were asked to indicate the extent to which they are currently implementing the following standards in each strand into their lessons/instruction.

They used the following rubric to make their decision:

Standards Implementation Rubric	
1	= I am <i>not implementing</i> any (or hardly any) of the standards in this strand and need significant support to do so.
2	= I am <i>planning to</i> implement the standards in this strand, but could use additional assistance to do so.
3	= I am implementing many of the standards in this strand, but <i>not consistently</i> ; I could use additional help to improve my approach.
4	= I am implementing most of the standards in this strand and am doing so routinely with no major gaps.
5	= I have <i>fully</i> integrated the standards in this strand into my teaching and could offer guidance/training to other teachers.

ELA Strands	Level of Implementation				
	Not	Planning	Inconsistent	Routine	Full
Reading Foundational Skills (K-3)	13%	1%	11%	38%	37%
Reading: Literature Standards	8%	1%	15%	42%	33%
Reading: Informational Text Standards	5%	1%	18%	44%	32%
Writing Standards	6%	2%	24%	41%	27%
Speaking and Listening Standards	5%	2%	21%	43%	29%
Language Standards	6%	2%	19%	43%	30%

Total Implementation: ELA Strands*	Not	Planning	Inconsistent	Routine	Full
TEACHERS	7%	2%	18%	42%	31%
PRINCIPALS⁵	1%	2%	20%	44%	33%

**Excluding Reading Foundational Skills (K-3)*

Total Implementation: READING - Anchor Standards	Not	Planning	Inconsistent	Routine	Full
TEACHERS	6%	3%	25%	42%	23%

Total Implementation: WRITING - Anchor Standards	Not	Planning	Inconsistent	Routine	Full
TEACHERS	7%	5%	32%	35%	21%

⁴ **Classroom Teachers** include all respondents who reported currently teaching grades K-12 in the subjects of: Self-contained classroom teacher (i.e., you teach all core subjects), English/Language Arts/Reading, Mathematics, Science, Social Studies/History, Foreign Language, Special Education, Instructional Strategist/Coach, Title I, Gifted & Talented, Technology & Engineering.

⁵ Principals were asked to indicate the extent to which teachers were implementing the standards at their schools, using the same scale from Not to Full Implementation.

Mathematics

Classroom Teachers⁶ were asked to indicate the extent to which they are currently implementing the following standards in each strand into their lessons/instruction.

They used the following rubric to make their decision:

Standards Implementation Rubric

- 1 = I am *not implementing* any (or hardly any) of the standards in this strand and need significant support to do so.
- 2 = I am *planning to* implement the standards in this strand, but could use additional assistance to do so.
- 3 = I am implementing many of the standards in this strand, but *not consistently*; I could use additional help to improve my approach.
- 4 = I am implementing most of the standards in this strand and am doing so routinely with no major gaps.
- 5 = I have *fully* integrated the standards in this strand into my teaching and could offer guidance/training to other teachers.

K-8 Mathematics Domains	Level of Implementation				
	Not	Planning	Inconsistent	Routine	Full
Counting and Cardinality Standards	3%	0%	4%	34%	58%
Operations and Algebraic Thinking Standards	1%	0%	4%	42%	53%
Number and Operations in Base Ten Standards	1%	0%	5%	41%	54%
Number and Operations Fractions Standards	2%	1%	9%	43%	45%
Measurement and Data Standards	1%	1%	11%	44%	43%
Ratios and Proportional Relationship Standards	12%	1%	19%	37%	31%
The Number System Standards	15%	1%	8%	39%	36%
Expressions and Equations Standards	13%	1%	12%	36%	38%
Functions Standards	15%	3%	16%	29%	36%
Geometry Standards	7%	3%	12%	39%	39%
Statistics and Probability Standards	18%	6%	23%	27%	26%
High School Mathematics Domains					
Number and Quantity Standards	10%	1%	20%	34%	35%
Algebra Standards	13%	2%	19%	29%	37%
Functions Standards	18%	6%	11%	29%	36%
Modeling Standards	14%	5%	16%	36%	29%
Geometry Standards	19%	5%	15%	29%	32%
Statistics and Probability Standards	17%	7%	27%	26%	23%

Total Implementation: K-12 Mathematics Domains	Not	Planning	Inconsistent	Routine	Full
TEACHERS	8%	2%	12%	37%	41%
PRINCIPALS⁷	0%	1%	15%	47%	37%

Total Implementation: MATH Proficiency Standards	Not	Planning	Inconsistent	Routine	Full
TEACHERS	6%	2%	23%	43%	25%

⁶ **Classroom Teachers** include all respondents who reported currently teaching grades K-12 in the subjects of: Self-contained classroom teacher (i.e., you teach all core subjects), English/Language Arts/Reading, Mathematics, Science, Social Studies/History, Foreign Language, Special Education, Instructional Strategist/Coach, Title I, Gifted & Talented, Technology & Engineering.

⁷ Principals were asked to indicate the extent to which teachers were implementing the standards at their schools, using the same scale from Not to Full Implementation.

Resources & Support

In this section, teachers and principals were asked about programs and/or services that they participated in that have helped prepare them to implement the new standards (e.g., professional development, technical assistance, etc.).

How many hours of professional development received related to implementing the state standards	School Year 2015-16	Since the rollout in 2011
TEACHERS (mean #hrs)	11 hours	36 hours
<i>Minimum PD hours reported by teachers</i>	0 hours	0 hours
<i>Maximum PD hours reported by teachers</i>	340 hours	480 hours
PRINCIPALS (mean #hrs)	11 hours	44 hours
<i>Minimum PD hours reported by principals</i>	0 hours	0 hours
<i>Maximum PD hours reported by principals</i>	100 hours	300 hours

TEACHERS: Did you receive professional development in any of the following topics this past school year?	No	Yes
Aligning curriculum to state standards	58%	42%
Standards-based lesson planning	62%	38%
Selecting instructional goals/objectives related to the standards	53%	47%
Selecting and adapting curricular and instructional material to the standards	60%	40%
Using best-practices (or research-based practices) for implementing the standards	49%	51%
Adapting classroom assessments to the standards	64%	36%
Collaborating with colleagues to teach the standards	45%	55%
Using new assessments aligned with state standards	64%	36%
Using technology to support standards-based lessons	55%	45%

TEACHERS: What resources and/or supports have been made available to help you implement the standards in your instruction? How helpful were these resources?	Used?	Not Helpful	Somewhat Helpful	Moderately/Very Helpful
Professional development workshops delivered by the Regional Education Association (REA)	38%	2%	32%	66%
Professional development workshops/ informational meetings delivered by the state	31%	2%	36%	62%
Professional development workshops delivered by the district or school	75%	5%	32%	63%
Job-embedded training or coaching	35%	2%	22%	75%
Specific curriculum development tools (e.g., mapping software)	25%	6%	33%	61%
Collaborative discussions/planning with other teachers	68%	1%	14%	85%
Paid planning time for teachers during the week	26%	0%	13%	87%
A formal process in place that allows teachers to share learning experiences and activities with colleagues	22%	1%	18%	81%
National resources on best practices in standards implementation	16%	1%	36%	62%
State website, newsletters, emails	37%	8%	46%	46%
Professional associations (i.e., NDCTM, ND United, etc)	31%	6%	44%	50%

Reactions & Change

In this section, teachers and principals were asked about changes in their practice that are occurring/have occurred as a result of the implementation of the standards and their views about the standards.

TEACHERS: As a result of the standards implementation, have you changed your teaching practices in the following areas?	I am doing this LESS	No Change	I am NOW doing this	I am doing this MORE
I am using a wider repertoire of instructional strategies	1%	17%	25%	57%
I am asking students more questions and encouraging them to develop answers independently	1%	16%	24%	58%
I am structuring opportunities for students to develop and solve problems on their own	1%	20%	27%	52%
I am encouraging students to evaluate and improve their own work	1%	19%	29%	51%
I am having students work on projects that take a week or more to complete	5%	37%	25%	33%
I am giving students assignments that require them to explain their thinking or reasoning at some length	2%	26%	27%	44%
I am having students explain how the things they are learning in class relate to the real-world	2%	26%	27%	45%
I am increasing the use of informational texts in my lessons	2%	33%	22%	42%
I am providing more feedback to students	2%	26%	25%	47%
I am increasing my collaboration with my colleagues	3%	33%	23%	40%
I am using instructional methods that are more consistent with evidence-based practice	1%	29%	28%	42%
I am better able to differentiate instruction to meet the needs of all students	1%	30%	27%	42%
I am making better use of student data to inform my practice	1%	31%	25%	42%

Total Change in standards-related Practices	LESS	No Change	NOW	MORE
TEACHERS	2%	26%	26%	46%

PRINCIPALS: As a result of the standards implementation, have educators in your school changed practices in the following areas?	They are doing this LESS	No Change	They are NOW doing this	They are doing this MORE
Teachers are using a wider repertoire of instructional strategies	1%	7%	29%	63%
Teachers are asking students more questions and encouraging them to develop answers independently	1%	5%	30%	64%
Teachers are structuring opportunities for students to develop and solve problems on their own	1%	7%	28%	64%
Teachers are encouraging students to evaluate and improve their own work	2%	11%	23%	64%
Teachers are having students work on projects that take a week or more to complete	3%	19%	26%	52%
Teachers are giving students assignments that require them to explain their thinking or reasoning at some length	1%	10%	26%	63%
Teachers are having students explain how the things they are learning in class relate to the real-world	1%	9%	34%	57%
Teachers are increasing their use of informational texts in lessons	2%	10%	26%	61%
Teachers are providing more feedback to students	1%	13%	32%	54%
Teachers are increasing their collaboration with colleagues	1%	13%	30%	55%
Teachers are using instructional methods that are more consistent with evidence-based practice	0%	11%	30%	60%
Teachers are better able to differentiate instruction to meet the needs of all students	0%	15%	26%	59%
Teachers are making better use of student data to inform practice	1%	15%	25%	60%

Total Change in Educators' standards-related Practices	LESS	No Change	NOW	MORE
PRINCIPALS	1%	11%	28%	60%

TEACHERS: To what extent would you agree or disagree with each of the following statements about the implementation of the North Dakota Standards?	Disagree/ Strongly Disagree	Agree/ Strongly Agree
The state's plan for transitioning to the standards has been clearly communicated to me	51%	49%
The standards have required me to change how I teach	43%	57%
The standards improved the quality of my teaching	42%	58%
The standards have improved student learning	43%	57%
Teachers in our school are "burned out" because of the standards	45%	55%
We could do just as well in our school without the standards	63%	37%
The standards allow me sufficient flexibility to adapt my instruction to meet the needs of all students	35%	65%
The standards have strengthened cross-curricular collaboration	44%	56%
The standards have lessened instructional gaps through vertical alignment	43%	57%
My attitude towards teaching has improved because of the standards	65%	35%

PRINCIPALS: To what extent would you agree or disagree with each of the following statements about the implementation of the North Dakota Standards?	Disagree/ Strongly Disagree	Agree/ Strongly Agree
The state's plan for transitioning to the standards has been clearly communicated to me	45%	55%
The standards have required me to change how I lead	33%	67%
The standards improved the quality of my leadership of the school	42%	58%
The standards have improved student learning	26%	74%
Teachers in our school are "burned out" because of the standards	56%	44%
We could do just as well in our school without the standards	74%	26%
The standards allow me and the faculty sufficient flexibility to adapt the school's instructional programs to meet the needs of all students	23%	77%
The standards have strengthened cross-curricular collaboration	28%	72%
The standards have lessened instructional gaps through vertical alignment	36%	64%
My attitude towards performing my duties as a principal has improved because of the standards	54%	46%