



State Profile Teachers: Grades 7-12

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 profile reports presenting the statewide survey results gathered anonymously from participants. This report contains data from **teachers** who work with students in **7th through 12th Grade**¹. It 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 surveys. The data represents the collective responses of those teachers working with students in grades 7 through 12, 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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¹ There were a number of teachers who reported working with students in the K-6 grade range, and students in the 7-12 grade range; responses from these teachers were included in the data reports for both groups.

Participants

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

Teachers² N³=413

<i>Experience & Professional Degrees</i>	
Average number of years teaching	16
Average number of years teaching at their current school	11
Percentage with Bachelor's degree	59%
Percentage with Master's degree	16%
Percentage with Master's degree plus graduate work	24%
Percentage with Doctoral degree	1%

<i>Grade Levels currently teaching (grade ranges)</i>	
9-12	37%
6-12	25%
6-8	24%
K-12	12%
K-8	2%

² 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.

³ 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 (\leq 413).

Implementation

In this section, teachers 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 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	14%	86%
English Language Learners	65%	35%
Students with disabilities (SWD)	48%	52%
Low-income students	21%	79%
Academically at-risk students	30%	70%
Culturally diverse students	29%	71%
Advanced students (above benchmark)	21%	79%

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	70%	19%
Aligning curriculum to the standards	70%	21%
Providing instructional supports (e.g., differentiation, scaffolding)	66%	24%
Adapting classroom assessments to the standards	66%	21%
Teaching the standards to specific groups of students (ELL, SWD)	58%	31%
Having access to quality instructional resources to teach the standards	63%	22%
Having time to discuss and plan standards-based lessons with my colleagues	42%	48%
Creating lesson plans that incorporate the standards	63%	22%
Changing practice to integrate the standards effectively	62%	25%
Monitoring student progress toward meeting the standards	61%	26%
Students unprepared or lacking skills	46%	47%
Inadequate staff development	57%	28%
Lack of support from other teachers	64%	20%
Lack of administrative support	64%	18%
Insufficient incentives to implement standards	64%	19%
Work overload	41%	52%
Competing school initiatives—standards implementation is not a priority	61%	22%
Lack of a coherent plan for standards implementation	61%	25%
No grade level or content area colleagues to collaborate with	55%	29%

* 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: Literature Standards	21%	2%	25%	30%	21%
Reading: Informational Text Standards	12%	2%	27%	40%	20%
Writing Standards	13%	3%	28%	35%	22%
Speaking and Listening Standards	12%	3%	27%	38%	20%
Language Standards	14%	3%	25%	36%	22%

Total Implementation: ELA Strands*	Not	Planning	Inconsistent	Routine	Full
TEACHERS	14%	3%	27%	36%	21%

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

Total Implementation: READING - Anchor Standards	Not	Planning	Inconsistent	Routine	Full
TEACHERS	11%	4%	29%	34%	23%

Total Implementation: WRITING - Anchor Standards	Not	Planning	Inconsistent	Routine	Full
TEACHERS	12%	6%	33%	32%	18%

⁴ **Classroom Teachers** include all respondents who reported currently teaching 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.

Mathematics

Classroom Teachers⁵ 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
Ratios and Proportional Relationship Standards	13%	1%	24%	32%	30%
The Number System Standards	21%	2%	12%	35%	30%
Expressions and Equations Standards	18%	1%	14%	31%	36%
Functions Standards	24%	6%	13%	23%	35%
Geometry Standards	22%	5%	18%	29%	27%
Statistics and Probability Standards	23%	7%	24%	22%	22%
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: Mathematics Domains	Not	Planning	Inconsistent	Routine	Full
TEACHERS	17%	4%	18%	30%	31%

Total Implementation: MATH Proficiency Standards	Not	Planning	Inconsistent	Routine	Full
TEACHERS	13%	4%	26%	36%	22%

⁵ **Classroom Teachers** include all respondents who reported currently teaching 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.

Resources & Support

In this section, teachers 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)	10 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

TEACHERS: Did you receive professional development in any of the following topics this past school year?	No	Yes
Aligning curriculum to state standards	63%	37%
Standards-based lesson planning	59%	41%
Selecting instructional goals/objectives related to the standards	49%	51%
Selecting and adapting curricular and instructional material to the standards	64%	36%
Using best-practices (or research-based practices) for implementing the standards	53%	47%
Adapting classroom assessments to the standards	63%	37%
Collaborating with colleagues to teach the standards	50%	50%
Using new assessments aligned with state standards	67%	33%
Using technology to support standards-based lessons	54%	46%

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)	47%	3%	36%	61%
Professional development workshops/ informational meetings delivered by the state	35%	1%	42%	56%
Professional development workshops delivered by the district or school	68%	6%	36%	58%
Job-embedded training or coaching	26%	3%	33%	64%
Specific curriculum development tools (e.g., mapping software)	25%	7%	36%	57%
Collaborative discussions/planning with other teachers	62%	1%	20%	79%
Paid planning time for teachers during the week	25%	0%	21%	79%
A formal process in place that allows teachers to share learning experiences and activities with colleagues	18%	0%	29%	71%
National resources on best practices in standards implementation	18%	3%	37%	61%
State website, newsletters, emails	45%	9%	50%	41%
Professional associations (i.e., NDCTM, ND United, etc)	37%	9%	44%	48%

Reactions & Change

In this section, teachers 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%	21%	27%	51%
I am asking students more questions and encouraging them to develop answers independently	1%	21%	28%	50%
I am structuring opportunities for students to develop and solve problems on their own	1%	25%	29%	44%
I am encouraging students to evaluate and improve their own work	1%	23%	33%	43%
I am having students work on projects that take a week or more to complete	5%	39%	26%	30%
I am giving students assignments that require them to explain their thinking or reasoning at some length	2%	31%	29%	39%
I am having students explain how the things they are learning in class relate to the real-world	2%	30%	28%	40%
I am increasing the use of informational texts in my lessons	2%	46%	21%	31%
I am providing more feedback to students	2%	32%	27%	40%
I am increasing my collaboration with my colleagues	2%	39%	24%	34%
I am using instructional methods that are more consistent with evidence-based practice	1%	37%	28%	34%
I am better able to differentiate instruction to meet the needs of all students	1%	36%	26%	37%
I am making better use of student data to inform my practice	1%	42%	24%	33%

Total Change in standards-related Practices	LESS	No Change	NOW	MORE
TEACHERS	2%	33%	27%	39%

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	55%	45%
The standards have required me to change how I teach	54%	46%
The standards improved the quality of my teaching	55%	45%
The standards have improved student learning	52%	48%
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	57%	43%
The standards allow me sufficient flexibility to adapt my instruction to meet the needs of all students	38%	62%
The standards have strengthened cross-curricular collaboration	54%	46%
The standards have lessened instructional gaps through vertical alignment	52%	48%
My attitude towards teaching has improved because of the standards	69%	31%