

Lillian M. Lowery, Ed.D.
State Superintendent of Schools

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TO: Members of the State Board of Education
FROM: Lillian M. Lowery, Ed.D. *Lillian M. Lowery*
DATE: March 25, 2014
SUBJECT: CAIRE – MD Common Core State Standards Transition Survey Analysis

PURPOSE:

The purpose of this agenda item is to inform the State Board about the results and analysis of the Maryland Common Core State Standards (CCSS) Transition Survey.

BACKGROUND:

In August 2013, the Center for Application and Innovation Research in Education (CAIRE) submitted surveys to Local Education Agency (LEA) offices to be distributed to teachers, principals, and central office staff. The purpose of the surveys and analysis was to examine issues related to the transition from the Maryland State Curriculum to the CCSS. The survey remained open for four weeks and CAIRE received responses from 9,258 teachers (16% statewide) and 609 Principals (42% statewide) representing 17 of the 24 LEAs.

EXECUTIVE SUMMARY:

The Board will be provided with an overview of the survey results. Overall, the majority of teachers across Maryland report substantial familiarity with the CCSS generally and the content areas for which they are responsible specifically. Additionally, the majority of teachers reported being at least somewhat prepared for teaching to the CCSS. It is important to note that CAIRE will repeat this survey in April 2014.

Directly after this presentation, Dave Volrath will provide a short briefing on the Teacher Principal Evaluation confidence data from local school systems.

ACTION:

No action required -- for informational purposes only.



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MD CCSS Transition Survey Analysis Briefing

For:
Maryland State Board of Education

By:
Dr. Raymond Lorion, Ph.D.
Dr. Eugene Schaffer, Ph.D.

Date: March 25, 2014

E-mail: CAIRE@Towson.edu



Methodology

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- **Surveys were distributed online in the fall of 2013 to all MD teachers, principals, and central office staff.**
- **Each group received a survey with overlapping and distinct questions related to their specific role in education.**
- **Qualitative data were also collected – this report only presents quantitative responses.**



Group Sample Size and Percentages by Region

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Local Education Agencies	TEACHERS		PRINCIPALS		CENTRAL OFFICE
	Number of survey responses	Response rate	Number of survey responses	Response rate	Number of survey responses
STATEWIDE TOTALS:	9,232	16.0%	582	40.1%	295
Eastern Shore	1,407	29.5%	88	68.2%	63
Western Maryland	1,147	22.4%	84	56.0%	33
Central Maryland	6,245	14.2%	380	35.2%	166
Southern Maryland	433	11.4%	30	32.6%	33

- Eastern Shore
- Caroline County
- Cecil County
- Dorchester County
- Kent County
- Queen Anne's County
- Somerset County
- Talbot County
- Wicomico County
- Worcester County

- Western Maryland
- Allegany County
- Frederick County
- Garrett County
- Washington County

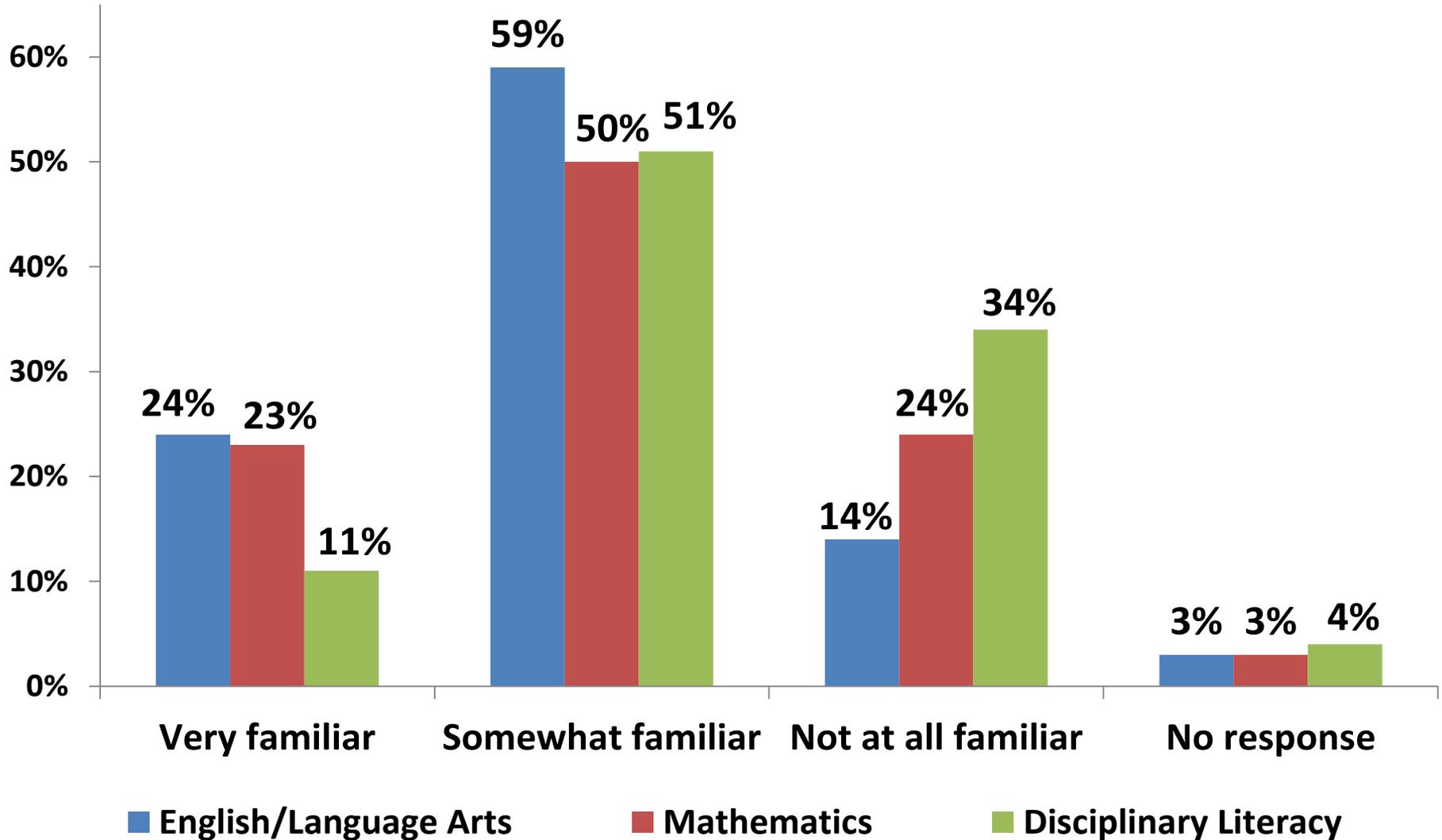
- Central Maryland
- Anne Arundel County
- Baltimore City
- Baltimore County
- Carroll County
- Harford County
- Howard County
- Montgomery County
- Prince George's County

- Southern Maryland
- Calvert County
- Charles County
- St. Mary's County



How familiar are teachers with the Common Core State Standards (CCSS)?

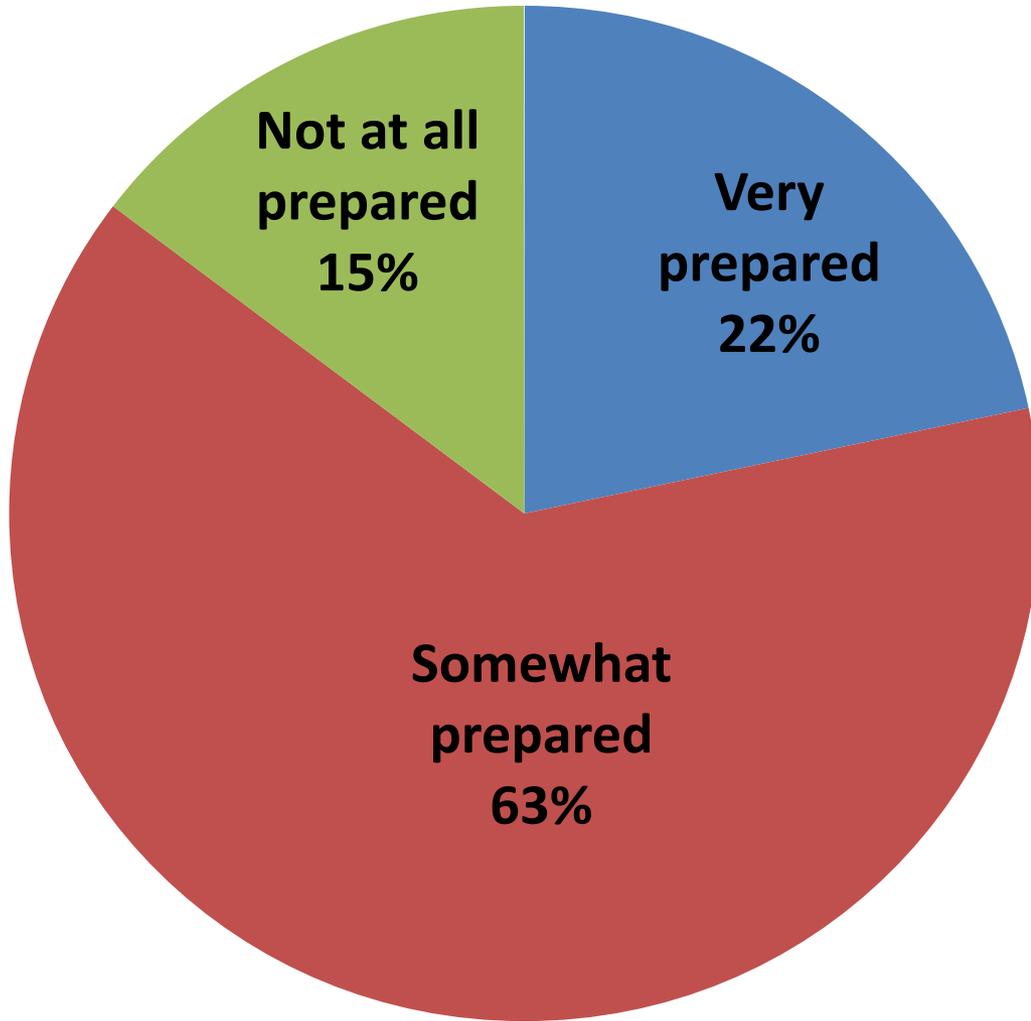
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At the opening of the 2013-2014 school year, do teachers feel prepared to teach the MD CCSS?*

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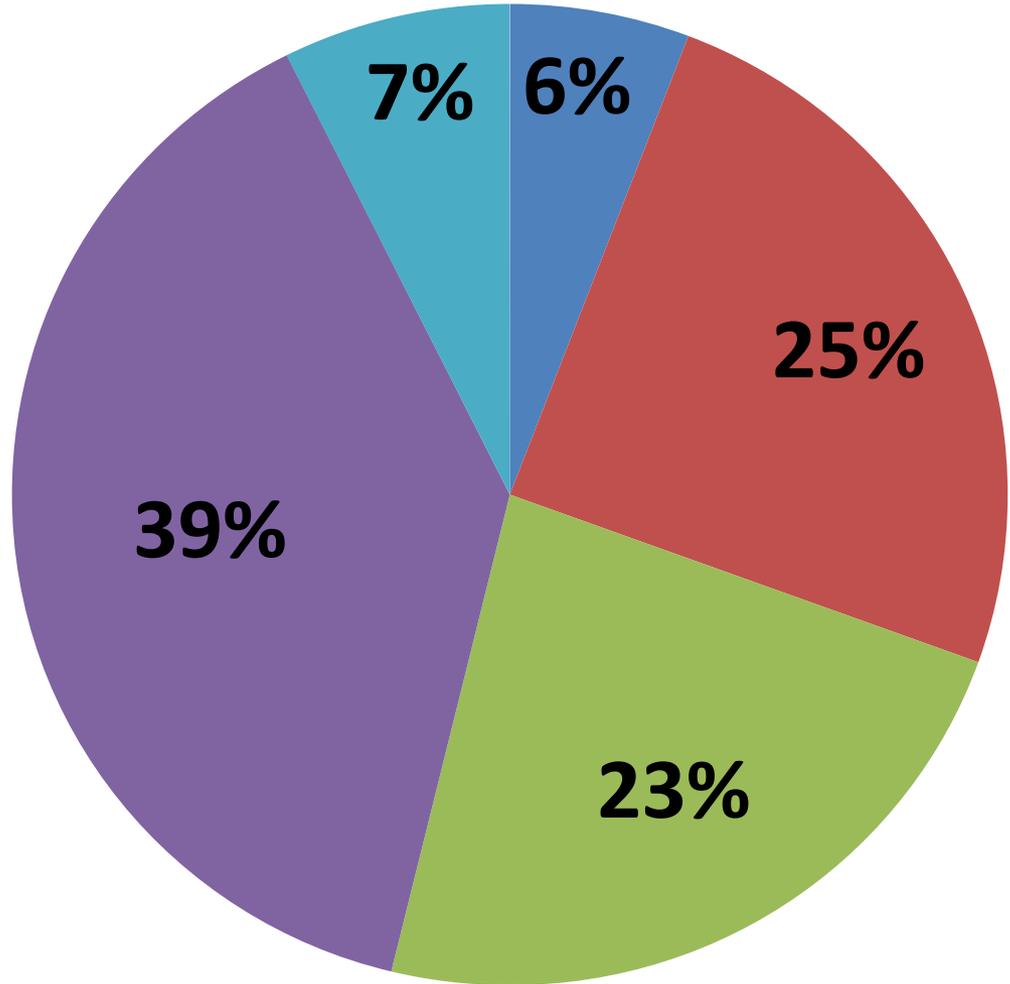
MSEA Survey Results	
Yes:	65%
No:	35%



How familiar are teachers with web-based resources – MSDE’s Learning & Curriculum Management Systems (Blackboard Learn)?

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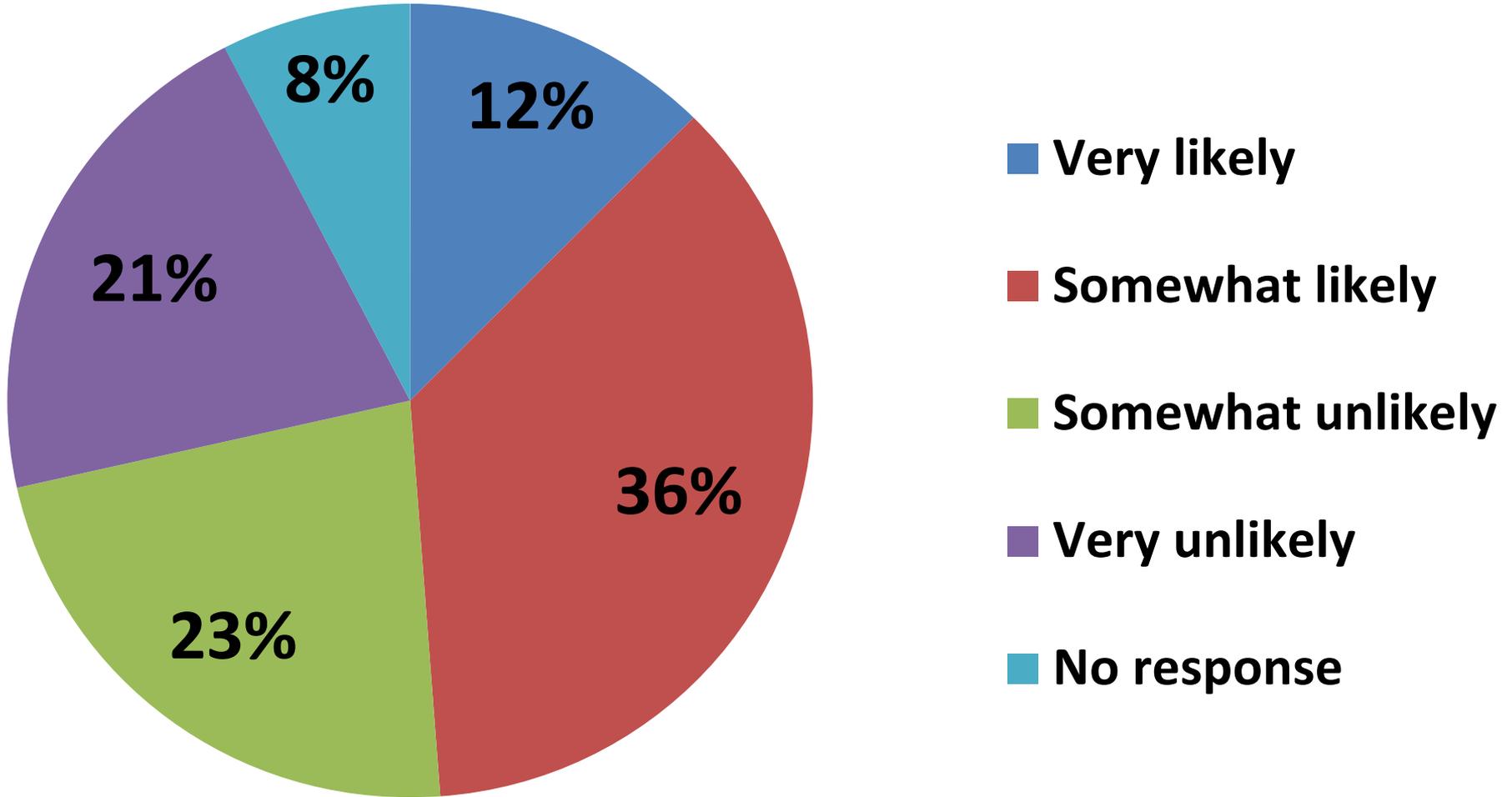
- Very familiar
- Somewhat familiar
- Aware, but have not examined the resources
- Not at all familiar
- No response





How likely are teachers to access web-based resources – LMS/CMS (Blackboard Learn)?

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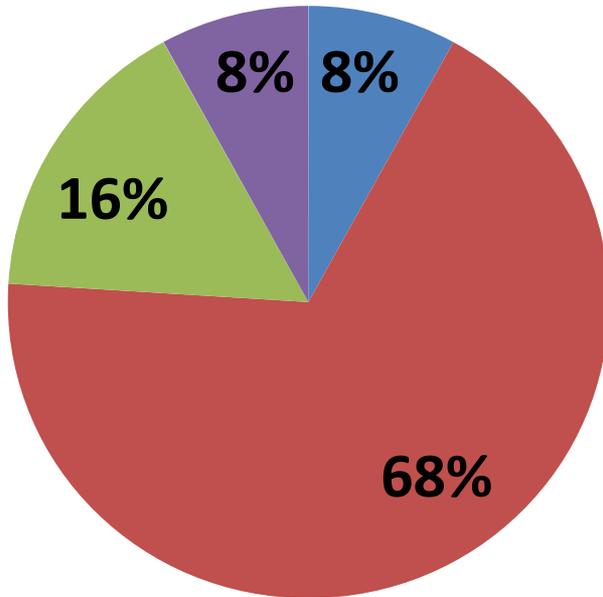




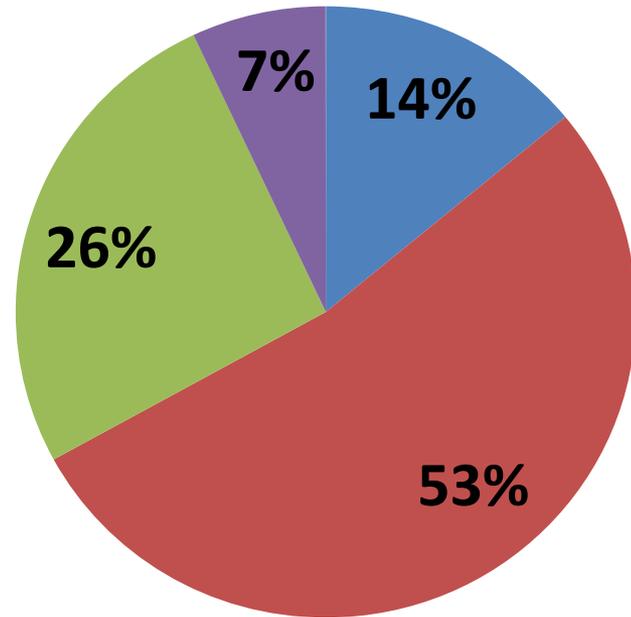
How prepared are schools and teachers to incorporate the MD CCSS web resources in classroom instruction?

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Teacher Responses



Principal Responses

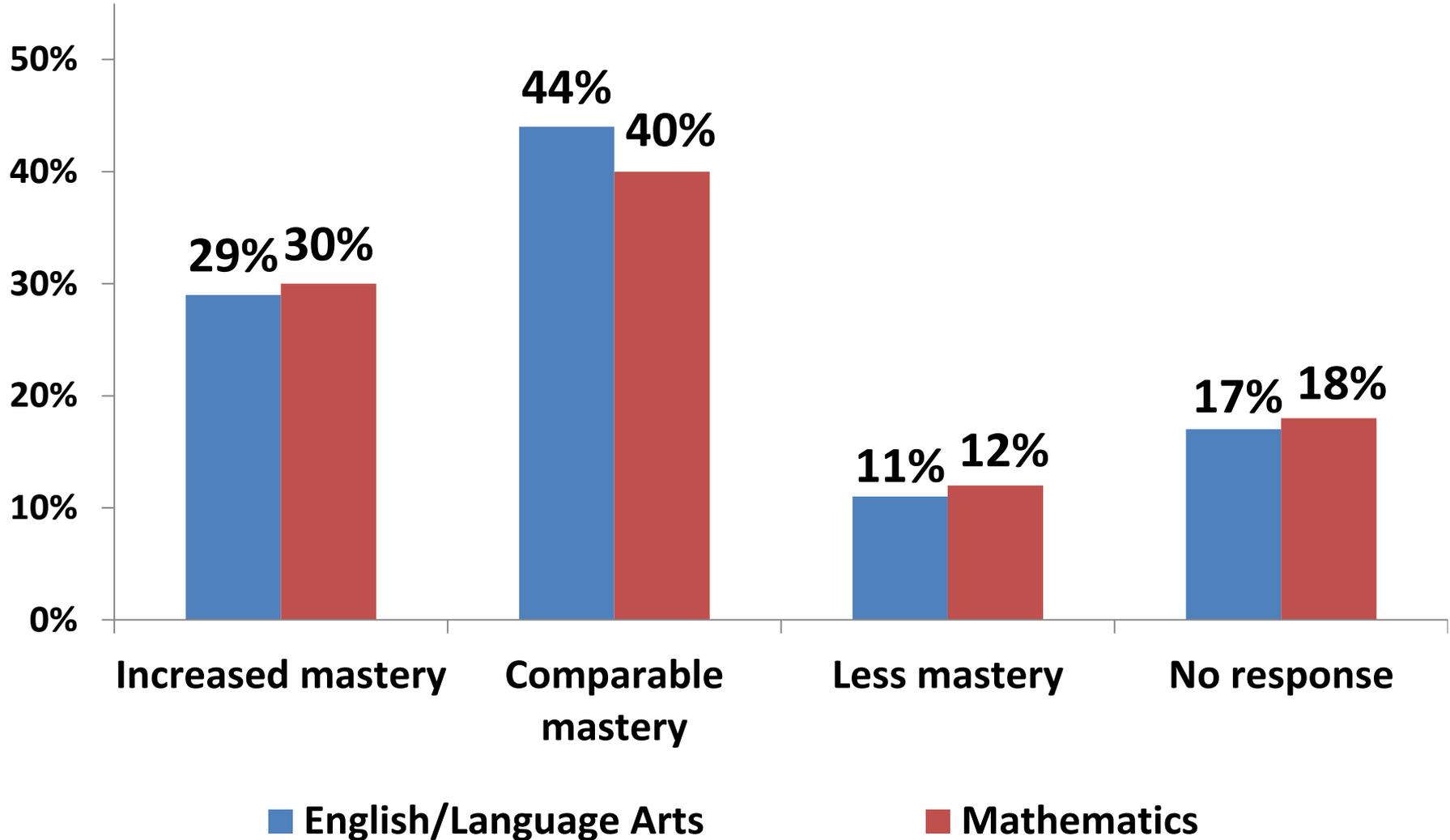


- Fully prepared - school has technological capacity & teachers use resources
- Somewhat prepared - school has capacity & teachers are becoming familiar with resources
- Not prepared - school is developing capacity but widespread access is limited
- Not prepared- access to technology is significant limited



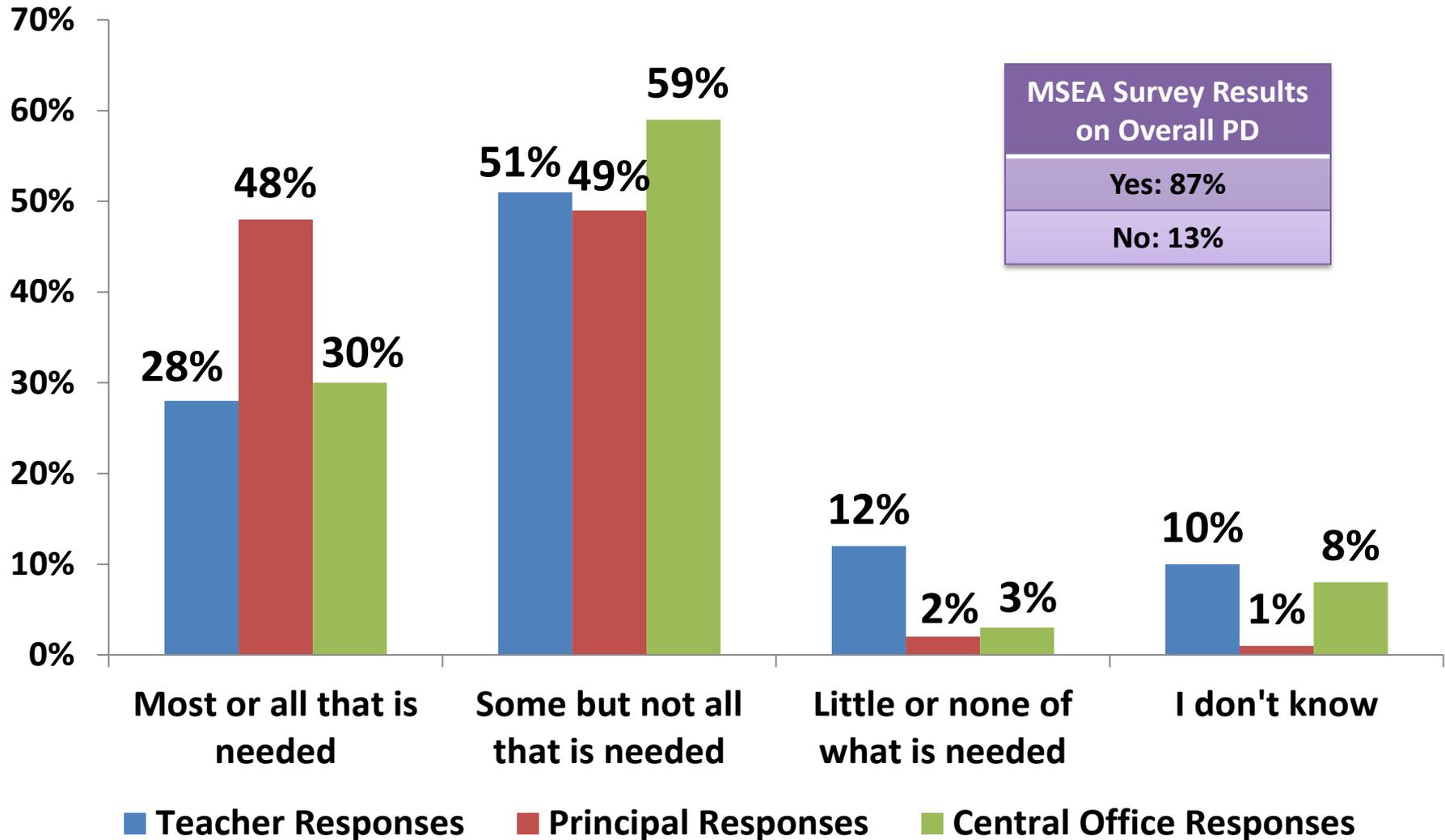
Compared to the former MD State Curriculum, do teachers expect that the MD CCSS will change student mastery of ELA and math content?

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Are teachers receiving professional development support from their schools to teach the MD CCSS?

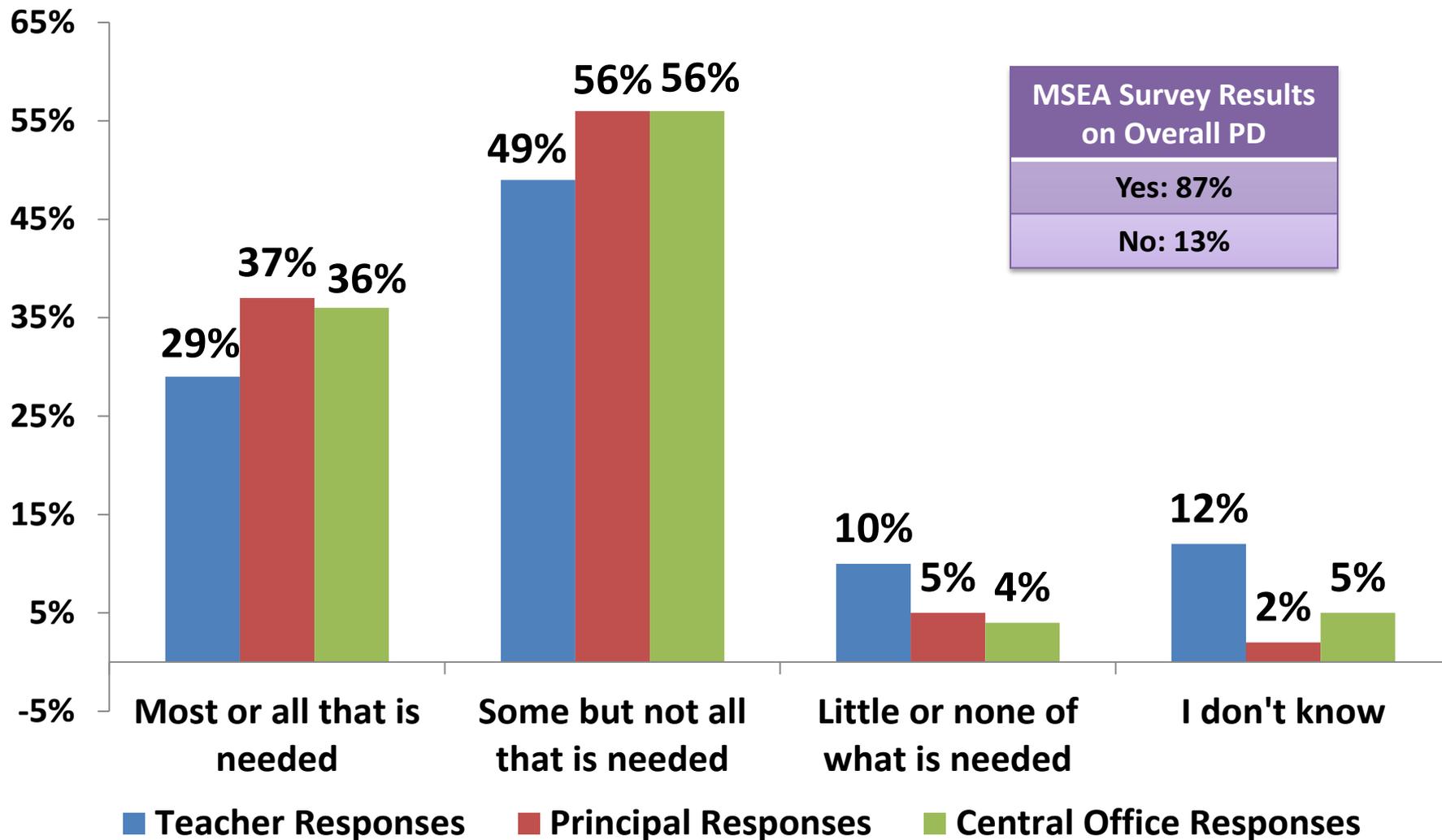
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Source: CAIRE. 2013 Curriculum Transition Progress Survey: Teacher, Principal, and Central Office Staff Responses. Teacher question #18 (pg. 12) & Principal question #14 (pg. 19) & Central Office question #11 (pg. 27). Dec. 9 2013.

Are teachers receiving professional development support from LEAs to teach the MD CCSS?

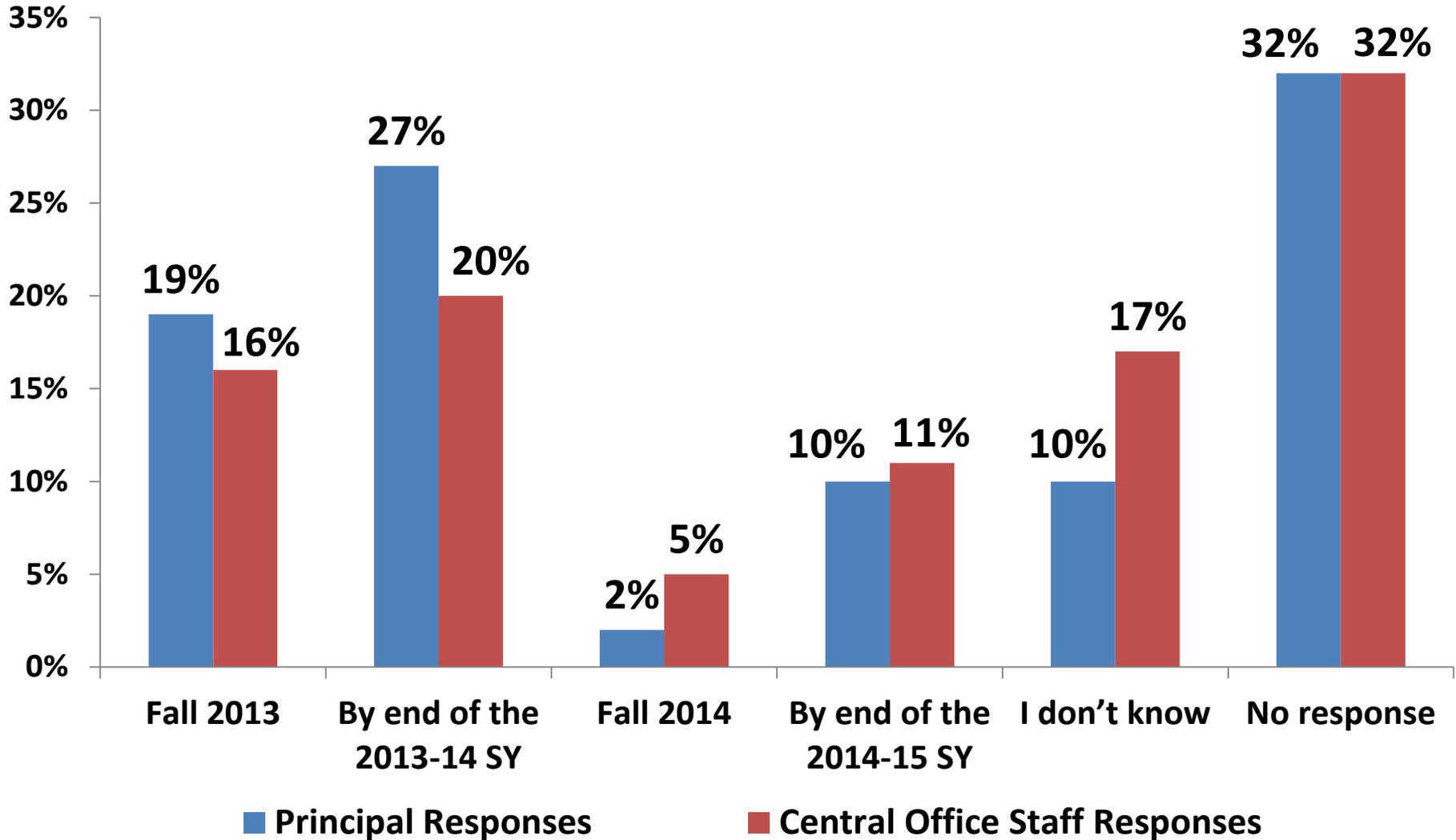
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What is the LEA deadline for completing the transition to the MD CCSS?

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Conclusions

- **These baseline data will be updated based on April and October 2014 surveys to monitor the transition from the former MD State Curriculum to the Maryland College and Career Ready-Standards (MDCCRS).**
- **Maryland has made a good start toward attaining a critical mass of teachers and principals knowledgeable about the MDCCRS and related web-based resources.**
- **These data make evident the need for a continuing sense of urgency and commitment to support teachers as they prepare students who are college and career ready.**



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THANK YOU

QUESTIONS?

E-mail: CAIRE@Towson.edu

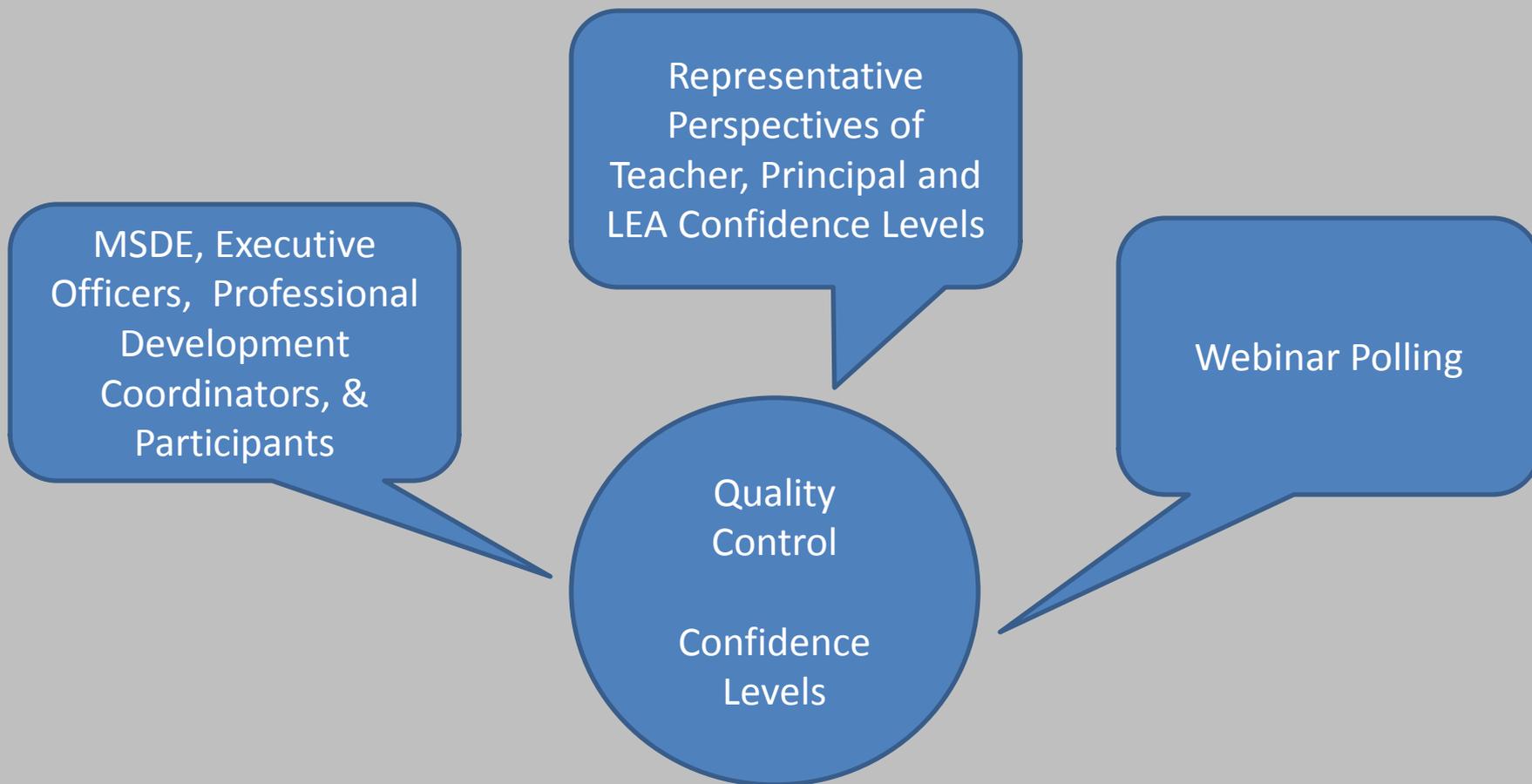


Teacher and Principal Evaluation Project Update

March 25, 2014

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

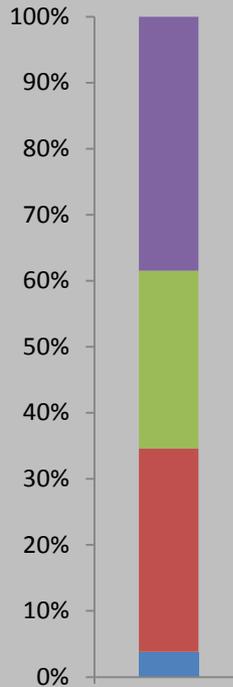
Quality Control Input



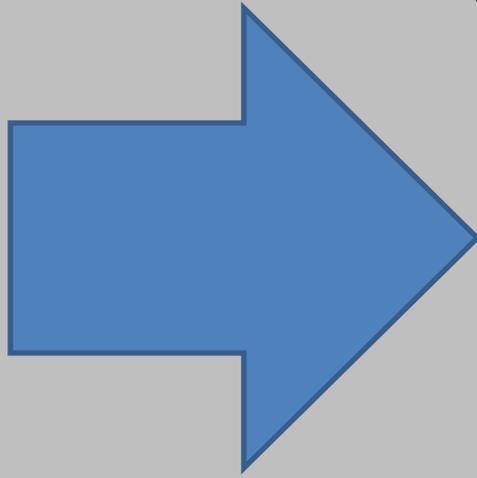
How confident are you in the readiness of your district to manage the data and technical supports necessary to Teacher and Principal Evaluation at this at time?	How confident are you that the training in Sphere 1 and 2 has positioned executive officers and principals to better conduct the work around evaluation?	How confident are you that the training in Sphere 1 and 2 has positioned professional development staff and teachers to better conduct the current work around SLOS?	How confident are you that your communications are reaching intended audiences?	Your LEA or representative group's overall confidence that Sphere One Outcomes have been accomplished?	Your LEA or representative group's overall confidence that Sphere Two Outcomes have been accomplished?	To what degree do you feel confident with TPE proceeding with Sphere Three Training?
Fully	Fully	Fully	Fully	Fully	Fully	Fully
Fully	Fully	Fully	Fully	Fully	Fully	Fully
Fully	Fully	Fully	Fully	Fully	Fully	Fully
Fully	Fully	Fully	Fully	Fully	Fully	Fully
Fully	Fully	Fully	Increasingly	Fully	Fully	Fully
Fully	Fully	Increasingly	Fully	Increasingly	Fully	Increasingly
Fully	Fully	Increasingly	Increasingly	Fully	Increasingly	Fully
Fully	Increasingly	Fully	Fully	Increasingly	Increasingly	Fully
Fully	Fully	Increasingly	Increasingly	Fully	Fully	Increasingly
Increasingly	Increasingly	Increasingly	Increasingly	Fully	Fully	Increasingly
Fully	Increasingly	Increasingly	Somewhat	Fully	Increasingly	Fully
Increasingly	Increasingly	Increasingly	Fully	Somewhat	Somewhat	Fully
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Increasingly	Increasingly	Increasingly	Increasingly	Increasingly	Increasingly	Somewhat
Increasingly	Increasingly	Increasingly	Somewhat	Increasingly	Increasingly	Increasingly
Somewhat	Increasingly	Increasingly	Somewhat	Increasingly	Increasingly	Increasingly
Increasingly	Increasingly	Somewhat	Increasingly	Increasingly	Increasingly	Somewhat
Somewhat	Fully	Increasingly	Increasingly	Increasingly	Somewhat	Somewhat
Somewhat	Increasingly	Somewhat	Fully	Somewhat	Somewhat	Increasingly
Somewhat	Increasingly	Somewhat	Increasingly	Somewhat	Fully	Somewhat
Somewhat	Somewhat	Increasingly	Somewhat	Increasingly	Increasingly	Somewhat
Increasingly	Somewhat	Increasingly	Somewhat	Somewhat	Somewhat	Somewhat
Not	Increasingly	Increasingly	Increasingly	Somewhat	Somewhat	Somewhat
Somewhat	Somewhat	Somewhat	Increasingly	Somewhat	Somewhat	Somewhat
Somewhat	Somewhat	Somewhat	Increasingly	Somewhat	Somewhat	Somewhat
N/R	Increasingly	N/R	Increasingly	Somewhat	Somewhat	Fully
N/R	N/R	N/R	N/R	N/R	N/R	N/R

N/R = No Response provided

Response to Quality Control Input



Readiness to manage data & tech for TPE



Web-conference

Wicomico: Web-based SLO Management System

Carroll: Managing the SLO Workload

Cecil: An Online Approach to Managing Instructional Leadership through the Teacher Evaluation Instrument

Anne Arundel: SLO Templates and Data Tables

MSDE: Sphere of Influence Technical Assistance: Focus on SLO Management

Quality Control Webinars: October to February

