



Hawaii Fall 2014 Data Collection

Executive Summary

In the spring of 2014, Hope Street Group (HSG), in partnership with the Hawaii Department of Education (HIDOE) began the process of recruiting teachers in Hawaii to apply for the Hawaii State Teacher Fellows (STFs) program (STF program). After reviewing the application materials submitted by the teachers and interviewing the finalists, ultimately 17 teachers from across the state were selected to serve as STFs.

The following is a list of the 2014 HSG STFs:

Fellow	Complex Area	Complex
Dana Ishii	Pearl City-Waipahu	Pearl City
Elizabeth Marie (Lizzy) Fitzpatrick	Kau-Keaau-Pahoa	Pahoa
Jaimelynne Cruz	Nanakuli-Waianae	Waianae
Jamie Takamura	Aiea-Moanalua-Radford	Moanalua
Jonathan Gillentine	Castle-Kahuku	Castle
Jonathon Medeiros	Kapaa-Kauai-Waimea	Kauai
Justin Brown	Honokaa-Kealakehe-Kohala-Konawaena	Kealakehe
Kristen Brummel	Kaimuki-McKinley-Roosevelt	McKinley
Leslie Toy	Aiea-Moanalua-Radford	Aiea
Loretta Labrador	Hana-Lahainaluna-Lanai-Molokai	Molokai
Michelle June Fujie	Hana-Lahainaluna-Lanai-Molokai	Lanai
Ruth Ballinger	Baldwin-Kekaulike-Maui	Maui
Sharon M. Look	Baldwin-Kekaulike-Maui	Kekaulike

Tracey Lynn Idica	Aiea-Moanalua-Radford	Aiea
Tracy Monroe	Campbell-Kapolei	Campbell
Yuuko Arikawa	Leilehua-Mililani-Waiialua	Leilehua
Christopher Rodriguez	Pearl-City Waipahu	Waipahu

Fall Data Collection

The fall data collection began on September 29, 2014, when all Hawaii STFs sent emails to the teachers in their Professional Learning Networks (PLNs) announcing that a survey was available for them to complete. Survey items were developed by HSG and HDOE officials with input from the Hawaii State Teachers Association (HSTA) staff and the Hawaii STFs. Survey item development began in the summer of 2014 with a topical emphasis on the professional development teachers in Hawaii received to help them prepare to teach the Common Core State Standards (CCSS).

The survey was originally slated to close on October 13, 2014; however, given the fall break that fell in the middle of the collection window, the survey was left open for an additional week and closed on October 20, 2014. HSTA sent an email about the survey asking that teachers respond. A follow up email was also sent to teachers by Hawaii STFs, as well as HSTA. Seven hundred eighty-eight (788) teachers responded to the survey.¹ All teachers in Hawaii, regardless of the subject area or grade level they teach could respond to the survey. As the demographic data of the respondents indicate, a broad cross section of teachers did respond. Data from the survey were uploaded by staff at SAS in Cary, North Carolina, which is providing data analysis services to HSG.

Focus groups began on October 20, 2014. Focus group item development began in the summer of 2014, also with an emphasis on the professional development teachers in Hawaii received to help them prepare to teach the CCSS. Twenty-two (22) focus groups were conducted over a two-week period. All focus groups were led by a Hawaii STF. Notes from the focus groups were taken by note-takers that Hawaii STFs secured to assist them with the focus groups. Notes from the focus groups were sent to staff at SAS in Cary, North Carolina for analysis.

The survey data analysis that begins on page 10 was conducted by SAS staff over a three week period. The data were analyzed using SAS analytics and are disaggregated using relevant, additional respondent-specific information, in all cases, the number of years a respondent has been teaching. It is worth noting that the majority of teachers who responded to the survey are mid-career teachers with eight to 16 or more years of experience (see Figure 35), therefore, conclusions drawn about some of the results should be viewed with this notation in mind.

A summary of the findings and recommendations that appear in this report are found below. The recommendations are based on the data analysis and are also a reflection of emerging effective practices undertaken in states and large school districts in the United States.

¹ While the survey and focus group data are a representative sample of the teachers in Hawaii, some caution should be issued when analyzing the data and recommendations as the response rate to the survey was low.

Summary of Findings

1. Among respondents, it was most important that:
 - Professional development have a proven research base;
 - Peers be given time to collaborate during professional development; and
 - There be follow up after professional development.
2. The majority of teachers said they needed more professional development time to:
 - Better understand standards and develop curriculum; and
 - Train to teach the CCSS.
3. Teachers indicated that they need more time for themselves and to help students.
4. Teachers would like more time (in general) for:
 - Grade level CCSS workshops and planning;
 - Instructional sharing (i.e., collaboration with colleagues, teachers, and experts) to exchange ideas and suggestions; and
 - Reviewing examples of performance levels provided by HIDOE.
5. Most teachers were worried about students performing below grade level and the availability of resources to meet expectations. Specifically, participants indicated that they were most anxious about teaching the CCSS in order to meet new standards expectations, having enough resources to develop new curriculum, ensuring that students perform up to grade level, and having enough time to understand and align to the new standards.
6. Participants suggested a website and open houses would be effective tools that would help them communicate with parents and students.
7. Participants indicated that there should be a better technical infrastructure for online learning.
8. Teachers felt that HIDOE should provide details of what would be tested, and a framework for a common curriculum.
9. Teachers indicated that the majority of their professional development came from HIDOE, not their complex or complex-area.
10. Teachers indicated that no follow-up by a principal or other instructional leader was completed after receiving professional development.

Recommendations

1. As a single local education agency (LEA) and state education agency (SEA) that has both district and state responsibilities and a very small SEA-based professional development staff, it is challenging, at best for HIDOE to play the role of the primary provider of professional development across the entire state. In fact, the majority of teachers responding to the survey indicated that the professional development received to prepare for the implementation of the

CCSS came from HIDOE, and not their complex or complex area. The findings from the survey reinforce the need to expand and to diversify the entities that provide professional development to teachers. In addition to the aforementioned role of the CAST, HSTA could potentially play a role in providing coordinated, complementary professional development for teachers as a way to ensure that teachers' needs are met without relying on a single provider (HIDOE) to do so. Should HIDOE choose to use some combination of HIDOE staff, outside providers, HSTA, and the CAST, carefully coordinated professional development should be a priority to ensure that all teachers, regardless of their complex area, receive high-quality, consistent professional development. For additional information on quality control for professional development, see: <http://learningforward.org/publications/blog-landing/press-releases/2011/01/20/report-identifies-policies-that-support-quality-professional-development-in-four-professionally-active-states#.VI-J4U05CUm>.

2. Survey item (question 5) indicated that principals do not follow up on the professional development teachers receive. Therefore, HSG recommends that HIDOE work to integrate the three characteristics (finding 1, Executive Summary) into future professional development with an emphasis on following up with teachers after they receive professional development.

3. While teachers indicated in questions 4 and 7 that their professional development needs are broad, merely adding more professional development is not necessarily the answer. What matters more is how the learning is planned, implemented, and coordinated.² [Learning Forward](#) has developed essential questions for professional development that might be helpful in planning strategic professional development that meets the needs of teachers as articulated in this data set as well as best practices that have a basis in research.³

4. Teachers clearly need additional professional development on a number of issues related to the CCSS (see results from questions 4 and 7); however, the responses from question 6 indicate that they want professional development provided in small groups, as opposed to being delivered in large groups that may limit their ability to work with their peers, another issue raised in response to question 9. Efforts should be undertaken to deliver professional development in smaller groups.

5. In the short term, there are some strategies already in place that could be used differently and more consistently across complex areas to improve the quality and delivery of professional development. For example, the Complex Area Support Teams (CAST) could be used more frequently to deliver professional development since they (as opposed to HIDOE) are more closely situated to teachers and are more aware of the needs of the teachers in their complex areas.

6. HIDOE should consider establishing a time-limited task force, consisting of teacher members who take a longer, more intense review of the state's approach to professional development and develop recommendations for action by the state, with a focus on ensuring that the complex and complex-area specific needs of teachers are met.

² See: http://learningforward.org/docs/pdf/why_pd_matters_web.pdf?sfvrsn=0

³ See: http://learningforward.org/docs/pdf/stephanie_hirsh-building_professional_development.pdf?sfvrsn=0

7. HSG recommends that HIDOE determine if the work done by [Learning Forward in the state of Kentucky](#) might be useful to ensure that the resources expended to provide professional development are consistent with practices that research suggests will improve the quality of professional learning for all teachers. [The findings of that work are informative](#) and should be reviewed.

8. HSG further recommends that HIDOE review the literature on the work of the Long Beach Unified School District in Long Beach, California, to determine, what, if any, lessons learned from a two-decade focus on professional development are applicable to HIDOE's approach to providing professional development to teachers in Hawaii. The following literature should be reviewed:

Strategic Management of Human Capital in the Long Beach Unified School District - <http://www.aypf.org/documents/LBCAHumanCapitalCaseStudy08.pdf>

How the World's Most Improved School Systems Keep Getting Better - http://www.mckinsey.com/client_service/social_sector/latest_thinking/worlds_most_improved_schools

In One California School District, Teachers Help Teachers Get Better - http://hechingerreport.org/content/in-one-california-school-district-teachers-help-teachers-get-better_11202/

How Do the Highest-Performing School Systems Across the World Achieve Impressive Results? - <http://www.battelleforkids.org/initiatives/initiatives/global-education-study>

9. Anxiety about test scores points to a need that should be addressed by HIDOE to proactively communicate that score drops are inevitable when new assessments are introduced. Communication should be directed to teachers, parents, and students and should be specifically tailored to each audience.

HIDOE should look at the communication strategies employed by Kentucky ahead of the release of the first round of K-PREP scores (practice assessment aligned to CCSS given to students in Kentucky) for possible ideas of proactively communicating about what score drops mean for teachers, parents, and students. Additional information about the communications efforts undertaken by the Kentucky Department of Education (KDE) can be found at:

<http://www.edweek.org/ew/articles/2012/11/02/11standards.h32.html?tkn=LTUFfOpEpCAWut48lfLCsU4FHbuNRdCD%2F0qa&cmp=clp-edweek>

<http://education.ky.gov/comm/Documents/R077data.pdf>

<http://www.theatlantic.com/education/archive/2013/10/what-kentucky-can-teach-the-rest-of-the-us-about-the-common-core/280453/>

10. Because some of the resources that teachers indicated they needed are already available on the HIDOE website, HIDOE may want to find new ways to convey the website's content.

Background

In the spring of 2014, Hope Street Group (HSG), in partnership with the Hawaii Department of Education (HIDOE) began the process of recruiting teachers in Hawaii to apply for the Hawaii State Teacher Fellows (STFs) program (STF program). After reviewing the application materials submitted by the teachers and interviewing the finalists, ultimately 17 teachers from across the state were selected to serve as STFs.

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Year One Activities

Thus far, Hawaii STFs have had two in-person trainings. The initial training focused on orienting them to the work of the STF program, media training, writing persuasively, interacting with policymakers, and building their professional learning networks (PLNs). The second training was designed to prepare them to moderate focus groups of their peers as part of the 2014 fall data collection.

Subsequently, monthly calls were held to provide STFs with updates on upcoming events and to allow them to ask questions about their work. Because the STFs in Kentucky are in year two of

their fellowship, Kentucky STFs and Hawaii STFs have been paired to assist Hawaii STFs. Thus far, a total of eight written pieces by the Hawaii STFs have been published in *Honolulu Civil Beat* and the *Honolulu Star Advertiser*. Initial drafts of these writings were reviewed by Kentucky STFs to provide Hawaii STFs with peer feedback on their written products.

In October, Hawaii STFs participated in the Institute Days held across the islands. HSG provided on-the-ground support to the STFs as they interacted with their peers to share information about the fellowship and the work of the STFs and hold focus groups for the purpose of collecting the data that appear in this report.

In November, a STF attended the first meeting of the Hawaii partners at the Harold K. L. Castle Foundation offices. Her presentation on the work of the STFs thus far was followed by a question and answer session where those in attendance from the Hawaii Community Foundation, the Harold K. L. Castle Foundation, the McNerny Foundation, the Hawaii State Teachers Association (HSTA), and HDOE were able to ask questions and interact with her. Another meeting of the partners will be held in the spring of 2015.

In late December 2014, HSG hired a new director for the Hawaii STF program. The previous director resigned in October 2014. The new director will officially assume leadership of the program in early January 2015.

Fall Data Collection

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Focus groups began on October 20, 2014. Focus group item development began in the summer of 2014, also with an emphasis on the professional development teachers in Hawaii received to help them prepare to teach the CCSS. Twenty-two (22) focus groups were conducted over a

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two-week period. All focus groups were led by a HI STF. Notes from the focus groups were taken by note-takers that Hawaii STFs secured to assist them with the focus groups. Notes from the focus groups were sent to staff at SAS in Cary, North Carolina for qualitative analysis and the production of the visual analytics that appear in this report (additional information on how this analysis was done can be found on page 55).

The survey data analysis that begins on page 5 was conducted by SAS staff over a three week period. The data were analyzed using SAS analytics and are disaggregated using relevant, additional respondent-specific information, in all cases, the number of years a respondent has been teaching. It is worth noting that the majority of teachers who responded to the survey are mid-career teachers with eight to 16 or more years of experience (see Figure 35), therefore, conclusions drawn about some of the results should be viewed with this notation in mind.

The recommendations (in bold print) that appear in the section that follows are based on the data analysis and are also a reflection of emerging effective practices undertaken in states and large school districts in the United States.

The fall survey and focus group questions can be found in Appendix A.

Spring Data Collection

The spring data collection planning will begin very soon. Topics for that collection could potentially include additional inquiry into a number of findings from the fall data collection; however, at this time, no decision has been made about the topic for the spring data collection. Efforts are already underway to develop a spring data collection calendar in conjunction with HIDOE.

HSG is planning to spend the next six weeks developing and executing a strategic plan to increase the response rate to the survey and increase participation in the focus groups. HSG recognizes that the ability to generalize the findings of both the surveys and focus groups is largely predicated on the number of respondents; however, we also recognize that in the case of the focus groups, the quality of data collected is also very important. The analytics that HSG is now collecting on the emails sent to teachers in PLNs announcing the availability of a survey and focus groups will be a key piece of evidence it will use to develop strategies for increasing the response rates. Hawaii STFs will also play a key role in determining the strategies, deploying them, and debriefing after the spring survey on their value relative to the increase (or lack thereof) in response rates.

HSG has also developed a debrief process for data collections that HSG staff lead and participate in after data collections have concluded. Staff just recently conducted the first of the two debriefs that will occur this year. These debriefs are designed to streamline the data collection process and identify areas in which improvements should be made. This effort supports HSG's ongoing commitment to evidence-informed decision making and continuous program improvement. Additionally, on an on-going basis, HSG collects feedback from HIDOE, HSTA, and the Hawaii STFs to strengthen the program, the data collections, and the overall experience of the Hawaii STFs.

External Evaluation

Policy Studies Associates (PSA) in Washington, D.C., will conduct the year one evaluation of the STF program in Hawaii. Staff from PSA made a site visit to Hawaii in November to interview STFs, program funders, state partners, the state director, HIDOE staff, and HSTA staff. Their findings will be used by HSG staff to make evidence-informed decisions and programmatic improvements. Their findings will be shared with HIDOE, HSTA, and the program's funders in early summer of 2015.

Survey Data

Question 1. Which resources have you received to help prepare you to teach the content of the Common Core State Standards? You may choose more than one of the following.

- A. Professional development from state office, complex area, or school
- B. Professional development from curriculum publisher
- C. Instructional resources (open educational resources, sample lessons, sample units, etc.) for teaching the Common Core State Standards
- D. Coaching or mentoring from peers
- E. Other

Figure 1

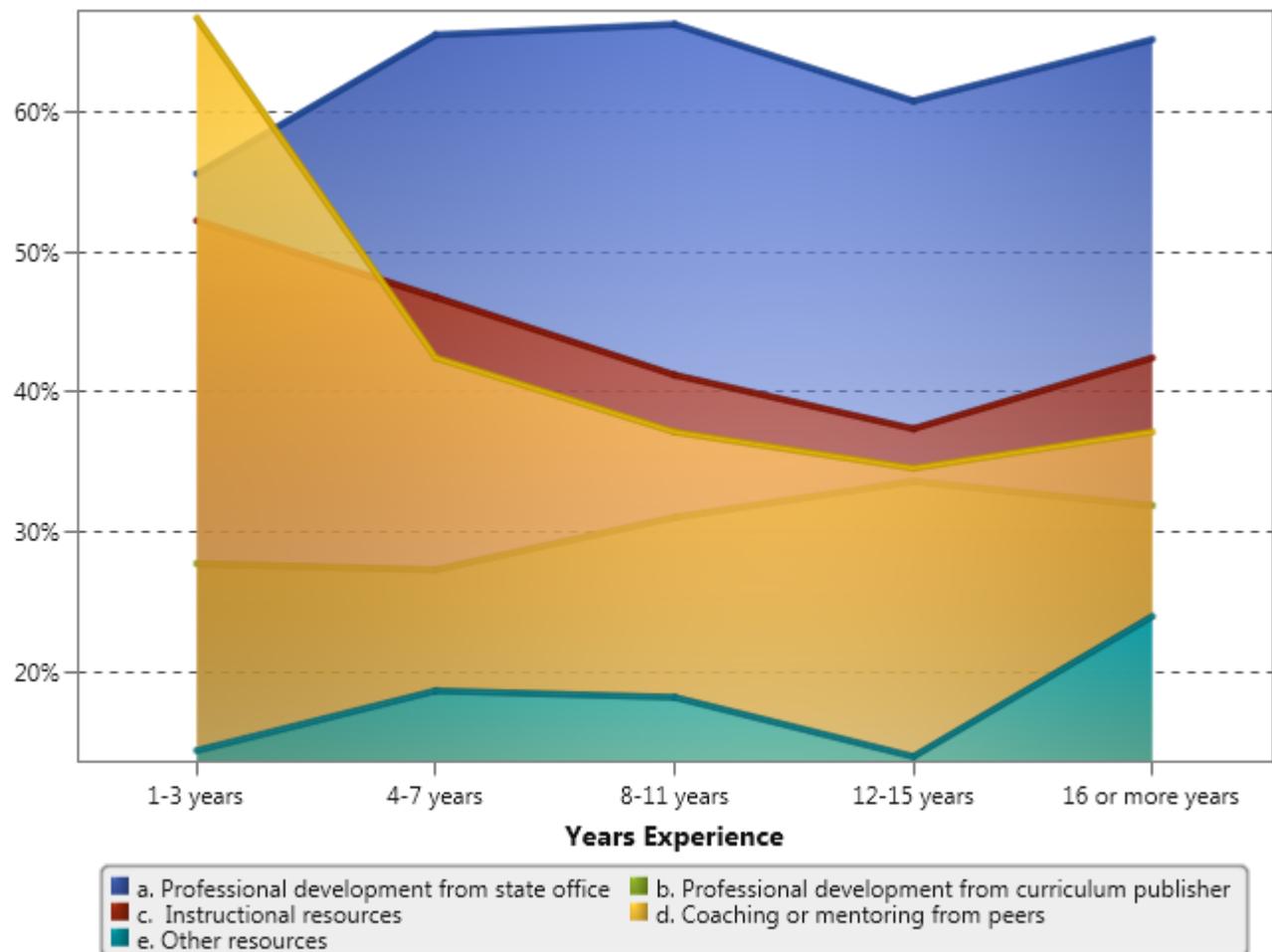


Figure 2

Years Experience	a. Professional development from state office	b. Professional development from curriculum publisher	c. Instructional resources	d. Coaching or mentoring from peers	e. Other resources
1-3 years	55.56%	27.78%	52.22%	66.67%	14.44%
4-7 years	65.47%	27.34%	46.76%	42.45%	18.71%
8-11 years	66.22%	31.08%	41.22%	37.16%	18.24%
12-15 years	60.75%	33.64%	37.38%	34.58%	14.02%
16 or more years	65.13%	31.91%	42.43%	37.17%	24.01%

Teachers with less experience have relied somewhat more heavily (in comparison to teachers with more teaching experience) on the coaching and mentoring of their peers, while virtually all teachers, regardless of years of experience have primarily relied on the resources provided by the state office (HIDOE).

Question 2: What does the Common Core State Standards professional development you get in your school and complex area focus most heavily on? You may choose more than one of the following.

- A. Sharing Common Core State Standards-aligned grade level assessments
- B. Argumentative/expository writing
- C. Text dependent questions
- D. Text complexity
- E. Literacy across the content areas
- F. Focus in mathematics.
- G. Linking math topics and thinking across grades (coherence).
- H. Conceptual understanding, procedural skills and fluency, and application of math.
- I. None

Figure 3

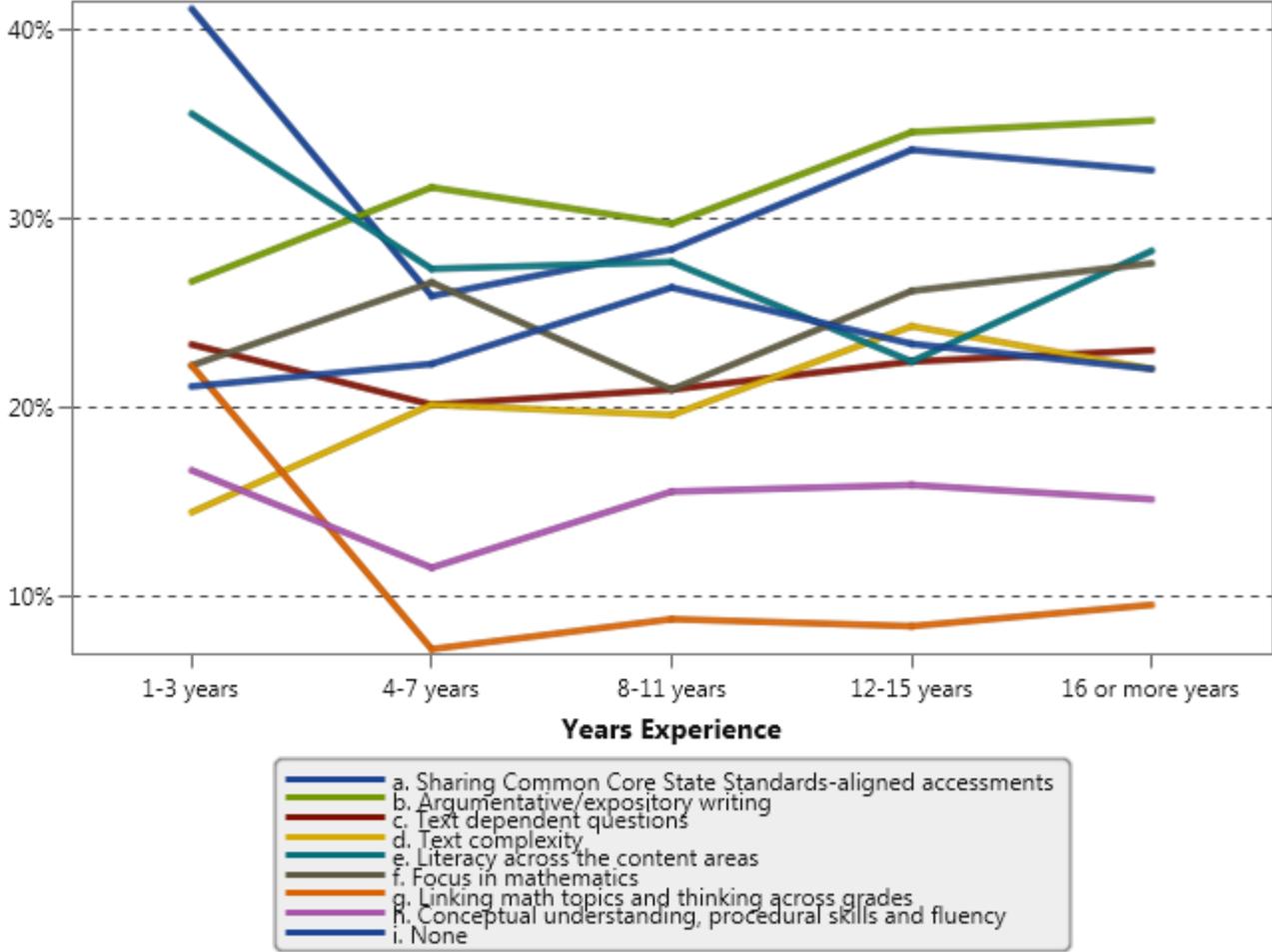


Figure 4

Years Experience	a. Sharing Common Core State Standards-aligned assessments	b. Argumentative/expository writing	c. Text dependent questions	d. Text complexity	e. Literacy across the content areas	f. Focus in mathematics	g. Linking math topics and thinking across grades	h. Conceptual understanding, procedural skills and fluency	i. None
1-3 years	41.11%	26.67%	23.33%	14.44%	35.56%	22.22%	22.22%	16.67%	21.11%
4-7 years	25.90%	31.65%	20.14%	20.14%	27.34%	26.62%	7.19%	11.51%	22.30%
8-11 years	28.38%	29.73%	20.95%	19.59%	27.70%	20.95%	8.78%	15.54%	26.35%
12-15 years	33.64%	34.58%	22.43%	24.30%	22.43%	26.17%	8.41%	15.89%	23.36%
16 or more years	32.57%	35.20%	23.03%	22.04%	28.29%	27.63%	9.54%	15.13%	22.04%

There was significant variation in the responses for this question. Teachers with less teaching experience reported an emphasis on assessments. Because the choices: “b”, “c,” “d,” “e,” and “h” would be responses most likely provided by a English/language arts (ELA) teacher and choices: “f” and “g” would be responses most likely provided by a mathematics teacher, the ability to draw conclusions from the responses from this question is somewhat limited. For example, choice “g” ranked lowest among every segment of the teaching population that responded to this question (except for teachers with one to three years experience); however, that may mean that fewer mathematics teachers responded to this item than ELA teachers. What is clear; however, is among all of the respondents, there has been emphasis in the professional development provided and received on assessments. What is also remarkable are the numbers of respondents who answered “i” (none). Essentially, a quarter of all respondents indicated they received no professional development or that the professional development they received did not focus on the options offered in choices “a” through “h.”

Question 3: Are the instructional resources for teaching the Common Core State Standards you have received helpful?

- 1- not helpful at all
- 2- somewhat helpful
- 3- helpful
- 4- very helpful

Figure 5

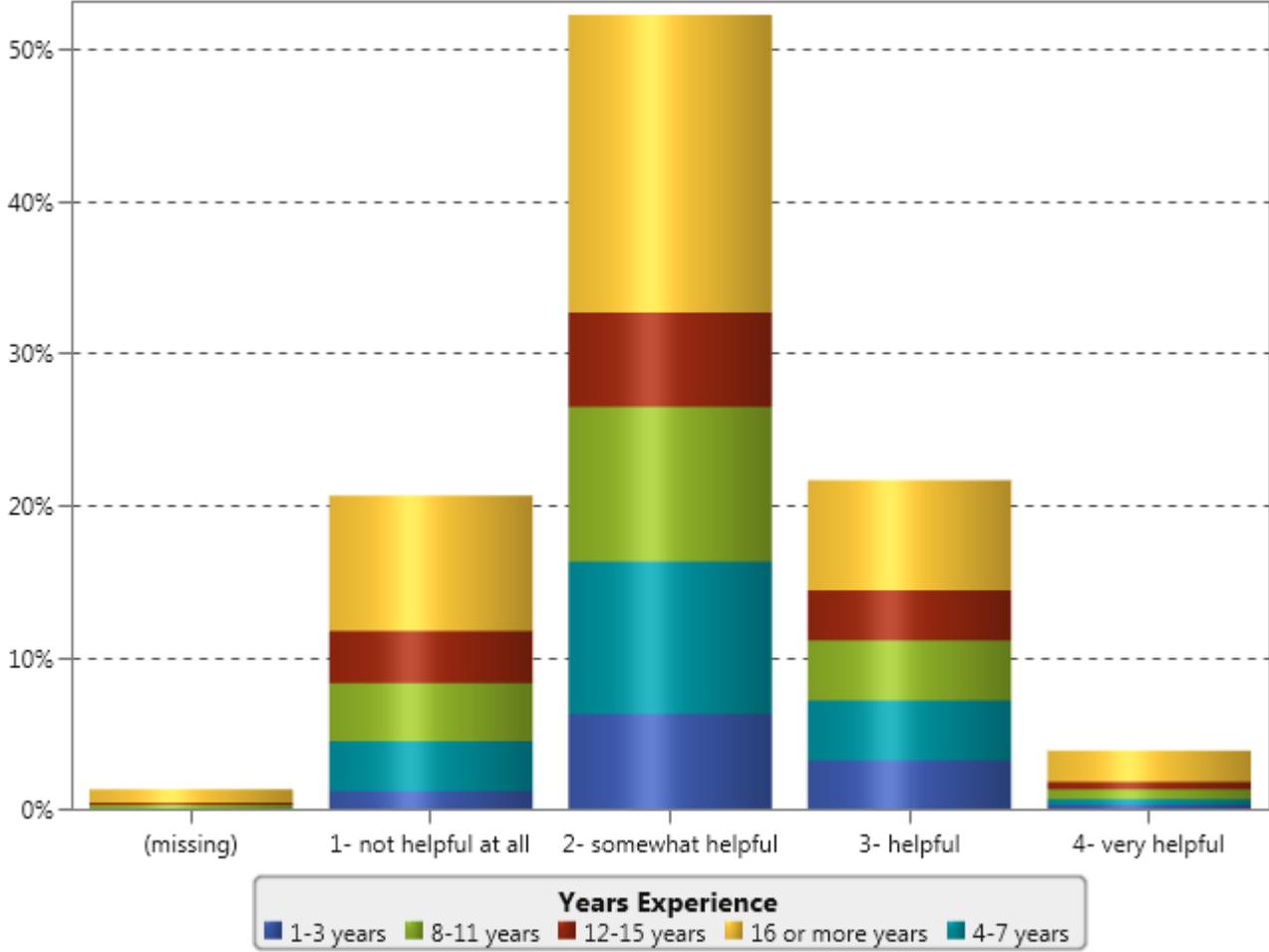


Figure 6

Years Experience	Q3	Frequency Percent
1-3 years	(missing)	0.13%
	1- not helpful at all	1.27%
	2- somewhat helpful	6.35%
	3- helpful	3.30%
	4- very helpful	0.38%
4-7 years	1- not helpful at all	3.30%
	2- somewhat helpful	10.03%
	3- helpful	3.93%
	4- very helpful	0.38%
8-11 years	(missing)	0.25%
	1- not helpful at all	3.81%
	2- somewhat helpful	10.15%
	3- helpful	3.93%
	4- very helpful	0.63%
12-15 years	(missing)	0.13%
	1- not helpful at all	3.43%
	2- somewhat helpful	6.22%
	3- helpful	3.30%
	4- very helpful	0.51%
16 or more years	(missing)	0.89%
	1- not helpful at all	8.88%
	2- somewhat helpful	19.54%
	3- helpful	7.23%
	4- very helpful	2.03%

The majority of teachers responded that the professional development they have received has been somewhat helpful.

Question 4: In which way(s) has the professional development you have received prepared you to teach the Common Core State Standards? You may choose more than one of the following.

- A. It has improved my understanding of the standards themselves.
- B. It has helped me understand how to change my instructional practice to teach the Common Core State Standards.
- C. It has helped me support my peers' understanding of the standards to help them make changes to instructional practice.
- D. What I have received has not helped me prepare to teach the standards.

Figure 7

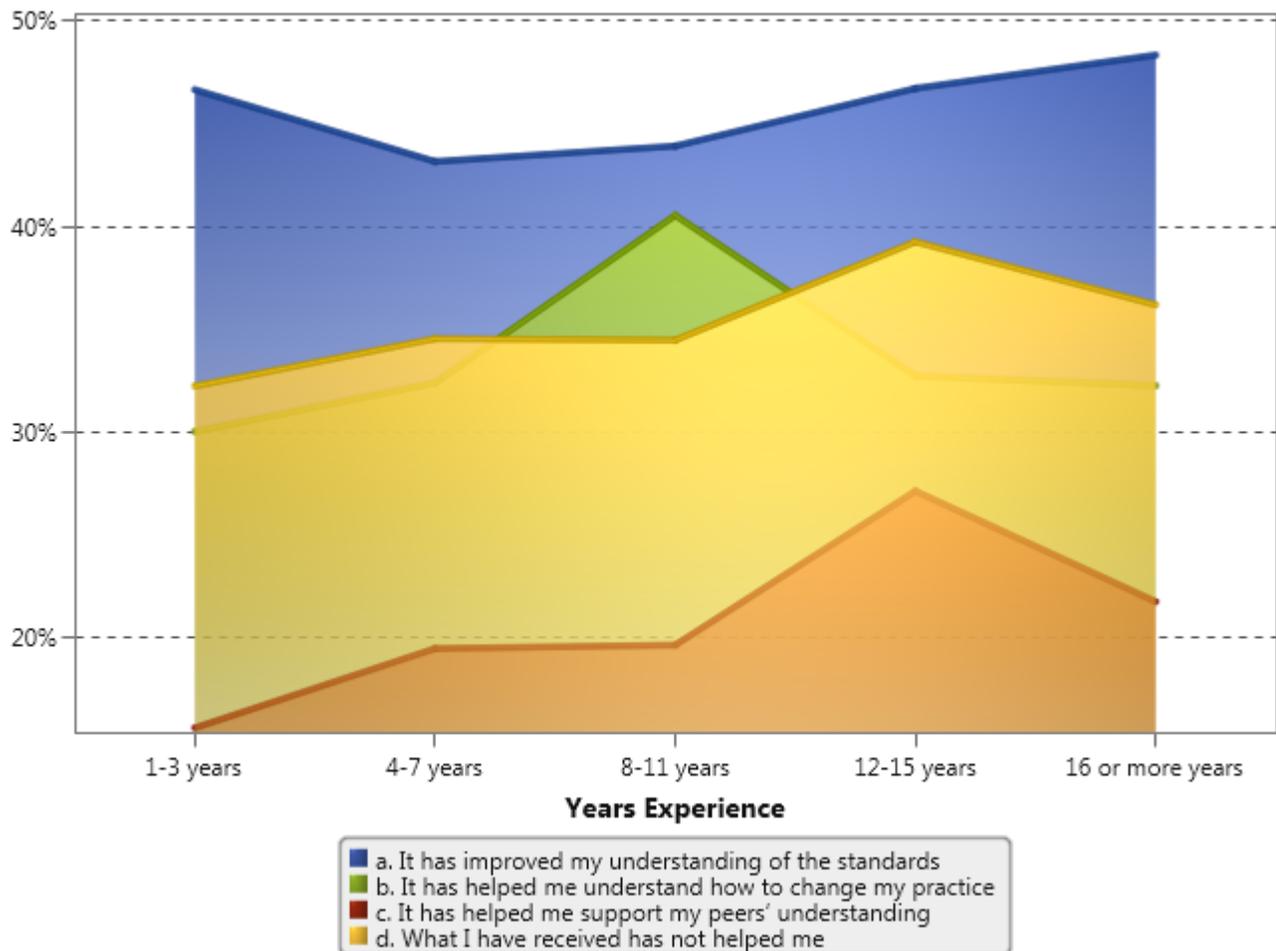


Figure 8

Years Experience	a. It has improved my understanding of the standards.	b. It has helped me understand how to change my practice.	c. It has helped me support my peers' understanding.	d. What I have received has not helped me.
1-3 years	46.67%	30.00%	15.56%	32.22%
4-7 years	43.17%	32.37%	19.42%	34.53%
8-11 years	43.92%	40.54%	19.59%	34.46%
12-15 years	46.73%	32.71%	27.10%	39.25%
16 or more years	48.36%	32.24%	21.71%	36.18%

What is remarkable about these results is that while almost half of all respondents indicated that the professional development they received has improved their understanding of the standards, one-third say that what they have received has not helped them. Note that the sentiment conveyed in these results does not vary depending upon the years of experience among respondents.

Question 5: After receiving professional development to prepare to teach the Common Core State Standards, which types of follow up do you receive? You may choose more than one of the following.

- A. Coaching from your principal
- B. Coaching from a teacher leader
- C. Webinars or other online modules
- D. Collaboration via online communities/professional learning networks
- E. I have not received any follow up to the professional development I received to prepare to teach the Common Core State Standards.

Figure 9

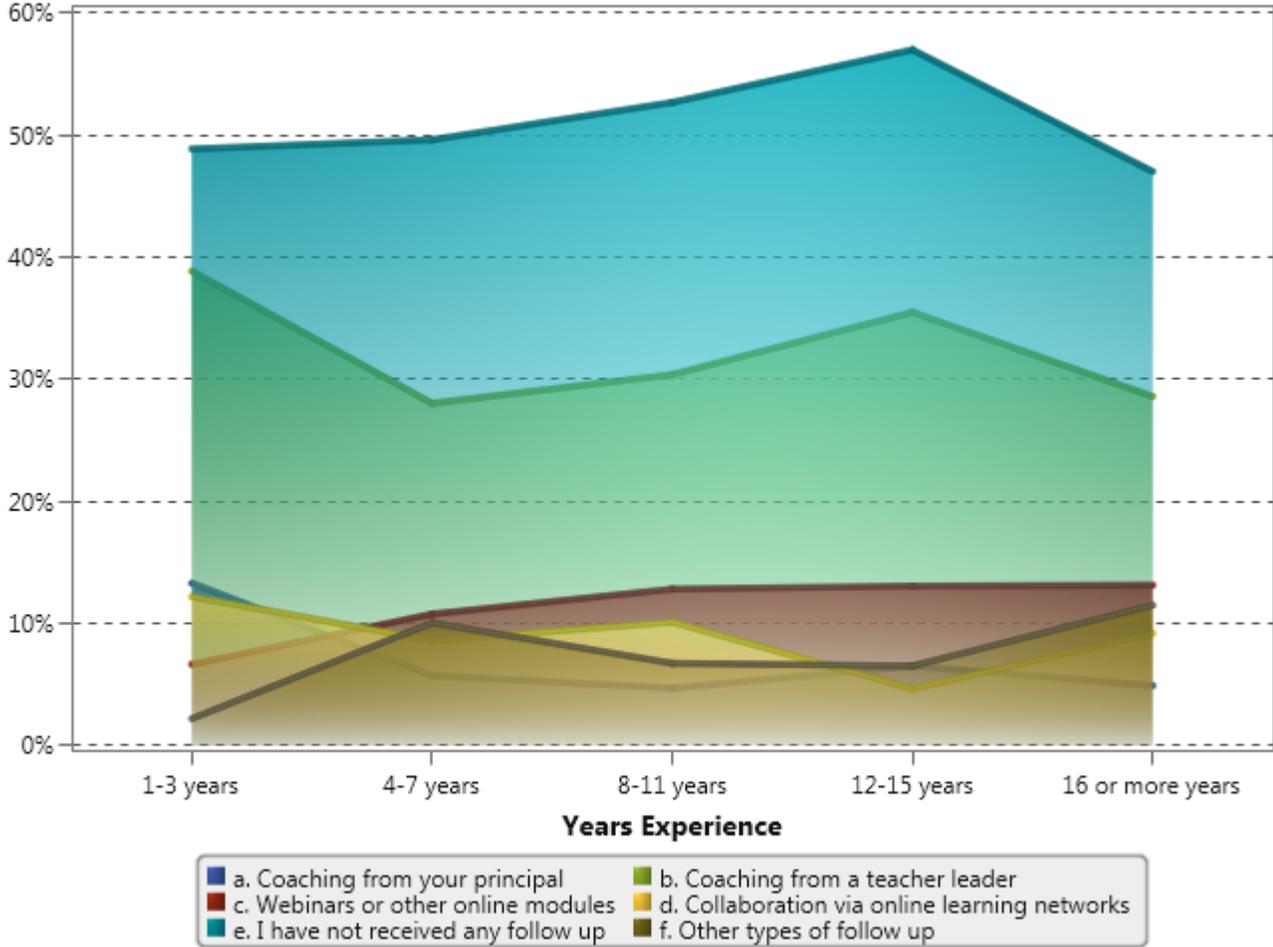


Figure 10

Years Experience	a. Coaching from your principal	b. Coaching from a teacher leader	c. Webinars or other online modules	d. Collaboration via online learning networks	e. I have not received any follow up	f. Other types of follow up
1-3 years	13.33%	38.89%	6.67%	12.22%	48.89%	2.22%
4-7 years	5.76%	28.06%	10.79%	8.63%	49.64%	10.07%
8-11 years	4.73%	30.41%	12.84%	10.14%	52.70%	6.76%
12-15 years	6.54%	35.51%	13.08%	4.67%	57.01%	6.54%
16 or more years	4.93%	28.62%	13.16%	9.21%	47.04%	11.51%

The majority of respondents clearly feel they are not receiving follow up from either a principal or a teacher leader after they participate in professional development. While some respondents indicated they do receive follow-up, follow-up was reported as coming from a teacher leader as opposed to a principal in most cases. Note that the sentiment conveyed in these results does not vary depending upon the years of experience among respondents.

Question 6: Which professional development setting would be most useful to you to support your teaching of the Common Core State Standards? You may choose more than one of the following.

- A. Small-group professional development within your school or complex area
- B. Large-group professional development similar to a statewide conference
- C. Coaching
- D. Webinar or online module
- E. Other

Figure 11

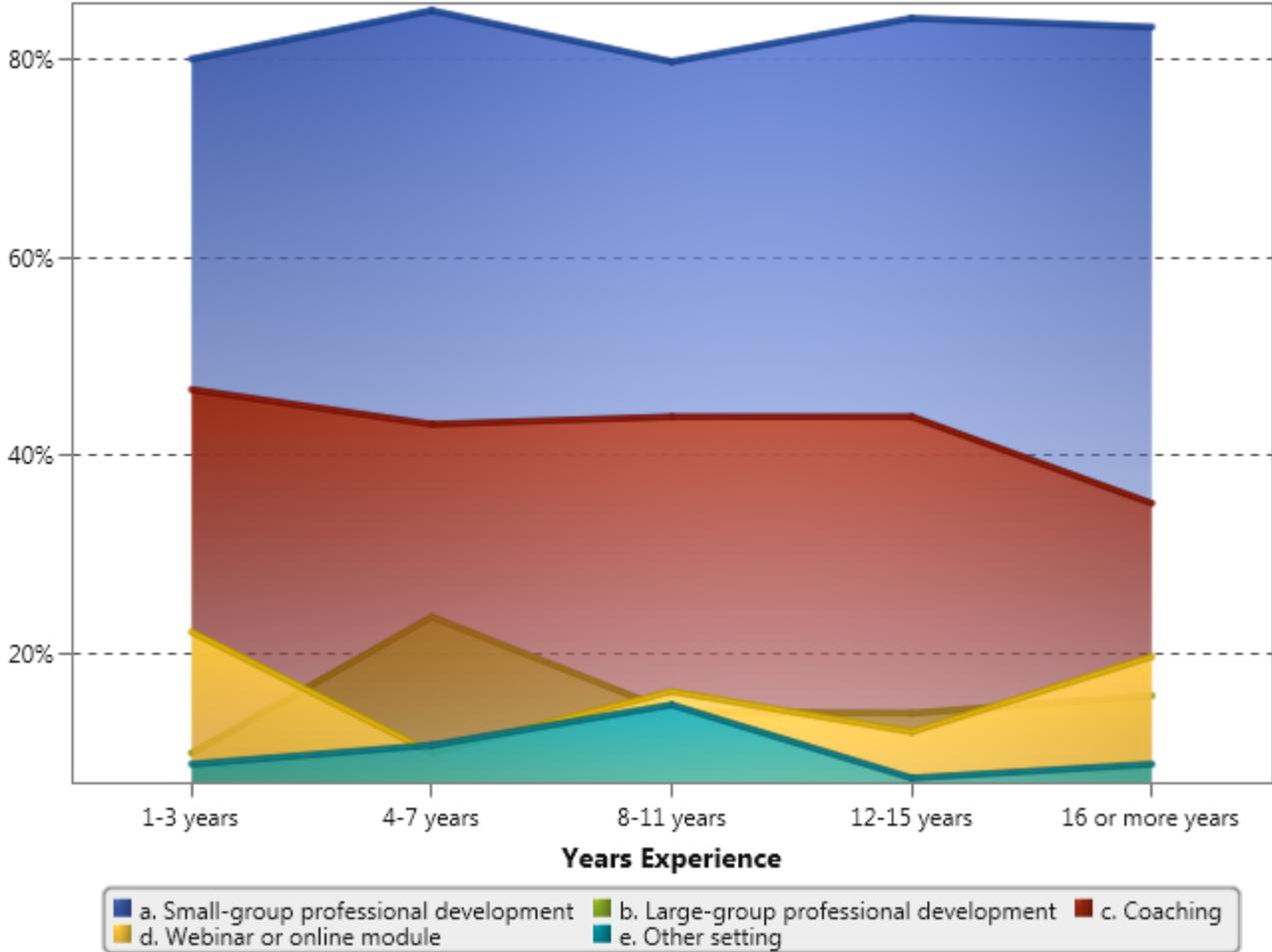


Figure 12

Years Experience	a. Small-group professional development	b. Large-group professional development	c. Coaching	d. Webinar or online module	e. Other setting
1-3 years	80.00%	10.00%	46.67%	22.22%	8.89%
4-7 years	84.89%	23.74%	43.17%	10.07%	10.79%
8-11 years	79.73%	14.19%	43.92%	16.22%	14.86%
12-15 years	84.11%	14.02%	43.93%	12.15%	7.48%
16 or more years	83.22%	15.79%	35.20%	19.74%	8.88%

Respondents overwhelmingly indicated that small group professional development was their preferred setting, followed by coaching. Note that the sentiment conveyed in these results does not vary depending upon the years of experience among respondents.

Question 7: Which professional development content would help support your implementation of the Hawaii Common Core State Standards? You may choose more than one of the following.

- A. Deconstructing the content of the standards
- B. Instructional strategies to support implementation of the standards
- C. Instructional strategies to support students with disabilities and/or English language learners
- D. Strategies for integrating technology into instruction
- E. Implementing the new curricular materials
- F. Strategies for integrating literacy across the content areas
- G. Other

Figure 13

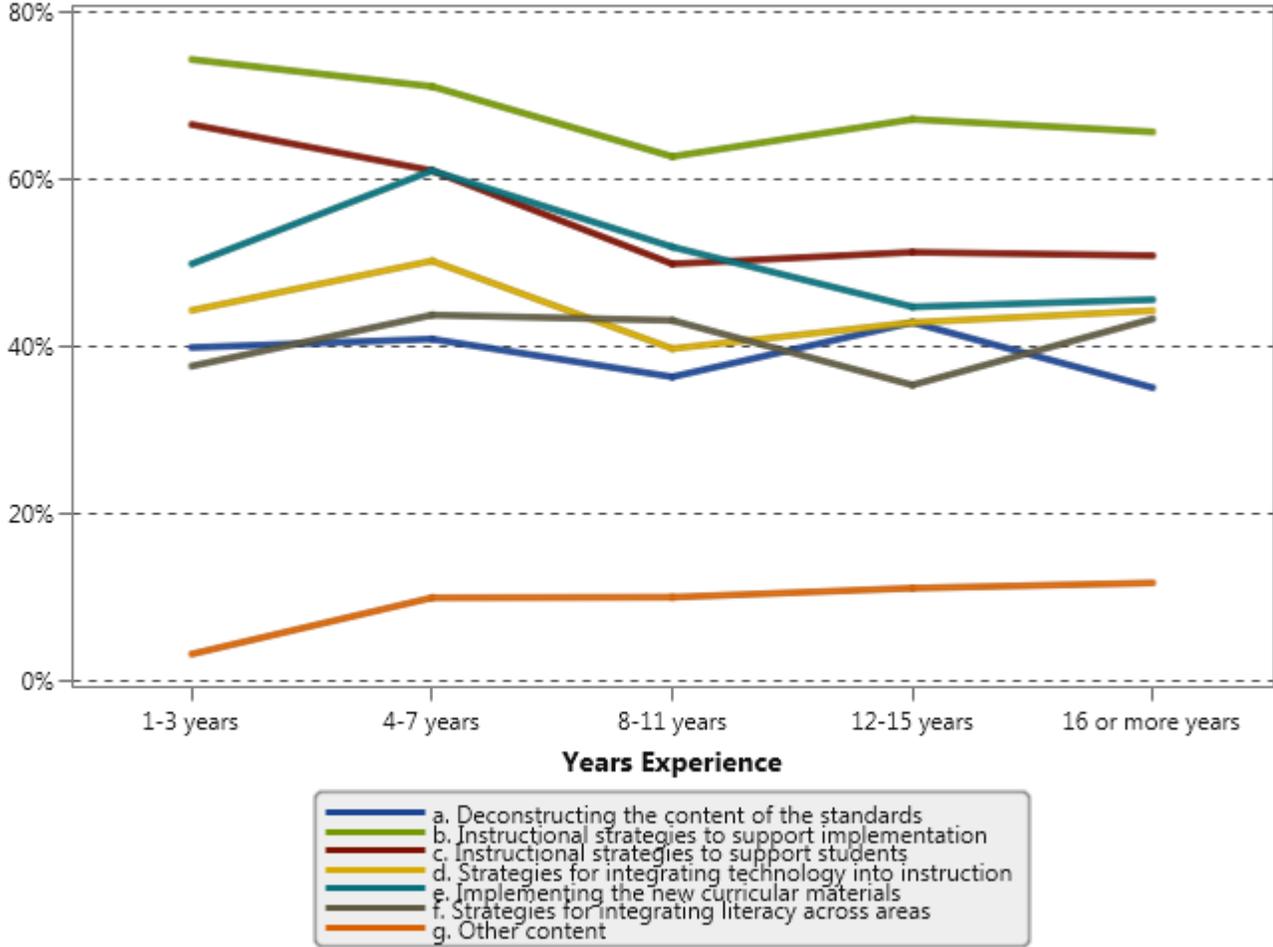


Figure 14

Years Experience	a. Deconstructing the content of the standards	b. Instructional strategies to support implementation	c. Instructional strategies to support students	d. Strategies for integrating technology into instruction	e. Implementing the new curricular materials	f. Strategies for integrating literacy across areas	g. Other content
1-3 years	40.00%	74.44%	66.67%	44.44%	50.00%	37.78%	3.33%
4-7 years	41.01%	71.22%	61.15%	50.36%	61.15%	43.88%	10.07%
8-11 years	36.49%	62.84%	50.00%	39.86%	52.03%	43.24%	10.14%
12-15 years	42.99%	67.29%	51.40%	42.99%	44.86%	35.51%	11.21%
16 or more years	35.20%	65.79%	50.99%	44.41%	45.72%	43.42%	11.84%

Respondents, regardless of the number of years of teaching experience, need additional professional development on instructional strategies to support the implementation of the CCSS. They also need professional development on instructional strategies to support students, strategies for integrating technology into instruction, implementing new curricular materials, deconstructing the content of the standards, and integrating literacy across the areas. Note that respondents were able to select more than one response for this question.

Question 8: Which resources have been provided to you to help prepare you to prepare students for the Smarter Balanced assessments? You may choose more than one of the following.

- A. Professional development
- B. Instructional resources
- C. Coaching from your principal
- D. Coaching from a teacher leader
- E. Use of the Smarter Balanced website
- F. Use of the performance tasks on the Smarter Balanced website
- G. Other

Figure 15

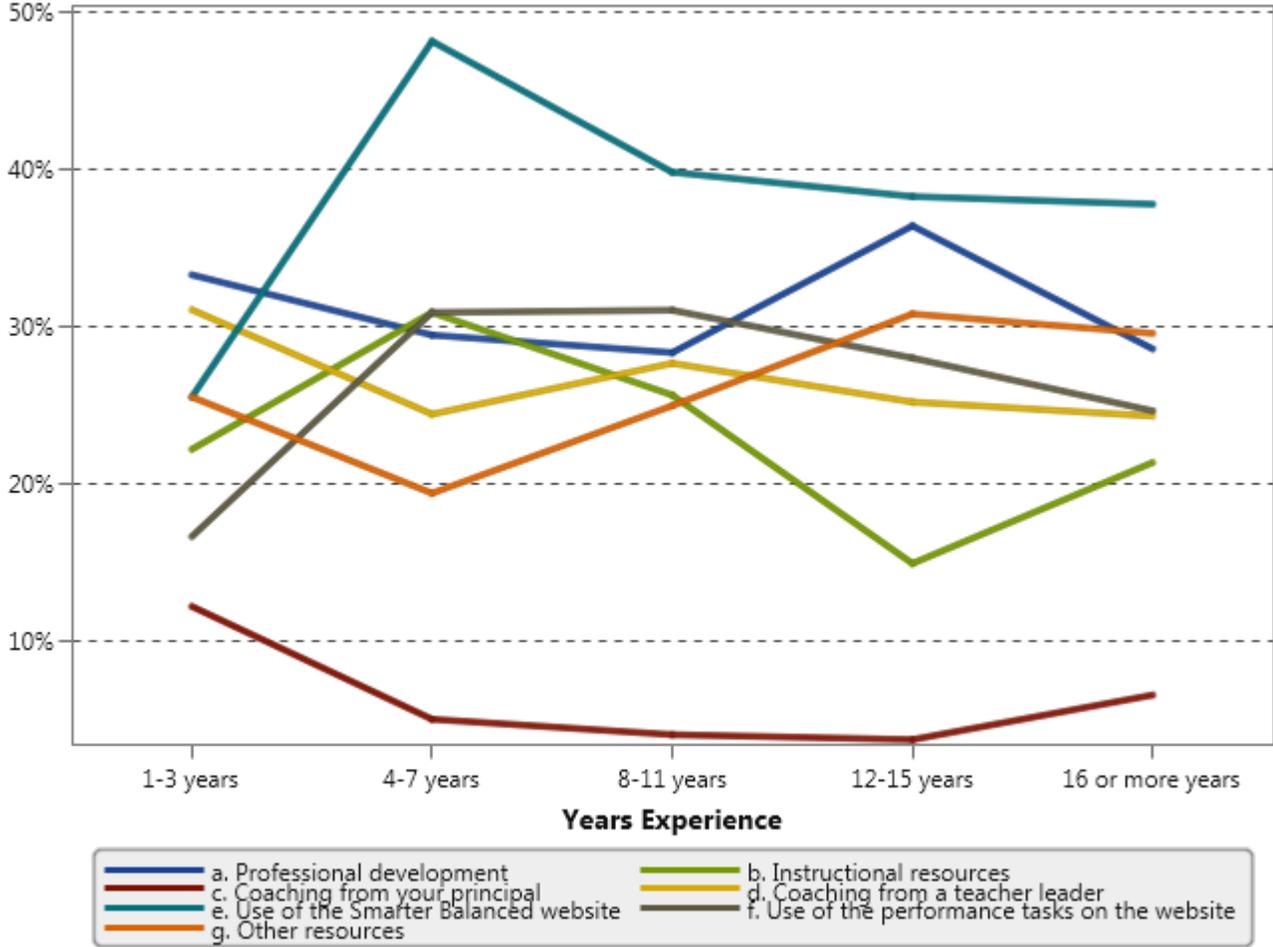


Figure 16

Years Experience	a. Professional development	b. Instructional resources	c. Coaching from your principal	d. Coaching from a teacher leader	e. Use of the Smarter Balanced website	f. Use of the performance tasks on the website	g. Other resources
1-3 years	33.33%	22.22%	12.22%	31.11%	25.56%	16.67%	25.56%
4-7 years	29.50%	30.94%	5.04%	24.46%	48.20%	30.94%	19.42%
8-11 years	28.38%	25.68%	4.05%	27.70%	39.86%	31.08%	25.00%
12-15 years	36.45%	14.95%	3.74%	25.23%	38.32%	28.04%	30.84%
16 or more years	28.62%	21.38%	6.58%	24.34%	37.83%	24.67%	29.61%

Overall, respondents indicated that in terms of preparing students for the Smarter Balanced Assessments (SBAC), professional development in that area has not been as helpful as other resources and strategies, specifically, the SBAC website. Teachers with less teaching experience (1-3 years) and teachers with 12-15 years of teaching experience indicated that the professional development they have received has been more helpful to them when compared to their colleagues.

Question 9: The following are things the Department takes into consideration when developing professional development. Please rank them in order of importance to you with "1" being the most important and "7" being the least important. Figures 17-30 detail the results of this question.

- A. Cost to state or complex area (1, 2, 3, 4, 5, 6, 7)
- B. Easy access for neighbor island participants (1, 2, 3, 4, 5, 6, 7)
- C. The availability of web-based resources (1, 2, 3, 4, 5, 6, 7)
- D. Proven research base (1, 2, 3, 4, 5, 6, 7)
- E. Opportunities for peer to peer collaboration during the PD (1, 2, 3, 4, 5, 6, 7)
- F. Follow up support after the PD (1, 2, 3, 4, 5, 6, 7)
- G. Advance notice (1, 2, 3, 4, 5, 6, 7)

Figure 17: A. Cost to state or complex area

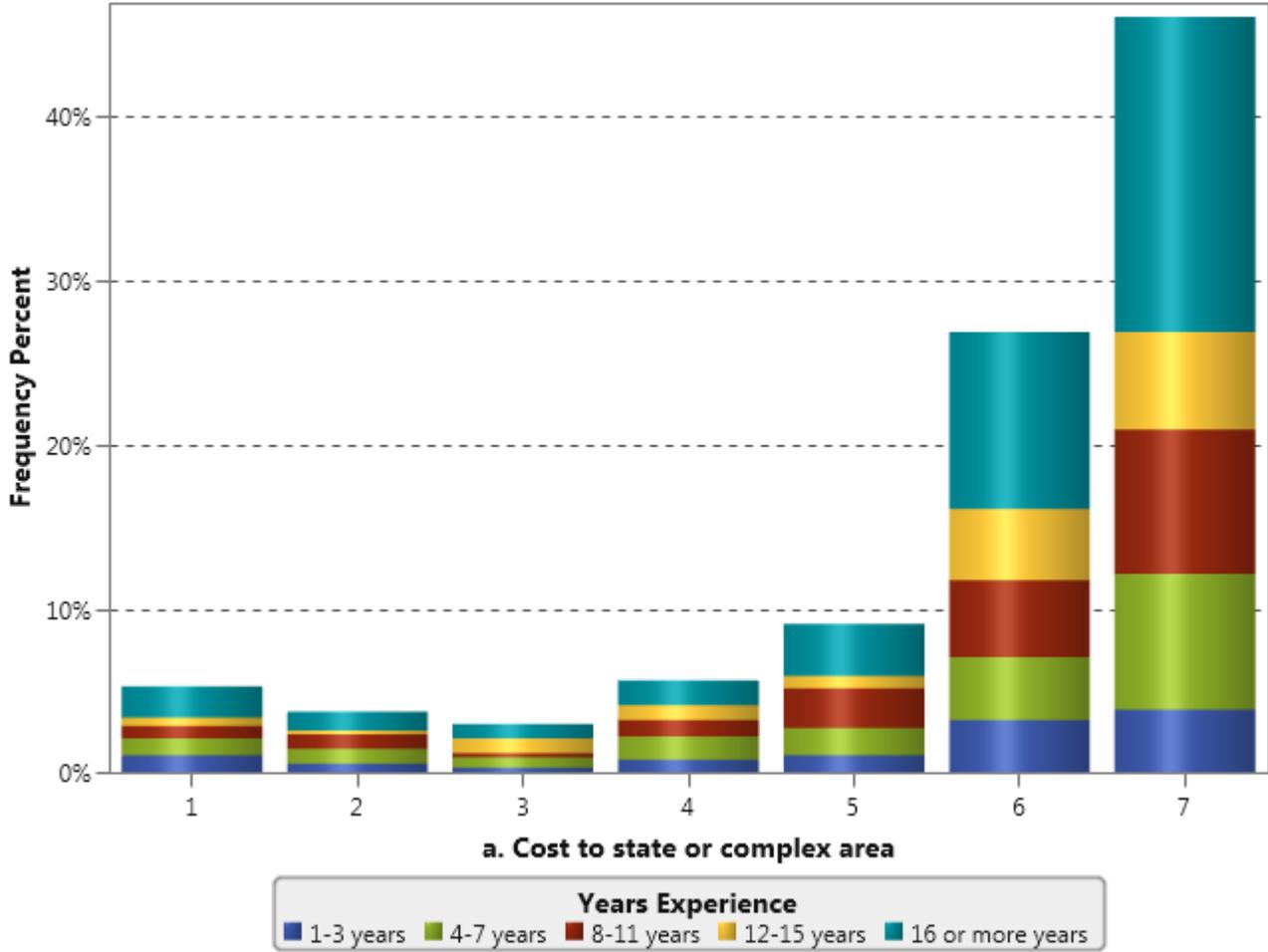


Figure 18: A. Cost to state or complex area

A. Cost to state or complex area	1	2	3	4	5	6	7
Years Experience	Frequency Percent						
1-3 years	1.14%	0.63%	0.38%	0.89%	1.14%	3.30%	3.93%
4-7 years	1.02%	0.89%	0.63%	1.40%	1.65%	3.81%	8.25%
8-11 years	0.76%	0.89%	0.25%	1.02%	2.41%	4.70%	8.76%
12-15 years	0.51%	0.25%	0.89%	0.89%	0.76%	4.31%	5.96%
16 or more years	1.90%	1.14%	0.89%	1.52%	3.17%	10.79%	19.16%

Cost to the complex area was tied for last in importance among most respondents. Because of several ties, it actually placed fourth among the seven choices, along with “B. Easy access for neighbor island participants.” There was little variation in the responses among teachers with less or more teaching experience. Note that among all survey respondents, the majority of respondents have 16 years or more teaching experience.

Figure 19: B. Easy access for neighbor island participants

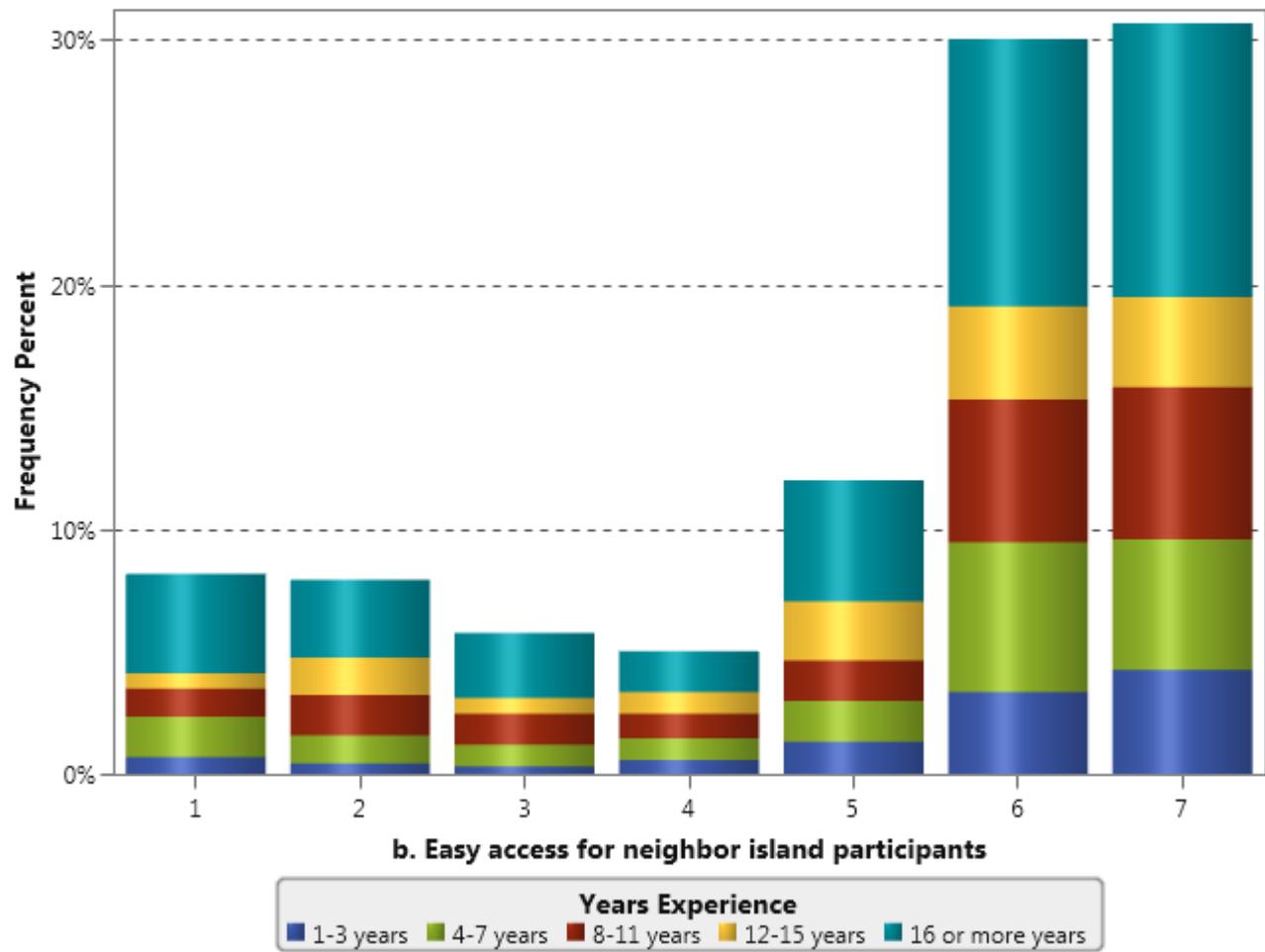


Figure 20: B. Easy access for neighbor island participants

B. Easy access for neighbor island participants	1	2	3	4	5	6	7
Years Experience	Frequency Percent						
1-3 years	0.76%	0.51%	0.38%	0.63%	1.40%	3.43%	4.31%
4-7 years	1.65%	1.14%	0.89%	0.89%	1.65%	6.09%	5.33%
8-11 years	1.14%	1.65%	1.27%	1.02%	1.65%	5.84%	6.22%
12-15 years	0.63%	1.52%	0.63%	0.89%	2.41%	3.81%	3.68%
16 or more years	4.06%	3.17%	2.66%	1.65%	4.95%	10.91%	11.17%

Easy access for neighbor island participants was tied for last in importance among most respondents. Because of several ties, it actually placed fourth among the seven choices, along with “A. Cost to state or complex area.” There was little variation in the responses among teachers with less or more teaching experience. Note that among all survey respondents, the majority of respondents have 16 years or more teaching experience.

Figure 21: C. The availability of web-based resources

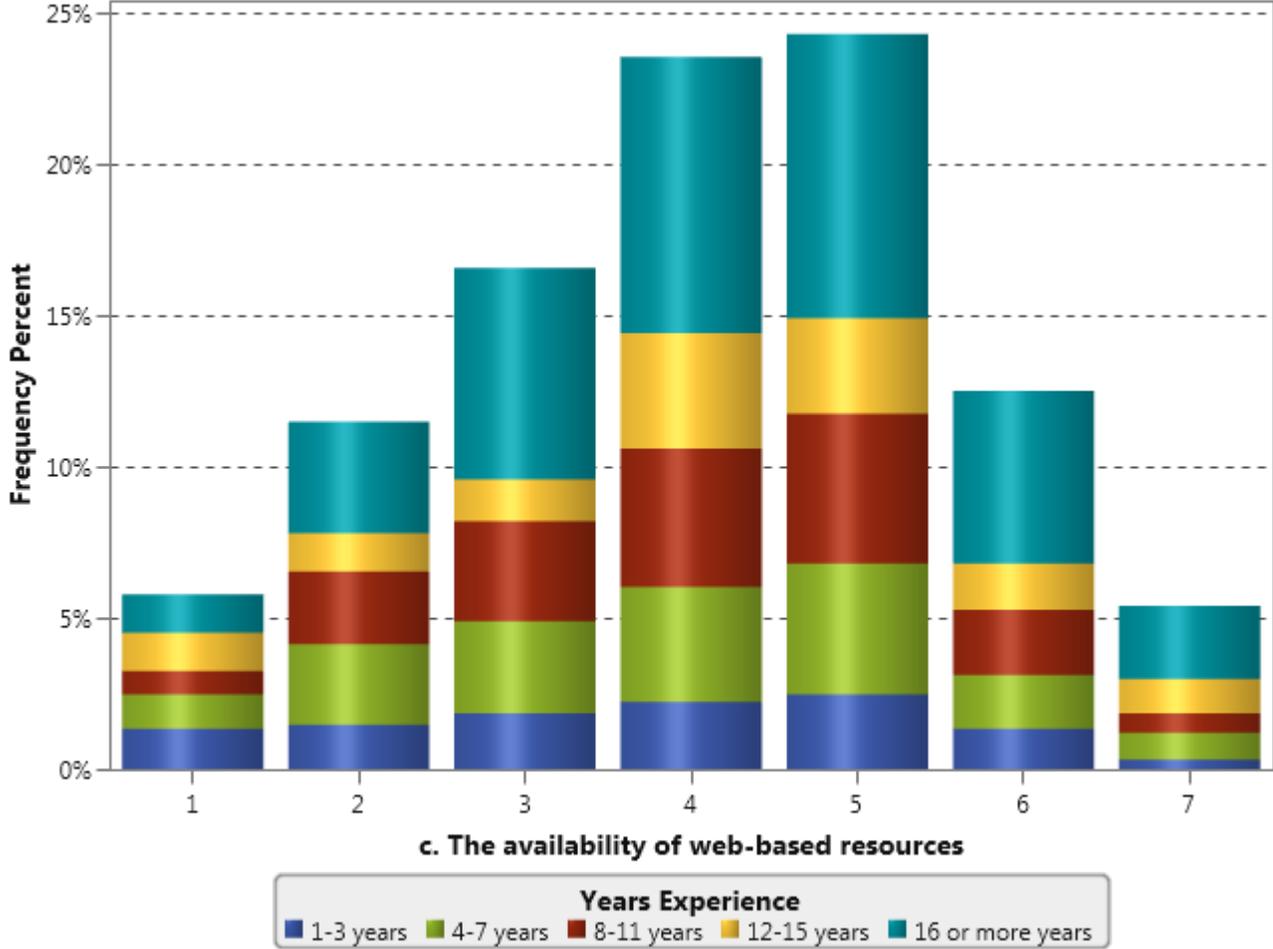


Figure 22: C. The availability of web-based resources

C. The availability of web-based resources	1	2	3	4	5	6	7
Years Experience	Frequency Percent						
1-3 years	1.40%	1.52%	1.90%	2.28%	2.54%	1.40%	0.38%
4-7 years	1.14%	2.66%	3.05%	3.81%	4.31%	1.78%	0.89%
8-11 years	0.76%	2.41%	3.30%	4.57%	4.95%	2.16%	0.63%
12-15 years	1.27%	1.27%	1.40%	3.81%	3.17%	1.52%	1.14%
16 or more years	1.27%	3.68%	6.98%	9.14%	9.39%	5.71%	2.41%

Availability of web-based resources was the next to last item in terms of importance among most respondents. Because of several ties, it actually placed third among the seven choices, along with “G. Advance notice.” There was little variation in the responses among teachers with less or more teaching experience. Note that among all survey respondents, the majority of respondents have 16 years or more teaching experience.

Figure 23: D. Proven research base

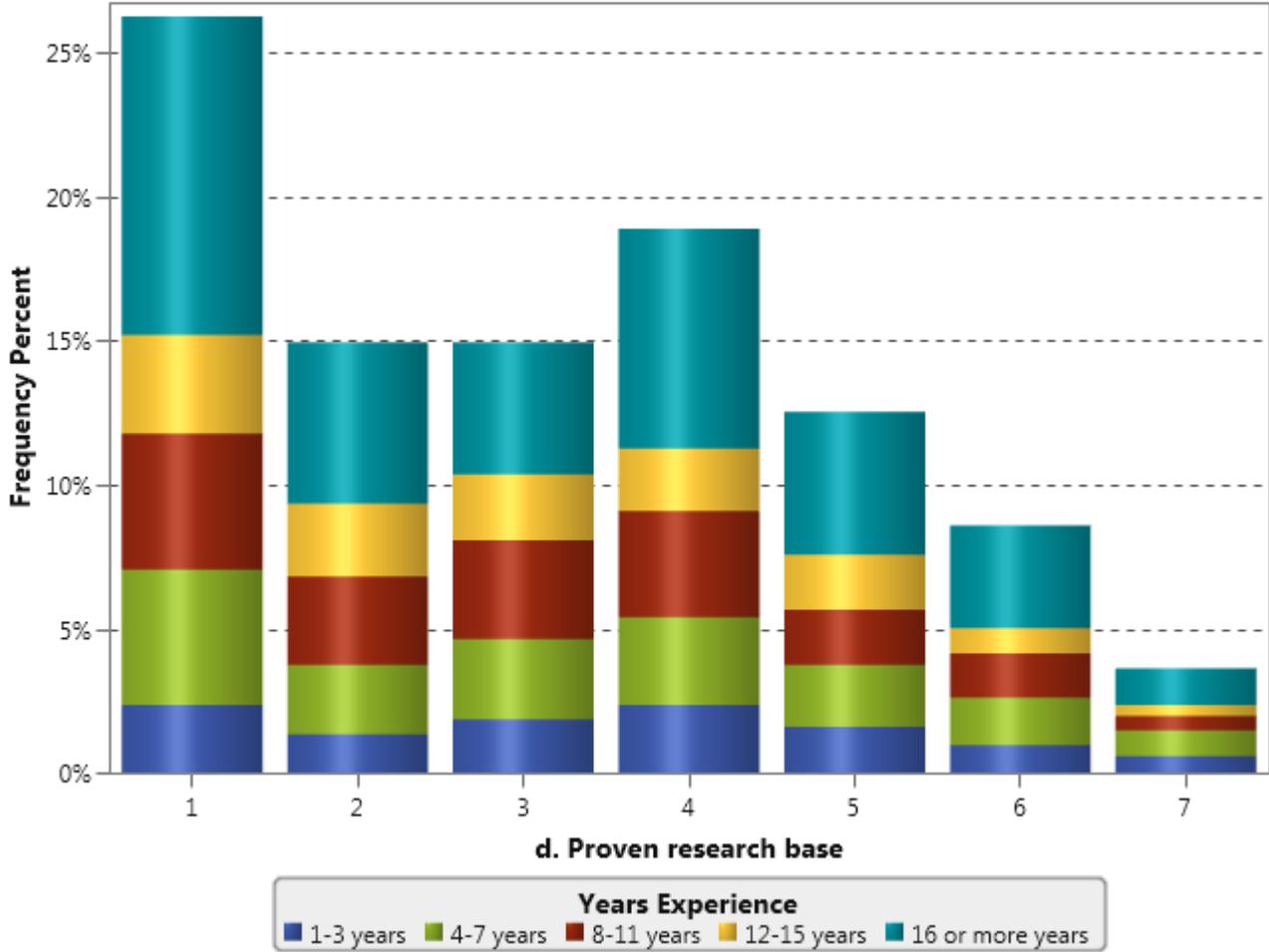


Figure 24: D. Proven research base

D. Proven research base	1	2	3	4	5	6	7
Years Experience	Frequency Percent						
1-3 years	2.41%	1.40%	1.90%	2.41%	1.65%	1.02%	0.63%
4-7 years	4.70%	2.41%	2.79%	3.05%	2.16%	1.65%	0.89%
8-11 years	4.70%	3.05%	3.43%	3.68%	1.90%	1.52%	0.51%
12-15 years	3.43%	2.54%	2.28%	2.16%	1.90%	0.89%	0.38%
16 or more years	11.04%	5.58%	4.57%	7.61%	4.95%	3.55%	1.27%

Proven research base was tied with “E. Opportunities for peer to peer collaboration during the PD” as the most important consideration among most respondents. Teachers with more teaching experience (16 or more years) ranked this option at a higher rate than any other group of teachers (teachers grouped by years of teaching experience). Note that among all survey respondents, the majority of respondents have 16 years or more teaching experience.

Figure 25: E. Opportunities for peer to peer collaboration during PD

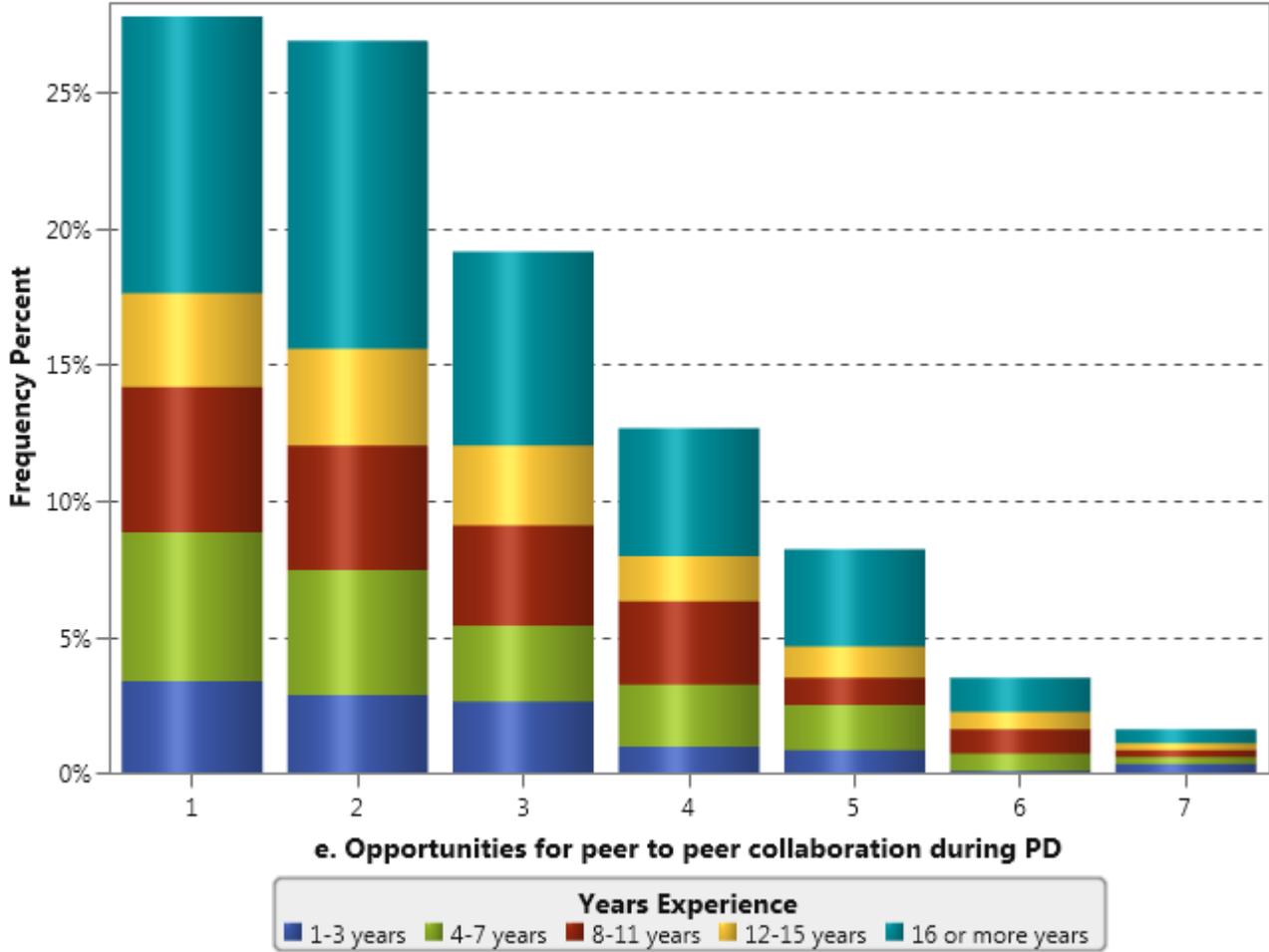


Figure 26: E. Opportunities for peer to peer collaboration during PD

E. Opportunities for peer to peer collaboration during PD	1	2	3	4	5	6	7
Years Experience	Frequency Percent						
1-3 years	3.43%	2.92%	2.66%	1.02%	0.89%	0.13%	0.38%
4-7 years	5.46%	4.57%	2.79%	2.28%	1.65%	0.63%	0.25%
8-11 years	5.33%	4.57%	3.68%	3.05%	1.02%	0.89%	0.25%
12-15 years	3.43%	3.55%	2.92%	1.65%	1.14%	0.63%	0.25%
16 or more years	10.15%	11.29%	7.11%	4.70%	3.55%	1.27%	0.51%

Opportunities for peer to peer collaboration during professional development was tied with “D. Proven research base” as the most important consideration among most respondents. Teachers with more teaching experience (16 or more years) ranked this option at a higher rate than any other group of teachers (teachers grouped by years of teaching experience). Note that among all survey respondents, the majority of respondents have 16 years or more teaching experience.

Figure 27: F. Follow up support after the PD

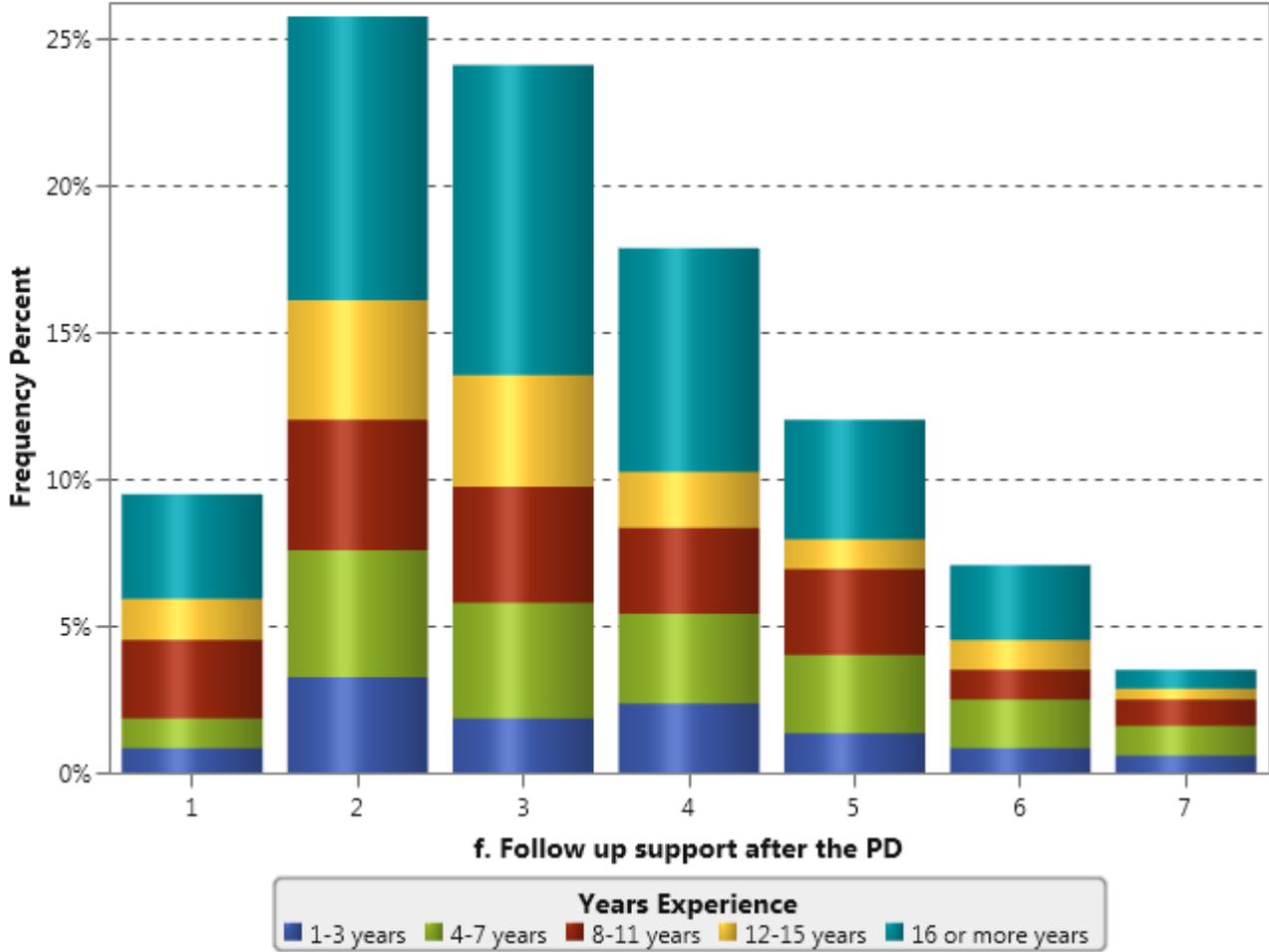


Figure 28: F. Follow up support after the PD

F. Follow up support after the PD	1	2	3	4	5	6	7
Years Experience	Frequency Percent						
1-3 years	0.89%	3.30%	1.90%	2.41%	1.40%	0.89%	0.63%
4-7 years	1.02%	4.31%	3.93%	3.05%	2.66%	1.65%	1.02%
8-11 years	2.66%	4.44%	3.93%	2.92%	2.92%	1.02%	0.89%
12-15 years	1.40%	4.06%	3.81%	1.90%	1.02%	1.02%	0.38%
16 or more years	3.55%	9.64%	10.53%	7.61%	4.06%	2.54%	0.63%

Follow up support after the professional development base ranked 2nd among most respondents. Teachers with more teaching experience (16 or more years) ranked this option at a higher rate than any other group of teachers (teachers grouped by years of teaching experience). Note that among all survey respondents, the majority of respondents have 16 years or more teaching experience.

Figure 29: G. Advance notice

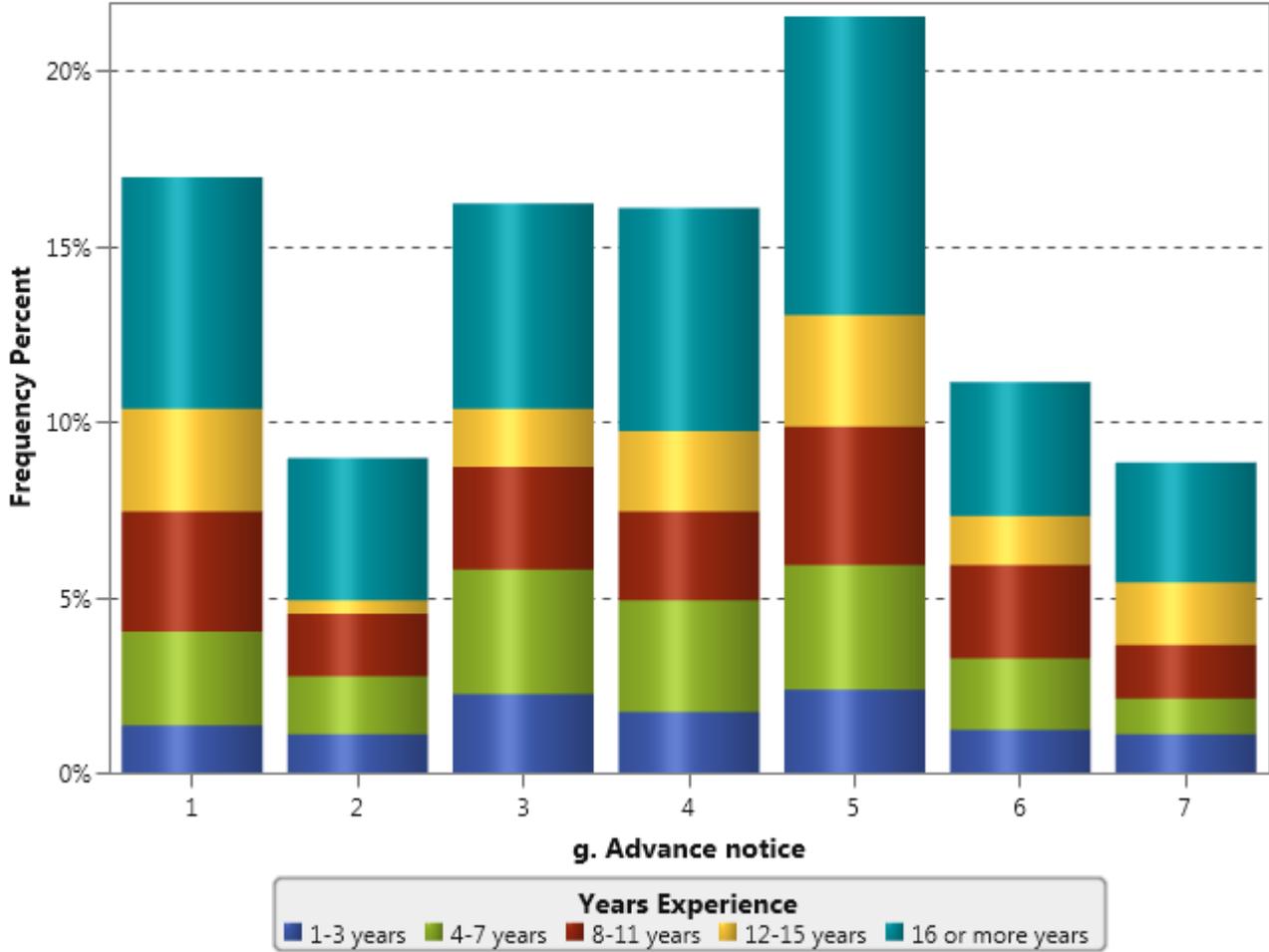


Figure 30: G. Advance notice

G. Advance notice	1	2	3	4	5	6	7
Years Experience	Frequency Percent						
1-3 years	1.40%	1.14%	2.28%	1.78%	2.41%	1.27%	1.14%
4-7 years	2.66%	1.65%	3.55%	3.17%	3.55%	2.03%	1.02%
8-11 years	3.43%	1.78%	2.92%	2.54%	3.93%	2.66%	1.52%
12-15 years	2.92%	0.38%	1.65%	2.28%	3.17%	1.40%	1.78%
16 or more years	6.60%	4.06%	5.84%	6.35%	8.50%	3.81%	3.43%

Advance notice ranked next to last among most respondents. Because of several ties, it actually placed third among the seven choices, along with “C. The availability of web-based resources.” Note that among all survey respondents, the majority of respondents have 16 years or more teaching experience.

As a single LEA/SEA that has both district and state responsibilities and a very small SEA-based professional development staff, it is challenging, at best for HIDOE to play the role of the primary provider of professional development across the entire state. The majority of teachers responding to the survey indicated that their professional development to prepare for the implementation of the Common Core State Standards (see page 6) came from HIDOE, not their complex or complex area. The findings from the survey reinforce the need to expand and diversify the entities that provide professional development to teachers. In addition to the aforementioned role of the Complex Area Support Team (CAST), there is also potentially a role for HSTA to play in providing coordinated, complementary professional development for teachers as a way to ensure that teachers' needs are met without relying on a single provider (HIDOE) to do so. Carefully coordinated professional development should be a priority if HIDOE chooses to use some combination of HIDOE staff, outside providers, HSTA, and the CAST to ensure that all teachers, regardless of their complex area, receive high-quality, consistent professional development. For additional information on quality control for professional development, see: <http://learningforward.org/publications/blog-landing/press-releases/2011/01/20/report-identifies-policies-that-support-quality-professional-development-in-four-professionally-active-states#.VI-J4U05CUM>

Among respondents, it was most important that:

1. Professional development have a proven research base;
2. Peers be given time to collaborate during professional development; and
3. There be follow up after professional development.

HSG recommends that HIDOE work to integrate these three characteristics into future professional development with an emphasis on follow up on professional development in particular as a survey item (questions 5) indicated that principals do not follow up on the professional development teachers receive. This could be occurring for a number of reasons. For example, principals may not be participating in the same professional development teachers receive, which would make it difficult for them to follow up appropriately. Another reason could be that they do not have the time to follow up with teachers or they have delegated that responsibility to a teacher leader or coach. HIDOE should examine why follow up has not occurred and what it can do to support principals and provide them with the necessary training they need to ensure that professional development is not a singular, one-time event where teachers do not receive the follow up high quality professional development requires.

The three characteristics of professional development teachers in Hawaii indicated were most important to them are consistent with what research indicates are the characteristics of effective professional development.⁵ Another component of effective

⁵ See: <http://www.gtlcenter.org/sites/default/files/docs/HighQualityProfessionalDevelopment.pdf>

professional development not identified by teachers in Hawaii (this component was not one of the possible responses) is that professional development is sustained, over time.⁶

Teachers clearly need additional professional development on a number of issues related to the CCSS (see results from questions 4 and 7); however, the responses from question 6 indicate they want professional development provided to them in small groups, as opposed to professional development delivered in large groups that may limit their ability to work with their peers, another issue respondents raised in their responses to question 9.

While teachers indicated in questions 4 and 7 that their professional development needs are broad, merely adding more professional development is not necessarily the answer. What matters more is how it is planned and implemented.⁷ [Learning Forward](#) has developed essential questions for professional development that might be helpful in planning strategic professional development that meets the needs of teachers as articulated in this data set as well as best practices that have a basis in research.⁸

In the short term, there are some strategies already in place that could be used differently and more consistently across complex areas. For example, the Complex Area Support Teams could and should be used more frequently to deliver professional development as they (as opposed to HIDOE) are more closely situated to teachers and are more aware of the needs of the teachers in their complex areas.

In the long-term, HSG also recommends that:

1. HIDOE consider establishing a time-limited task force, with teacher members that could take a longer, more intense review of the state's approach to professional development and develop recommendations for action by the state, with a focus on how to ensure that the local, complex- and complex-area specific needs of teachers are met.

2. HSG recommends that HIDOE determine if the work done by [Learning Forward in the state of Kentucky](#) might be useful to ensure that the resources expended to provide professional development are consistent with practices that research suggests will improve the quality of professional learning for teachers. [The findings of that work are informative](#) and should be reviewed.

3. HSG further recommends that HIDOE review the literature on the work of the Long Beach Unified School District in Long Beach, California, to determine, what, if any, lessons learned from a two-decade focus on professional development are applicable to HIDOE's approach to providing professional development to teachers in Hawaii. The following literature should be reviewed:

⁶ See: <https://www.americanprogress.org/issues/education/report/2013/02/05/51410/using-teacher-evaluation-reform-and-professional-development-to-support-common-core-assessments/>

⁷ See: http://learningforward.org/docs/pdf/why_pd_matters_web.pdf?sfvrsn=0

⁸ See: http://learningforward.org/docs/pdf/stephanie_hirsh-building_professional_development.pdf?sfvrsn=0

Strategic Management of Human Capital in the Long Beach Unified School District -
<http://www.aypf.org/documents/LBCAHumanCapitalCaseStudy08.pdf>

How the World's Most Improved School Systems Keep Getting Better -
http://www.mckinsey.com/client_service/social_sector/latest_thinking/worlds_most_improved_schools

In One California School District, Teachers Help Teachers Get Better -
http://hechingerreport.org/content/in-one-california-school-district-teachers-help-teachers-get-better_11202/

How Do the Highest-Performing School Systems Across the World Achieve Impressive Results? <http://www.battelleforkids.org/initiatives/initiatives/global-education-study>

Question 10: Have you accessed any of the following CCSS communications tools? You may choose more than one of the following.

- A. Brochures
- B. Frequently asked questions (FAQs)
- C. Myths vs. facts
- D. Educator Reference packet
- E. Talking points
- F. Parent Teacher Association Parent Guides
- G. Council of Great City Schools Common Core Parent Roadmaps
- H. I have not accessed any of the communications tools available on the intranet/website.

Figure 31

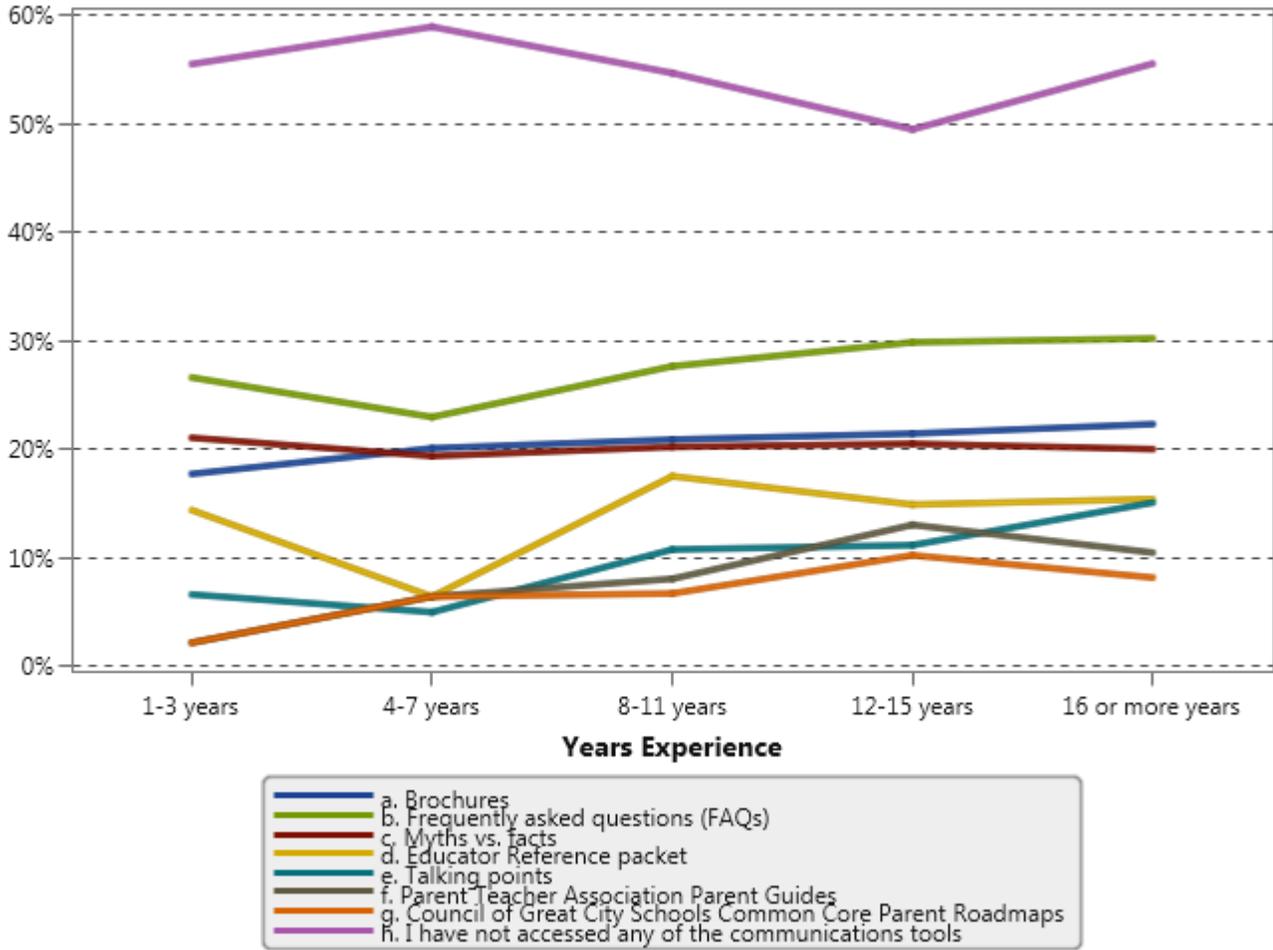


Figure 32

Years Experience	a. Brochures	b. Frequently asked questions (FAQs)	c. Myths vs. facts	d. Educator Reference packet	e. Talking points	f. Parent Teacher Association Parent Guides	g. Council of Great City Schools Common Core Parent Roadmaps	h. I have not accessed any of the communications tools
1-3 years	17.78%	26.67%	21.11%	14.44%	6.67%	2.22%	2.22%	55.56%
4-7 years	20.14%	23.02%	19.42%	6.47%	5.04%	6.47%	6.47%	58.99%
8-11 years	20.95%	27.70%	20.27%	17.57%	10.81%	8.11%	6.76%	54.73%
12-15 years	21.50%	29.91%	20.56%	14.95%	11.21%	13.08%	10.28%	49.53%
16 or more years	22.37%	30.26%	20.07%	15.46%	15.13%	10.53%	8.22%	55.59%

The respondents clearly indicate in their responses that overall, they do not access the communications tools available to them. The survey did not delve into whether or not their usage or lack thereof was related at all to their familiarity with the tools available. The FAQ document does seem to be used modestly among all respondents, as does the myths versus facts document.

Question 11: Over the next year, how can the Department most effectively communicate with teachers about how the feedback that is collected with this survey and others is being used to influence decision-making? You may choose more than one of the following.

- a. Email
- b. Press releases
- c. Letters from the Superintendent
- d. A newsletter
- e. Edmodo
- f. Social Media (Facebook, Twitter, etc...)
- g. Other

Figure 33

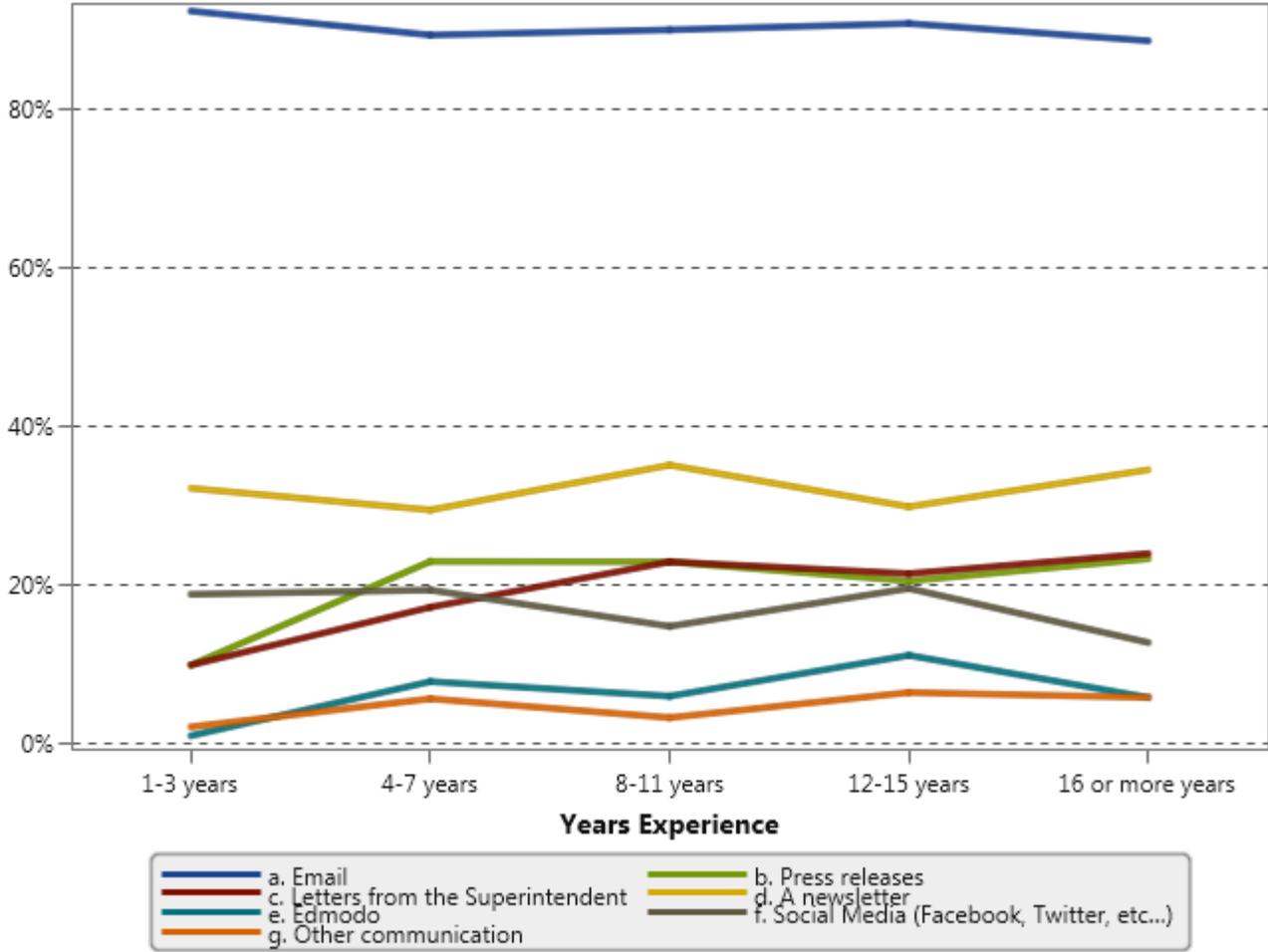


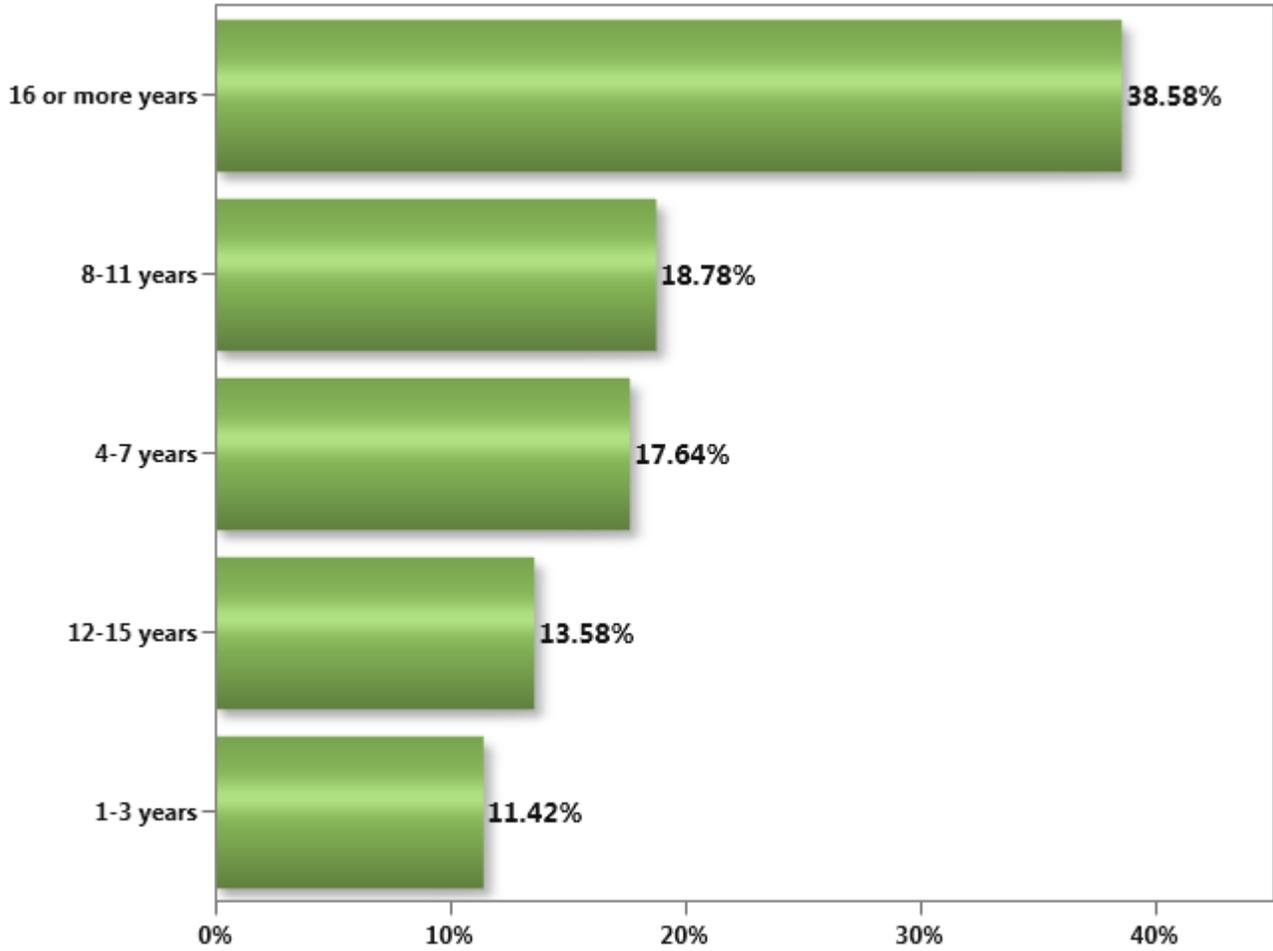
Figure 34

Years Experience	a. Email	b. Press releases	c. Letters from the Superintendent	d. A newsletter	e. Edmodo	f. Social Media (Facebook, Twitter, etc...)	g. Other communication
1-3 years	92.22%	10.00%	10.00%	32.22%	1.11%	18.89%	2.22%
4-7 years	89.21%	23.02%	17.27%	29.50%	7.91%	19.42%	5.76%
8-11 years	89.86%	22.97%	22.97%	35.14%	6.08%	14.86%	3.38%
12-15 years	90.65%	20.56%	21.50%	29.91%	11.21%	19.63%	6.54%
16 or more years	88.49%	23.36%	24.01%	34.54%	5.92%	12.83%	5.92%

Teachers overwhelmingly prefer to receive information from HIDOE via email.

Question 12: How many years have you been teaching?

Figure 35



Question 13: How did you hear about this survey?

Figure 36

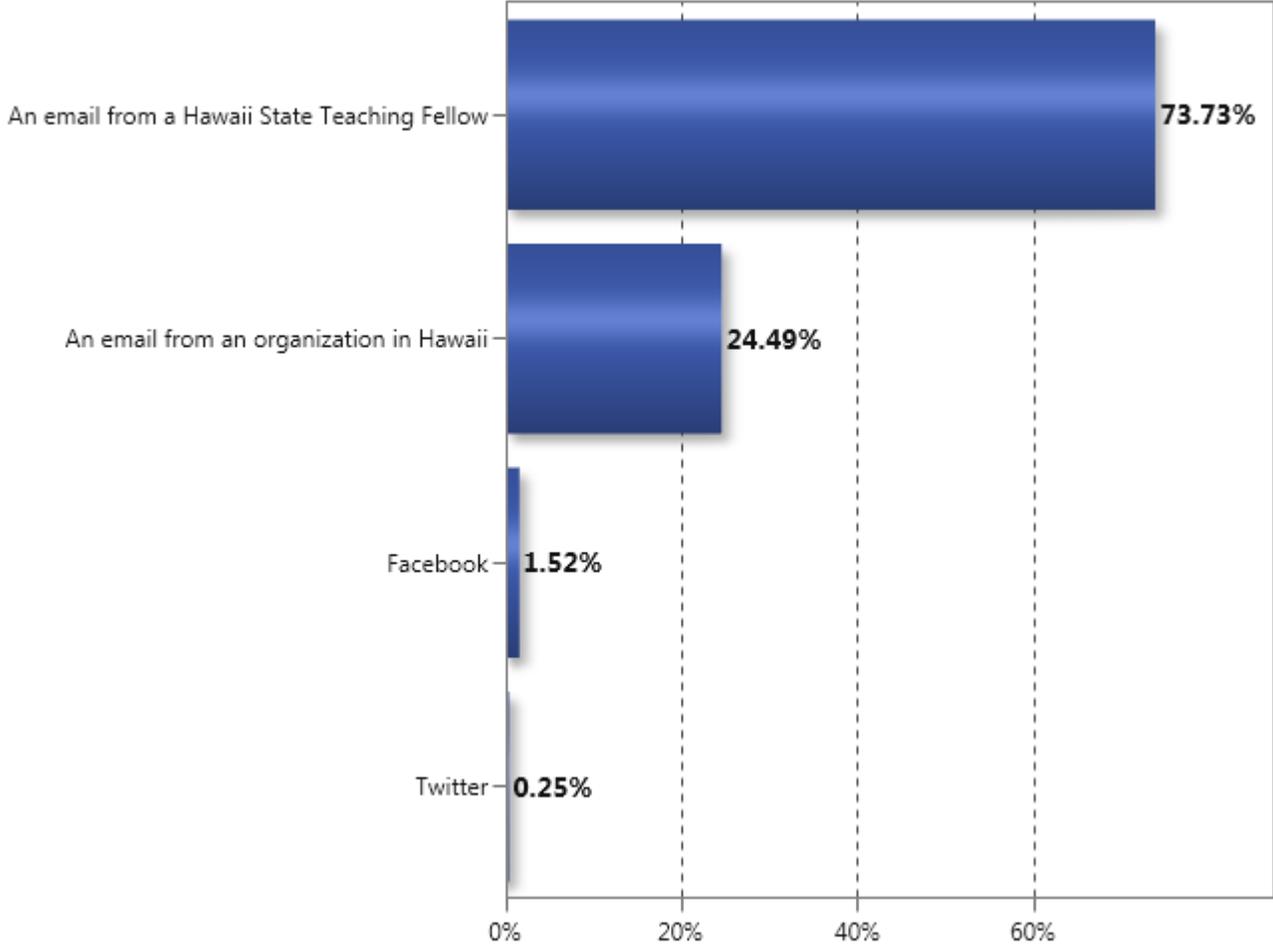


Figure 37

Years Experience	How did you hear about this survey?	Frequency Percent
1-3 years	An email from a Hawaii State Teaching Fellow	8.88%
	An email from an organization in Hawaii	2.03%
	Facebook	0.51%
4-7 years	An email from a Hawaii State Teaching Fellow	13.20%
	An email from an organization in Hawaii	4.19%
	Facebook	0.25%
8-11 years	An email from a Hawaii State Teaching Fellow	13.58%
	An email from an organization in Hawaii	4.82%
	Facebook	0.25%
	Twitter	0.13%
12-15 years	An email from a Hawaii State Teaching Fellow	10.91%
	An email from an organization in Hawaii	2.41%
	Facebook	0.25%
16 or more years	An email from a Hawaii State Teaching Fellow	27.16%
	An email from an organization in Hawaii	11.04%
	Facebook	0.25%
	Twitter	0.13%

Question 13: In which complex area do you work?

Figure 38

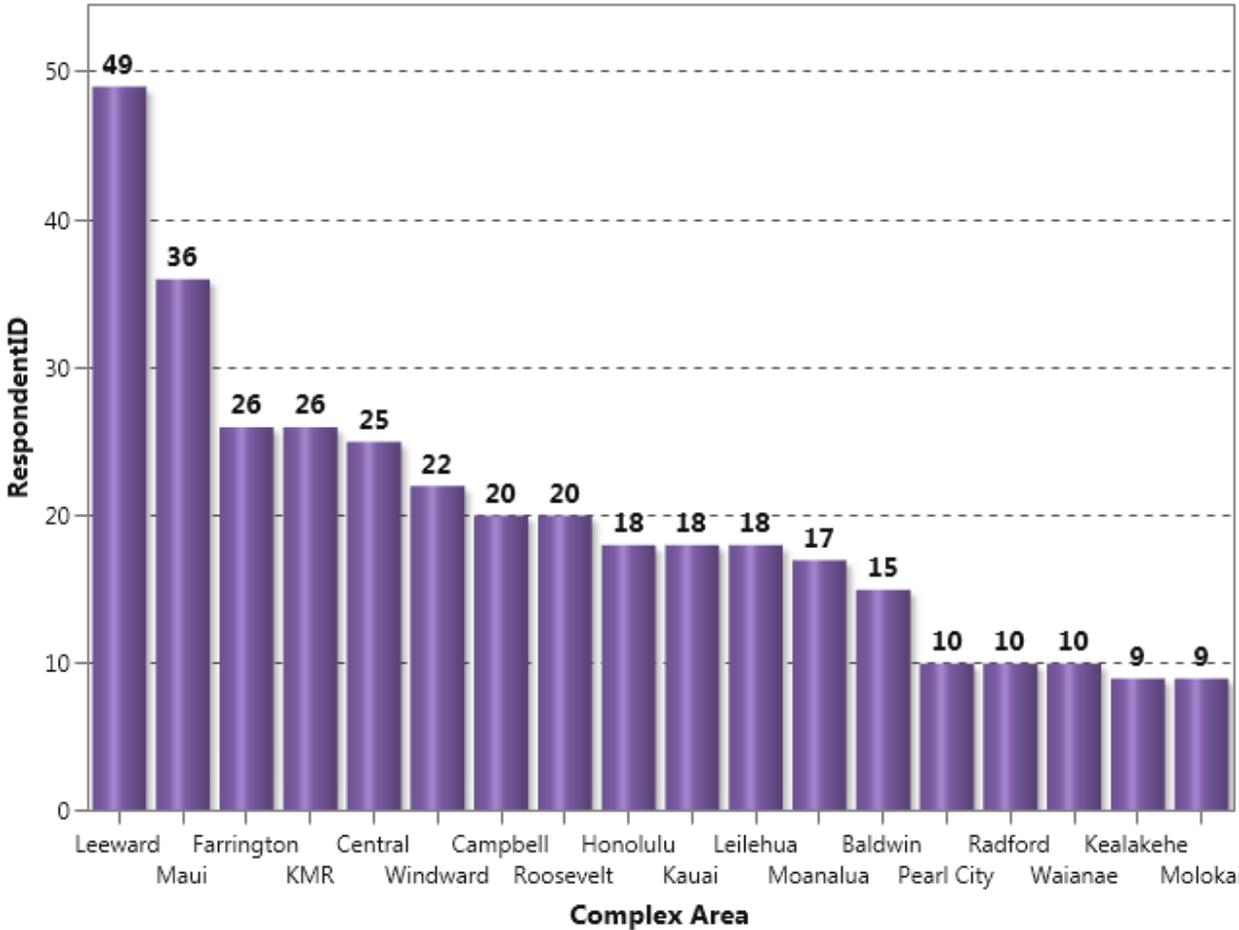


Figure 39

Complex Area	Respondent ID
Leeward	68
Maui	59
Central	44
Farrington	42
Pearl City	38
Baldwin	32
Kauai	32
KMR	30
Campbell	29
Windward	27
Honolulu	25
Leilehua	25
Roosevelt	25
Moanalua	24
Hilo	23
Castle	22
Waipahu	21
Waianae	20
Aiea	17
Kaimuki	15
Kealakehe	13
Radford	13
Canoe	12
Kailua	11
Lahaina	10
Molokai	10
Nanakuli	9
Kekaulike	8
West Hawaii	8
King	7
Mililani	6
Kalaheo	5
Kahuku	4
Kalani	4
Konawaena	4
Lanai	4
Kaiser	3
Kapolei	3

Keaau Kau		3
Kohala		3
Ka'u		2
McKinley		2
SPED		2
5		1
All Kaimuki, McKinley and Roosevelt		1
Bum		1
Charter-Molokai		1
Elementary School		1
English as a Seond Language		1
Hawaii		1
Honoka'a		1
HS math		1
HSDB		1
I assist in all areas. I am special education teacher. I clarify, reteach, and assist teachers/student in the general education classroom setting.		1
I choose not to answer, because by doing so, I or my administrator may be identified. This should be an anonymous survey		1
isn't it obvious?		1
lahaina		1
none of your businss		1
North-Central		1
Not		1
NOt sure		1
pre-school and kindergarten		1
SMR		1

South Central		1
South Kohala/Kona		1
State Level		1
state office		1

Focus Groups

Overview

Hope Street Group (HSG) set out to answer five open-ended questions and to receive other comments if participants chose to make them. Items of particular importance appear in bold print.

The five questions surveyed in Hawaii:

1. **How is the time allotted for professional development used in your school?**
2. **If you would like the time to be used differently, how can that time best be used to support your instructional practice?**
 - a. **What role can the department play in achieving your interest in using the time differently?**
3. **Which type of professional development - content and delivery - have you received in preparation for teaching CCSS that has had the most impact on your instructional practice? Why has it made such an impact?**
4. **What issues related to teaching the CCSS make you most anxious?**
 - a. **How can the Department help you with the issue?**
 - b. **Which resources and professional development can the Department provide to make you feel less anxious?**
5. **Describe the CCSS communications tools that would help you communicate with parents and students?**

Responses were collected from surveys and focus groups, and the results were then sent to the SAS Institute for review. SAS combined the survey answers and the focus group answers into an individual document for each question.

Using SAS Contextual Analytics and SAS Visual Analytics, SAS analyzed the open-ended responses to each question and produced visualizations, such as term maps, and corresponding metrics that further describe the results. Term maps produce a visual observation of the collection of answers to the five survey questions. Each term map identifies the most utilized terms, concepts, topics and categories from the open-ended responses.

SAS findings concluded that the majority of teachers said they needed more professional development time to better understand standards and develop curriculum. Most were worried about students performing below grade level and their own availability of resources to meet expectations. Focus group and survey participants identified that more training for CCSS would be beneficial and giving teachers more resources to helping students would most influence instructional practice. All of these findings are consistent with the survey data. Participants suggested a website, more time, and open houses would be effective tools that would help them communication with parents and students.

SAS utilized text analytics software that produced a term map for each document. A term map shows the term of interest as the center node. Nodes that appear around the center node

represent links to terms that correspond to rules for predicting the appearance of the center node in the document. Node names that are preceded by a tilde (~) indicate terms that do not appear with the term of interest.

For example, suppose that the center node kitchen has successive nodes table > food > ~formal, which are linked to kitchen. The diagram indicates that if the terms table and food both appear in the document and the term formal does not, then there is a strong probability that the term kitchen will also appear in the document.

The size of the node indicates the relative number of documents that include that combination of terms. The darker the node, the more reliable the rule is for predicting that the term of interest will appear in a document.

The numbers in the tooltip indicate the number of documents that contain that combination of terms (including the term of interest) and the total number of documents that contain the term, respectively.

The results also analyze the number of times a term appears in the document and groups multiple terms into topics and categories. SAS can then view the topics in three ways; table view, cloud view, and document summary view. Each view of the selected topic provides a different insight into the data: Table view, lists the terms and their weights. A cloud view, displays a word cloud for the terms in the selected topic. Document summary view, displays a list of the documents that contain the selected topic. The relevancy score shows how well the document matches the topic. The best match has a score of 1.

Question 1

How is the time allotted for professional development used in your school?

The results for Question 1 showed that most of the time allotted for professional development was used for data teams, grade level planning, and understanding/training in CCSS. Thirty percent (30%) of participants indicated that the majority of professional development time was used in data teams. Twenty percent (20%) of participants specified time was used to plan monthly PLCs and SLOs for grade level meetings. **Thirty-three percent (33%) of participants said they had minimal CCSS training and understanding, and did not have enough professional development time to match the expectations. This finding supports the survey results from survey questions 3, 4, 5, and 8.**

Figure 40: data

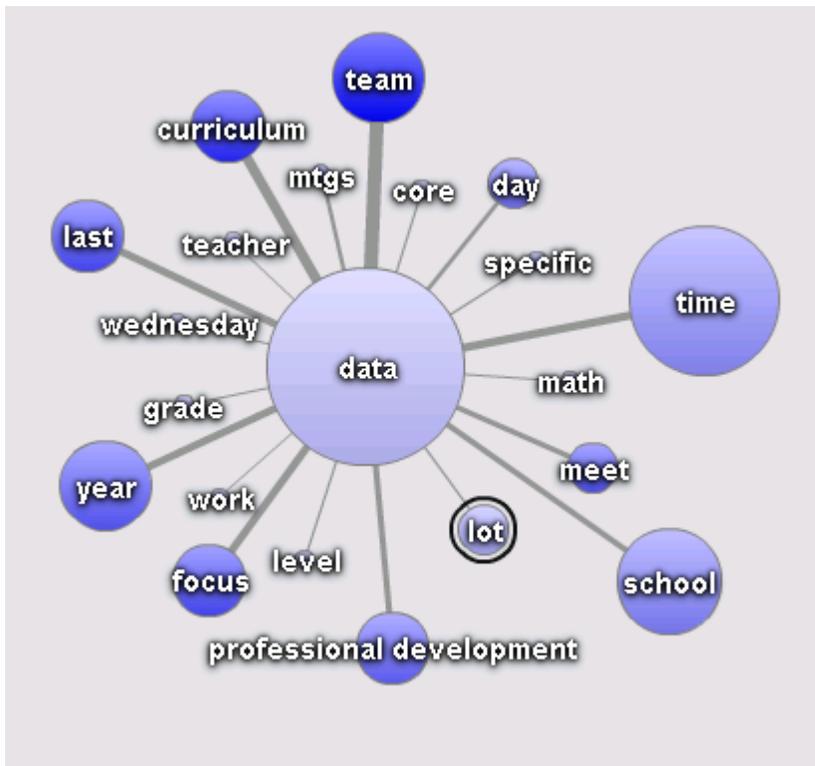


Figure 41: time

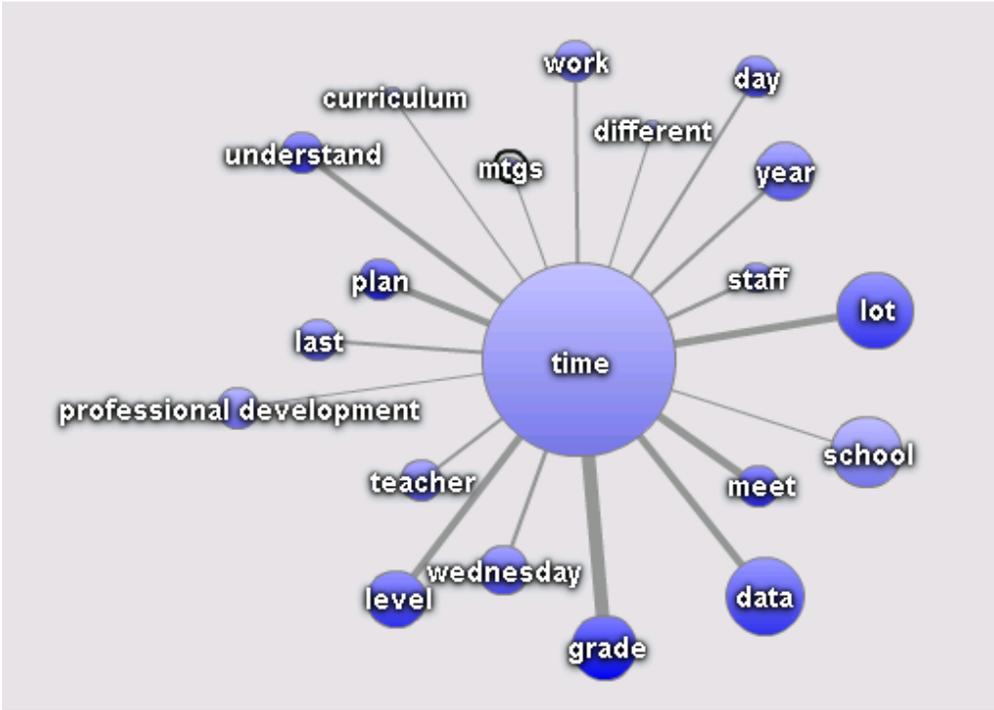


Figure 42: understand

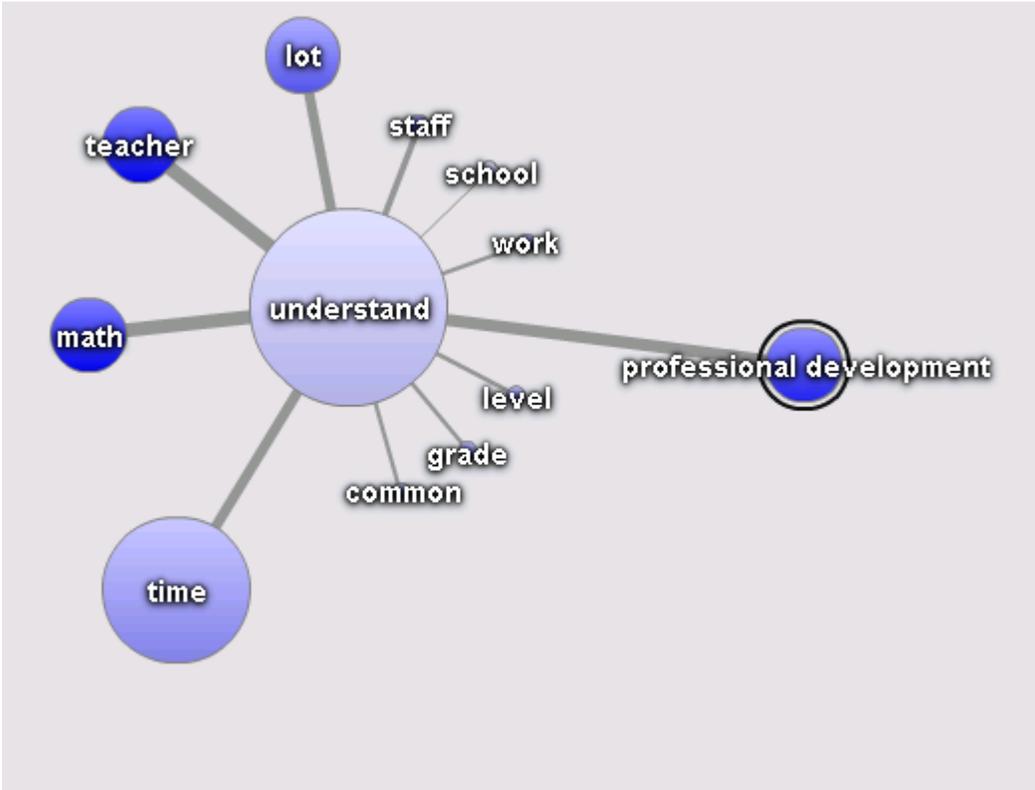
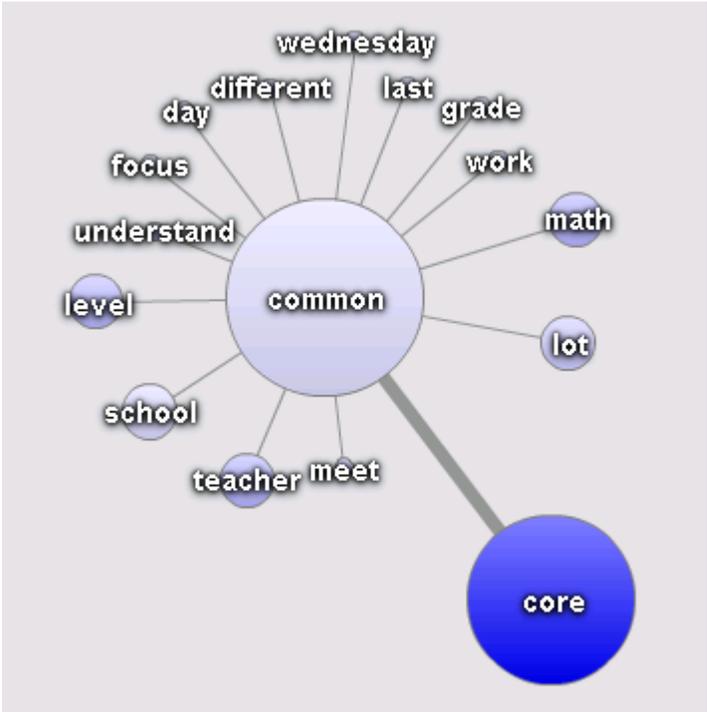


Figure 43: common



As the results from Question 1 indicate that the allotted professional development time was used for better understanding CCSS, planning SLOs for grade level, and data teams, topics around the terms data, time, understand, and common were created.

The topics and categories were produced from these term maps by grouping together the words that appeared together most frequently. We can view these topics in term maps and then in a cloud map to get a better understanding of how each term relates. These topics include:

Figure 44: Core, train, CCSS, understand

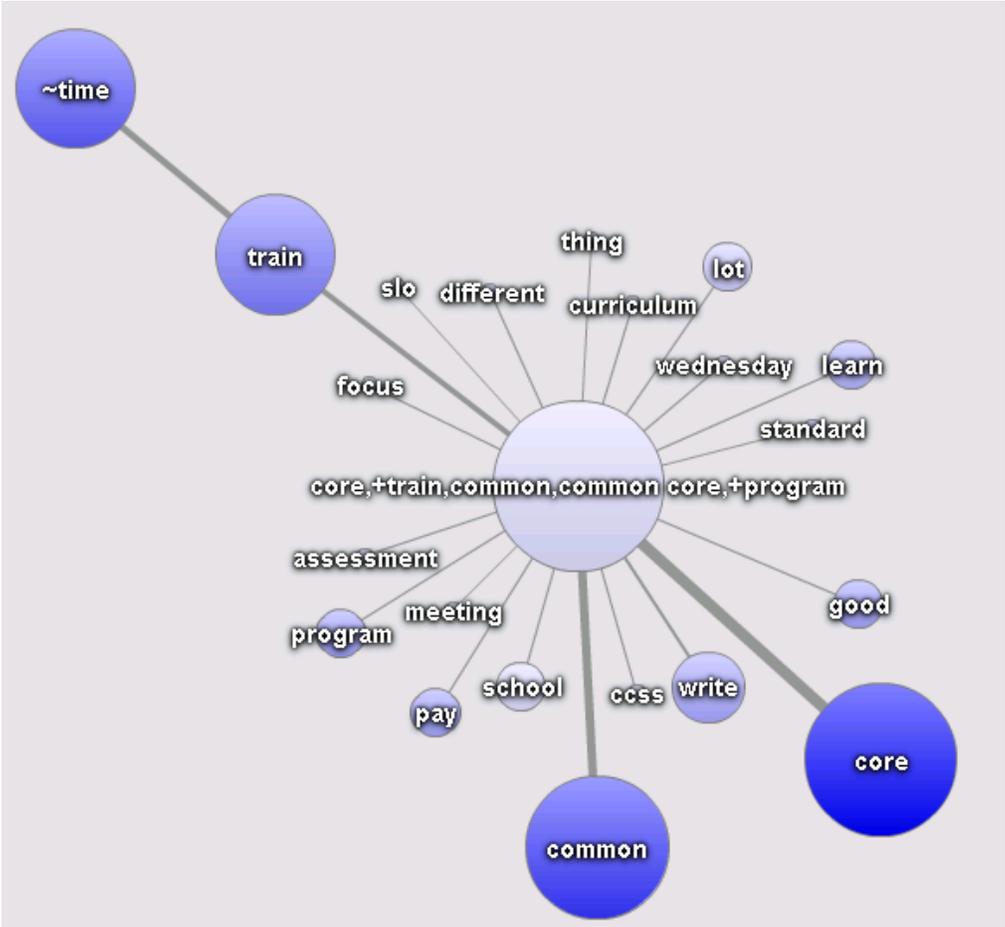


Figure 45: Data, team, spend, professional development

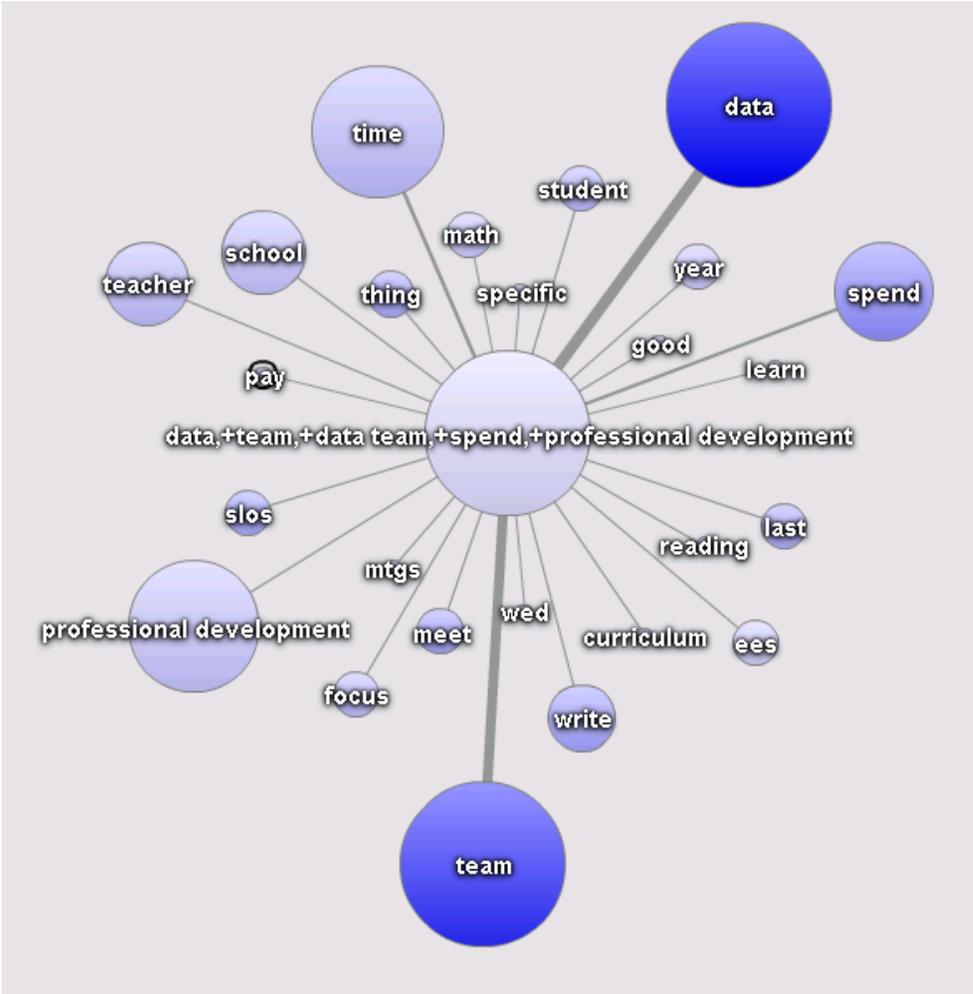


Figure 46: Grade, level, plan, Wednesday, meeting

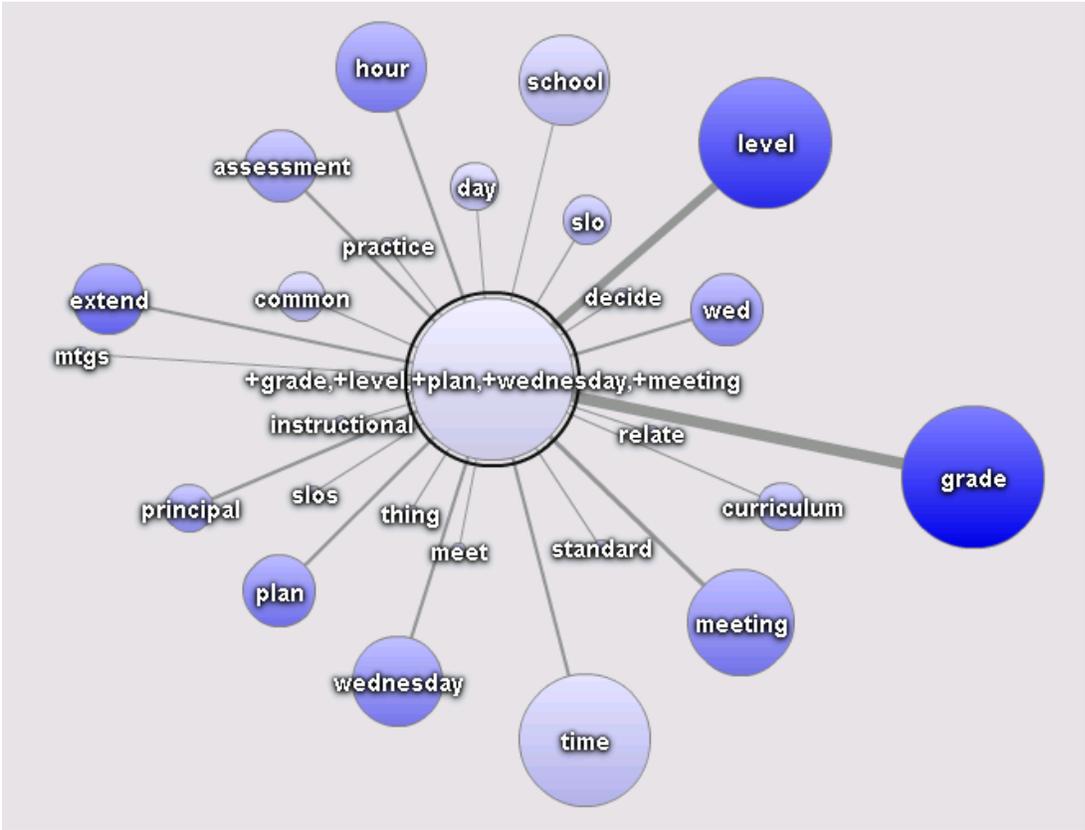


Figure 47: Lot, spend, time, collaboration, plan

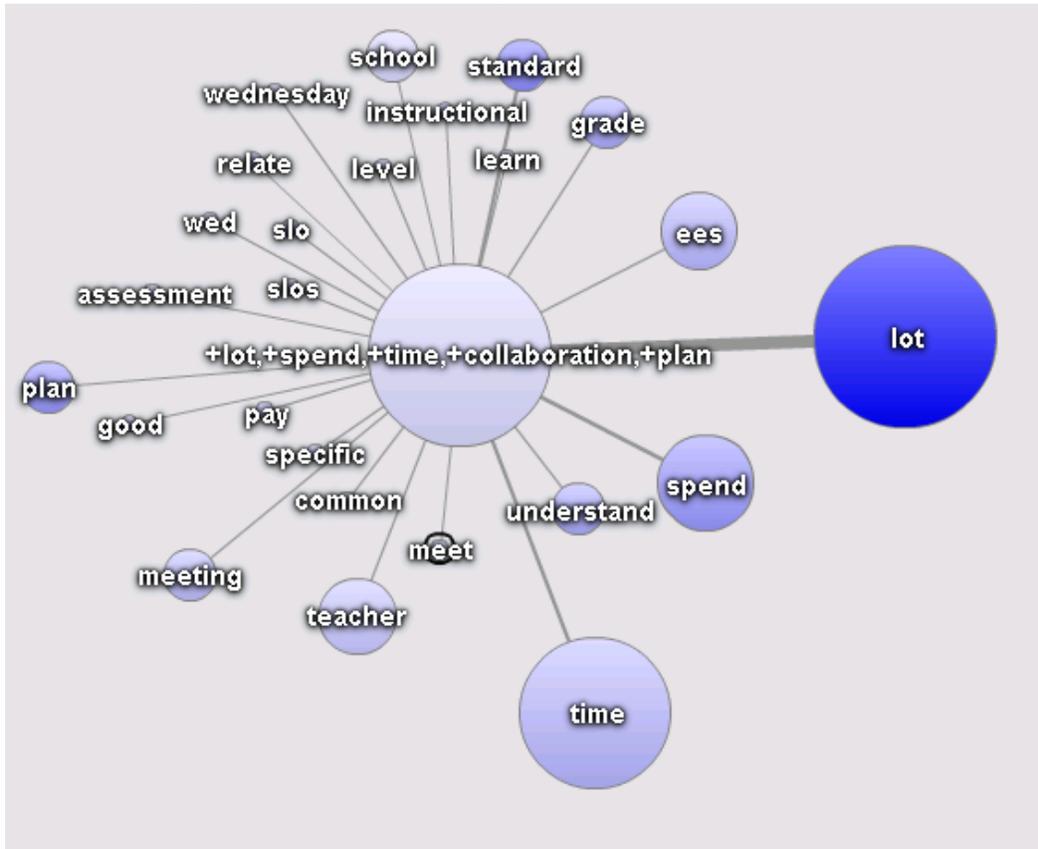


Figure 48



For these topics, we can see the sentiment from a few of the responses. Seventy-three percent (73%) were neutral while 18 percent have a negative sentiment corresponding to each response and 9 percent of responses were positive.

Figure 49

There isnt time for collaboration since most of the time is on presentations . We spend a lot of our after school time to plan even though we are not being paid for it. I would apprecaite more time to get information and then get together to plan .	1  
It is a lot of presentations . not enough collaboration time	0.846  
Lots of time is spent on informing teachers about the EES and sometime is spent on teachers' SLOs.	0.71  
EES takes a lot of time	0.607  
A lot of the pd time is used for instrucion leadership team time ILT. I agree that we need more built in time to plan .	0.59  
It is very inefficient. I get a lot out of one on one meetings. Needs need to learn a lot more through collaboration . We have so many meetings when teachers could be learning something specific.	0.581  
EES related - spend a lot of time on own time to understand standards	0.571  

Figure 50



The document table displays a document in its entirety. The highlighted terms were used to match the document with the topics and categories. **As we have concluded, participants indicated that time and paperwork were the biggest obstacles.** We can see many of the responses below in the document view. The document view also shows the sentiment of each response.

Figure 51

ID	Text	Sentiment
2	at discirc it has not really started. We got one Standards based IEPs. We had Stepping Stones during break. Only 5 people. It was Q and A and we	Negative
28	Is this really PD? PD in using the system , nothing that could be brought to the classroom. PD used to learn the inputting system , doesn't feel like its PD.	Neutral
43	I think dogs are better than cats because... I don't understand how we get selected for PD . I teach math and got selected for the writing PD . The	Positive
122	Last year the data teams were grade level partners in content areas; this year the data team are "teams"; the process hasn't been ironed out as much;	Negative
126	It is a waste of time. Busy work with no real meaning or follow through on the admins part. which frustrates the teachers because we have a great deal	Neutral
145	The focus for professional development has been on the Educator Effectiveness System .	Neutral
146	We have time scheduled for staff meetings and professional development on Tuesdays and Thursdays after school from 1:30-3:00pm. Most of those	Positive
154	After PD, not much follow up. Lack of consistency between schools within the system .	Negative
44	Our PD is done haphazardly and seemingly randomly. There are programs being paid for that sometimes is informative, but is not tied into common	Neutral
45	Doesn't recall any professional development surrounding the common core . Only remembers a Smarter Balance PD which was a surprise.	Positive
58	During TST (Teacher Study Time) about every other week. Coordinators run most PD on common core	Neutral
62	The PD mostly comes from coordinators and is decided by admin or from teacher request. Most PD last couple years has been focused on Common	Neutral
77	Prof Learn.Comm 1 @ev. Qtr. Elective lc fine art/CTE/PE/ ELC-EIEc. Support core - common write assessment. Argument. Writing., Cur. Coord / Ath.	Neutral
99	Different trainings versus what common core trainings it was really great that we were given material and told to implement it but there was a real figure	Positive
112	Basically we had minimal Common Core training.	Neutral
133	Our school has been using the 21+ hrs and our PC day to help learn about the common core standards.	Neutral
5	School completes a Data Survey that gathers the interests and type of PD teachers need – data team or content – school is asking everyone so that	Neutral
14	Wednesday Meeting 1:30 to about 3:00: Curriculum Meetings: includes Walkthrough stuff (including data , what they will be looking at, etc.)	Positive
16	mtg schedule .doesn't always go - majority used for data teams- not a part of data team (as tech coordinator) .mtgs for SLOs - not sure if that is	Positive
23	Last year we ran out of time for training and we were told to just go and read the manual. There was no money to pay subs. We go K through 12 and	Neutral
59	A lot of time is lost on other things (ELL data , Data Teams, SLOs, etc)	Negative
65	We used to do whole-day subs for PD with Data Teams & Lesson Study (model where teachers jointly create and deliver a lesson while other	Neutral
67	Most of our PD time is spent in Data Teams.	Neutral
69	Most of our PD time is spent in Data Teams.	Neutral
70	Most of our PD time is spent in Data Teams.	Neutral
71	Most of our PD time is spent in Data Teams.	Neutral
121	going over the EES; spent on Data Teams; they were asking us to use argumentative writing for our SLO, but it doesn't match with the SBAC; we're	Negative
122	Last year the data teams were grade level partners in content areas; this year the data team are "teams"; the process hasn't been ironed out as much;	Negative
132	OMG. Everything is data teams.	Neutral
142	Professional Development at my school has been devoted mainly to data teams for Reading, Mathematics, and Writing (60%), the EES (20%), and	Positive

Question 2

If you would like the time to be used differently, how can that time best be used to support your instructional practice?

The results for Question 2 showed that participants stated that every school and every teacher is different. **Participants wanted more time to work on curriculum, more time for grade level CCSS workshops and planning time, and more time for instructional sharing such as collaboration with colleagues, teachers, and experts. This finding is consistent with the findings on survey questions 7 and 9. Thirty-four percent (34%) of participants said they wanted better training and more time to focus on curriculum, such as writing and math (this finding is consistent with the survey findings on survey questions 3, 5, and 8). Thirty-nine percent (39%) indicated that time could best be use by mandating grade level, CCSS workshops and grade level planning time. Thirty-seven percent (37%) of participants specified that they wanted more time for collaboration with colleagues, teachers, and experts to share instructional ideas and suggestions. This finding is consistent with the findings on survey questions 7 and 9.**

Figure 52: grade

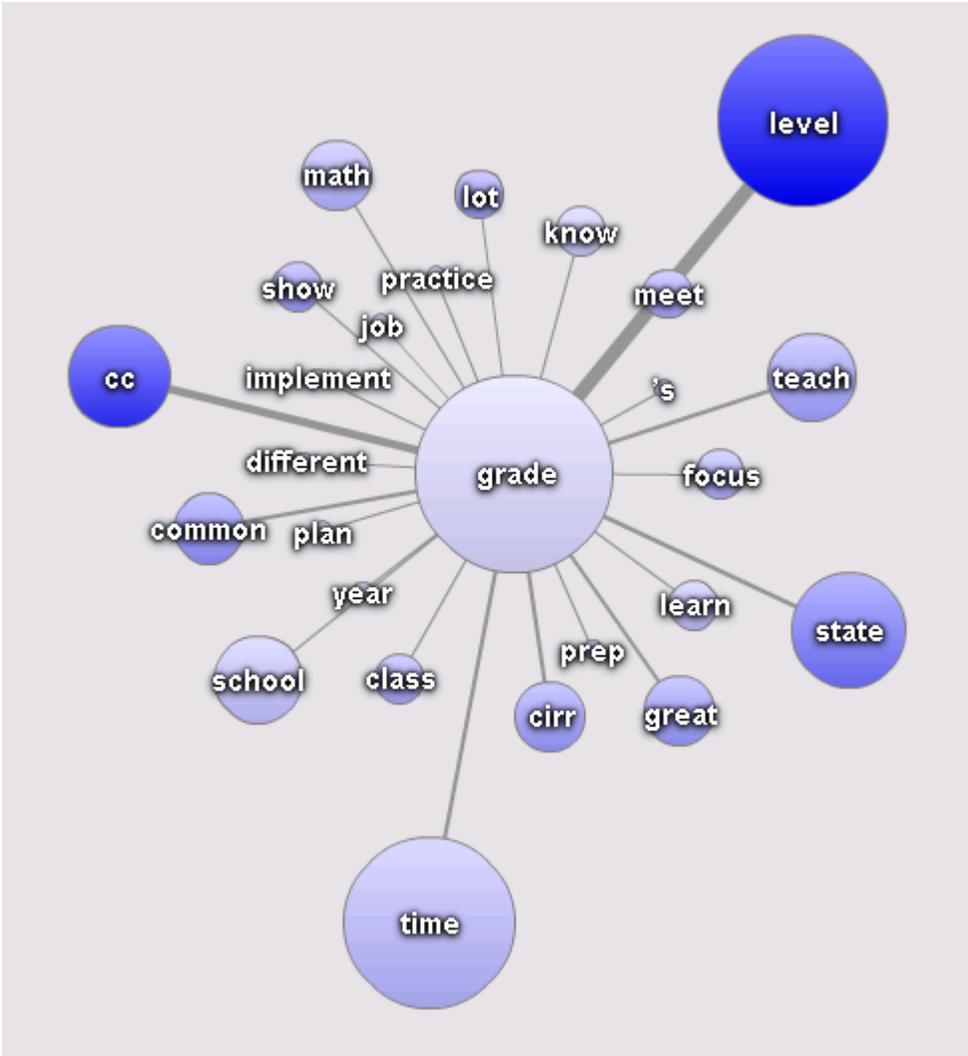


Figure 53: instruction

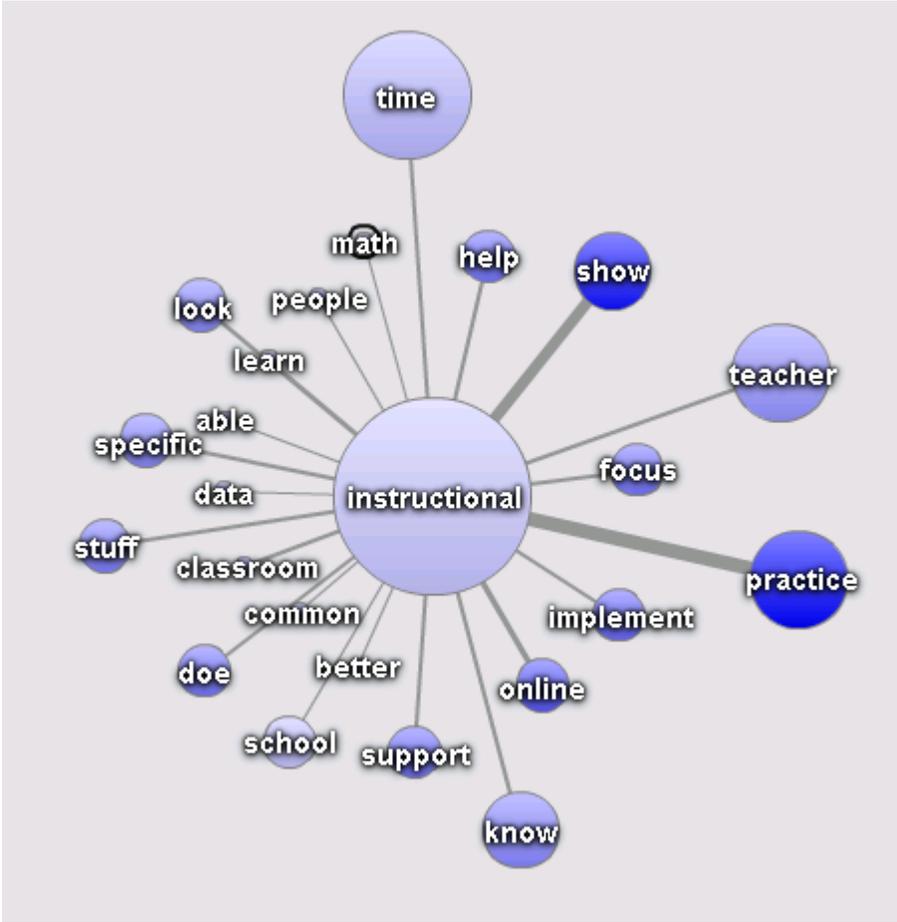


Figure 54: curriculum

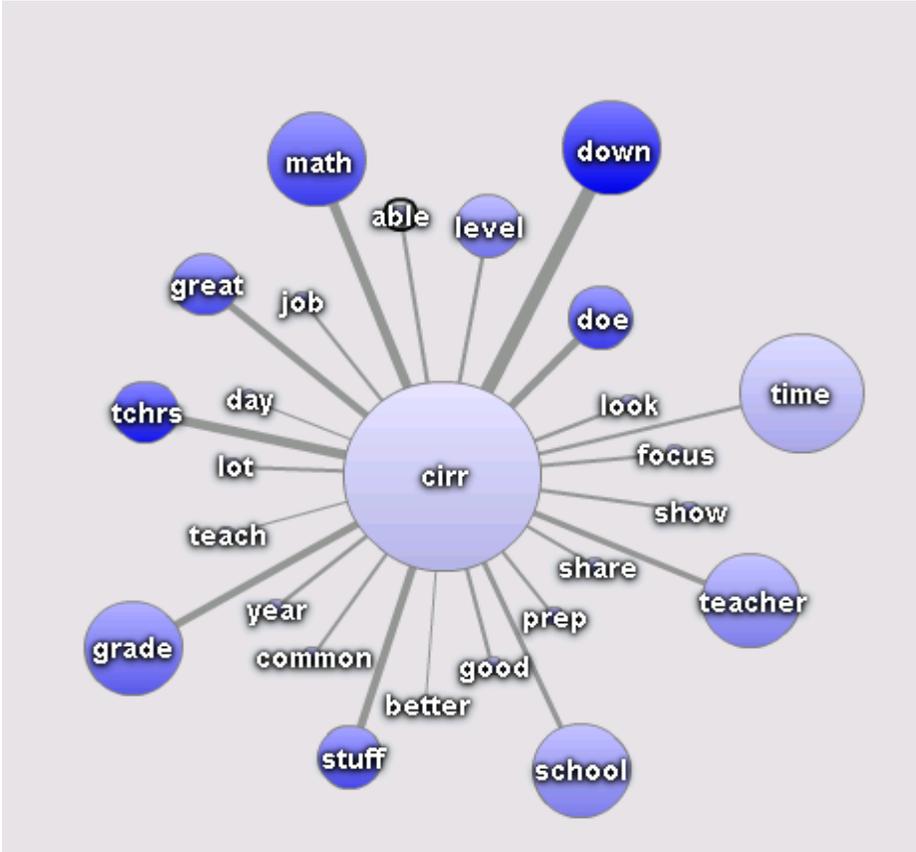
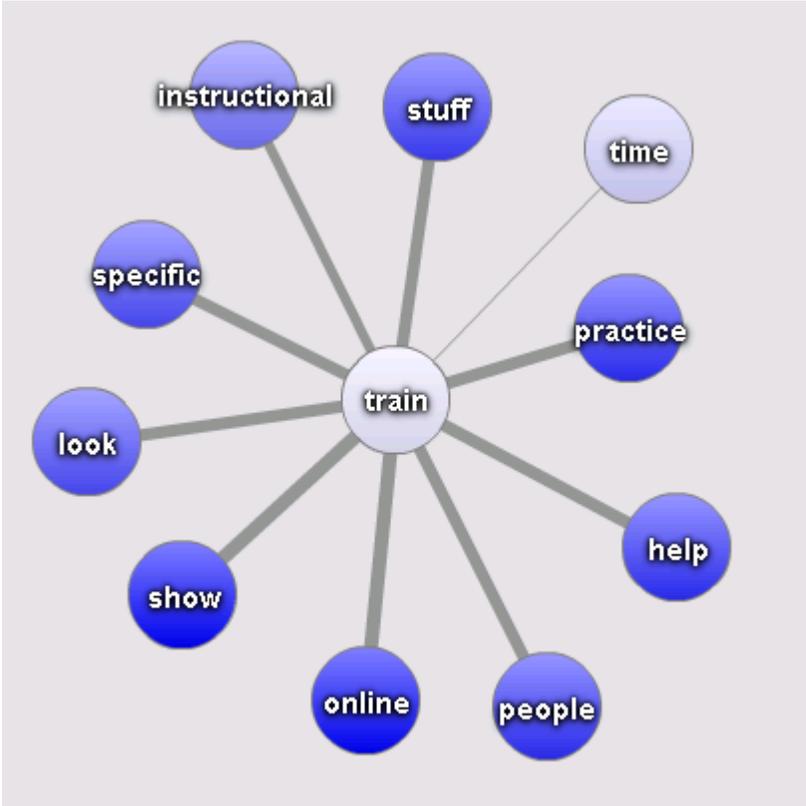


Figure 55: train



The topics and categories were produced from these term maps by grouping together the words that appeared together most frequently.

These topics include:

Figure 56: Level, grade, CC, CC workshops

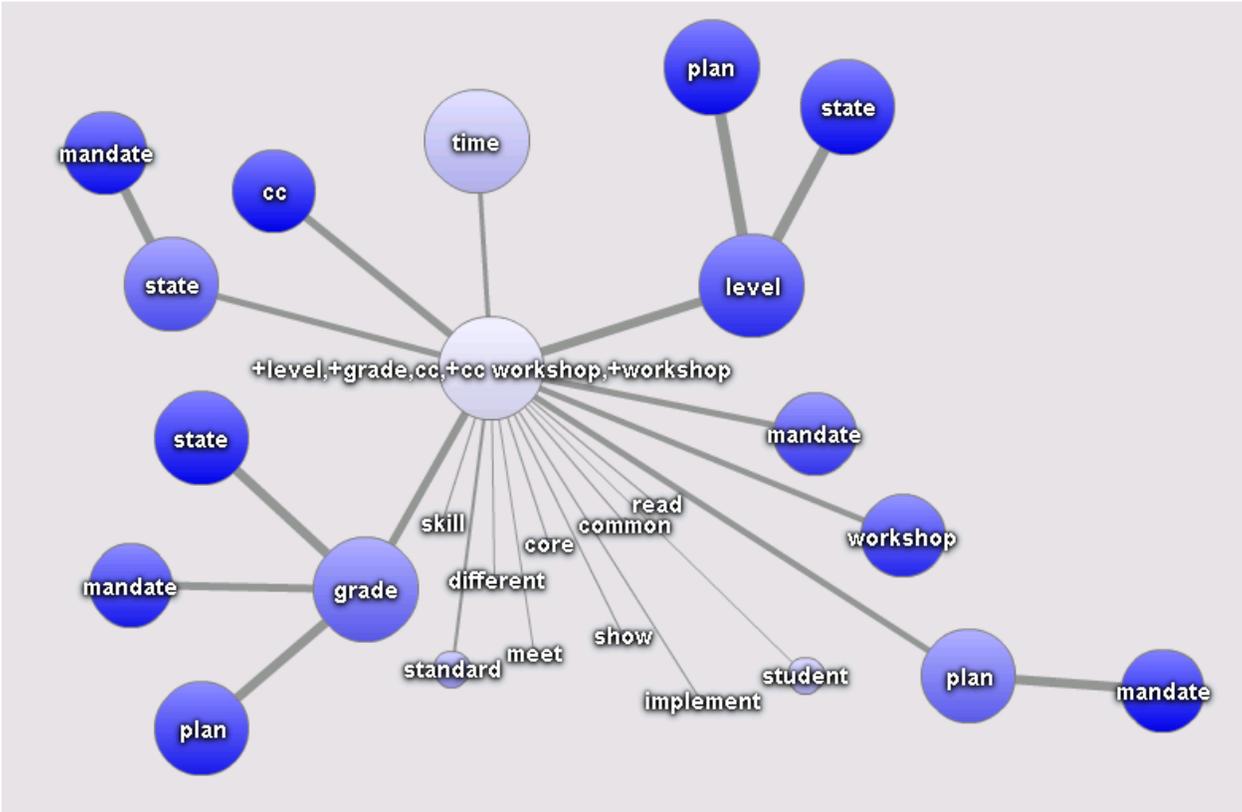


Figure 57: Curriculum, focus, teach, train

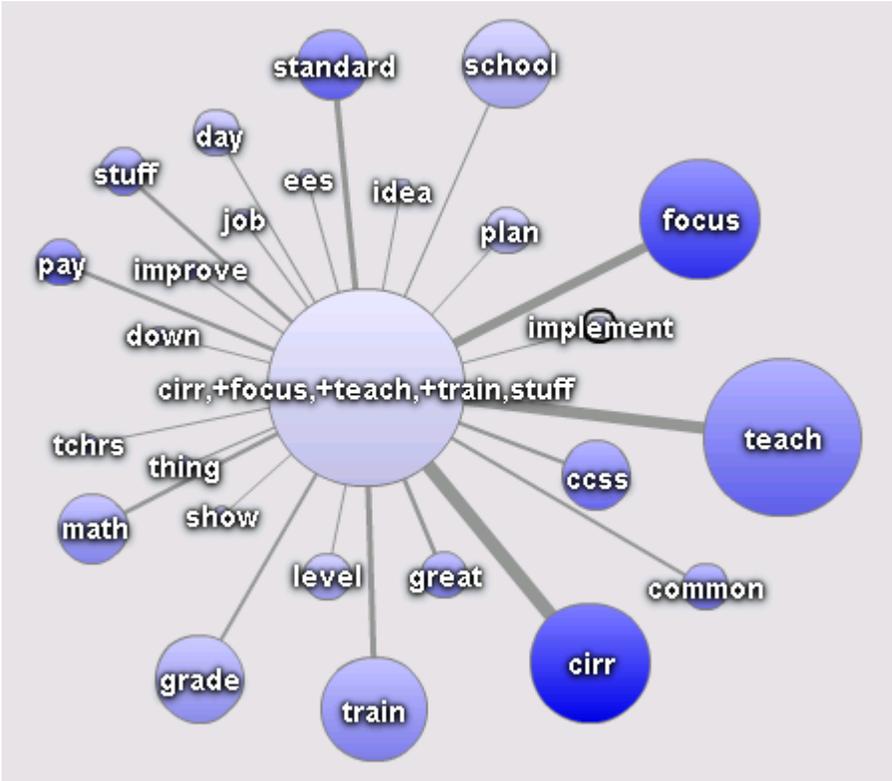


Figure 58: Colleague, talk, share, instructional, collaboration

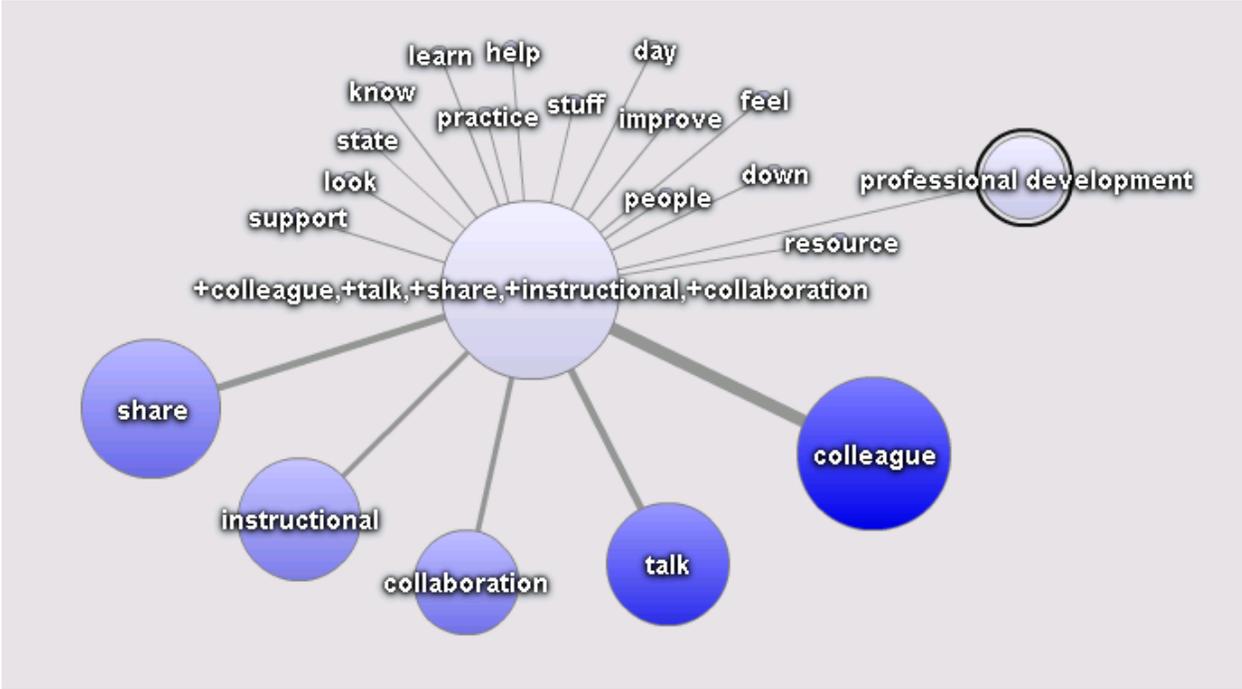
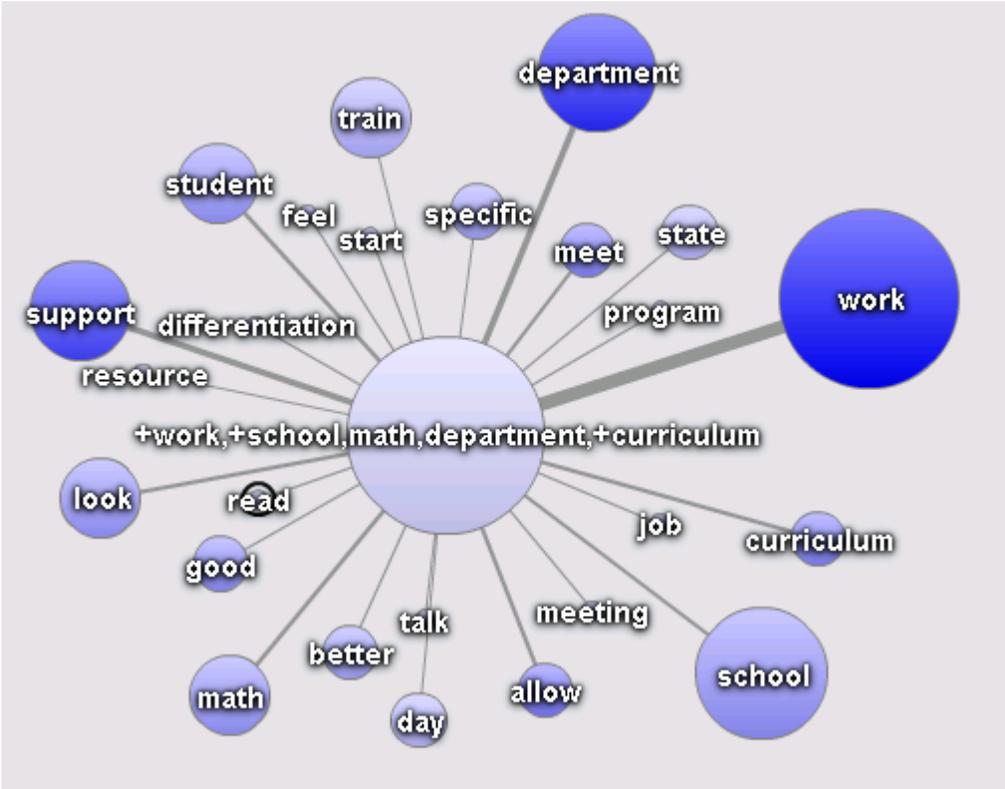


Figure 59: Work, school, math, department, curriculum



The term maps, along with the word cloud show that teacher time is a priority among participants, followed by grade level CCSS workshops. Analyzing the sentiment of the responses we can see 50 percent of responses were neutral while 33 percent of responses had a positive sentiment and 17 percent had a negative sentiment.

Figure 61

<p>Different people want things presented in different ways. We have a group of teachers who tell us what they want and then we give it and they still complain. We try a different presentation and they complain. Everyone needs something different. EES is not PD it is a professional requirement. When we started we got money to choose our own PD. But you didn't share your knowledge. Every school and teacher is different. Are we learnin...</p>	<p>1</p> 
<p>Time to observe other teachers is a great solution, if you are trying to better yourself, when some other teacher is observing me I don't feel as threatened. If you pick a teacher to observe then you are choosing what you want to observe. PD means different things to different teachers. Some it means go off island to explore. If you are going to do report cards and you don't know, you won't come back and teach other teachers. It is crazy ...</p>	<p>0.919</p> 
<p>I am not a classroom teacher. We need time to observe other teachers. This would be really practical. Nobody else knows what the people who go off island to PD learn. No time to share.</p>	<p>0.677</p> 
<p>I would suggest surveying teachers to find out who has a pretty good grasp on concepts before doing a catch-all PD so that those who know more may have more specific, targeted PD and actually learn something new and different. The Department could even provide a sign-up sheet for different aspects of the PD, for example a new teacher would sign-up for an overview or general discussion of a topic and other teachers could be...</p>	<p>0.609</p> 
<p>I think I would like more professional development led by experts in the field. I would also like to be able to visit classrooms that are led by master teachers in the area of need.</p>	<p>0.516</p> 
<p>Professional developments should be offered during non school hours so we can cut down on missing out time of actually being in the classroom. Also we can save time of prepping for being out so much and the money allocated for the substitutes can be used instead as part of going towards the teachers since the PD would be during non school hours.</p>	<p>0.506</p> 
<p>I feel we lack appropriate professional development. What was the outcome of the CAST visit?</p>	<p>0.487</p> 

As we have concluded, participants indicated they wanted more time for planning and focusing on better curriculum, instructional sharing (consistent with the findings on survey questions 7 and 9), and grade level planning and workshops. We can see many of the responses below in the document view. The document view also shows the sentiment of each response.

Figure 62

ID	Text	Sentiment
1	I think being able to see strategies in action or watch them teach my class with my dynamics and I get to see. That's what I would like. I'm sure some	Positive
6	Everyone is forced into one box. Some people are confused about EES, data, SLO while others are ready to work and there is not differentiation with	Negative
14	Go over resources (go to website and show exactly where that information is) that district people are using to train us instead of printing the information	Neutral
18	Time to observe toher teachers is a great solution, If you are trying to better yourself, when some other teacher is observing me I don't feel as	Positive
20	I am not a classroom teacher. We need time to observe other teacherrs. This would be really practical. Nobody else knows what the people who go off	Neutral
24	Different peoople want things presented in different ways. We have a group of teachers who tell us what they want and then we give it and they still	Negative
76	Longer meeting time - all day , kids rotate , mtg. starts then ends . We have people not servicing kids	Neutral
110	The opportunity to see other people teach. I would like to give teachers the time to just sit down and dialogue with one another. A day when you	Positive
114	I would suggest surveying teachers to find out who has a pretty good grasp on concepts before doing a "catch-all" PD so that those who know more	Positive
125	More prep time. Dept can offer workshops with a variety of subjects and interest areas .	Neutral
126	Hands on modeling of real life strategies across different grade levels to show the progression of teaching standards of a certain content area as the	Positive
128	I think I would like more professional development led by experts in the field. I would also like to be able to visit classrooms that are led by master	Neutral
135	I don't want State Personnel or District people coming in....they THINK they know what they are doing, but as usual, they don't listen to what we need	Neutral
146	Unfortunately, most of the allotted professional development time is used for training us on the new teacher evaluation system. What we learn during	Neutral
2	Visiting other classes. Have others come and watch me teach. We can plan together. I agree we need subs. A lot of teachers have great ideas but no	Neutral
17	PD is taught in chunks- all day courses/training- effective teaching allows time for application and practice and then supports and questions to follow	Negative
18	Time to observe toher teachers is a great solution, If you are trying to better yourself, when some other teacher is observing me I don't feel as	Positive
84	For me I need more time with learning CCSS. I have been way from teaching standards for a while so I need to learn about them. THEN I need to learn	Neutral
85	There is a positive emphasis on PLCs respectful teacher enviroment focused on improving your craft and I think it is not necessarily makdated top down	Positive
99	I think observing really good teachers is a key. You need to see it done and you can't just read about it. The directive to switch standard come for the	Positive
102	I'm new to my school and new to teaching in HI, so I'm still on the edge of what's best and what's not. As a new teacher, I'd like more time	Positive
115	what was the purpose of the standards so we can understand it, our state should have trained us on how to teach it, DONT WASTE OUR TIME, job of	Neutral
126	Hands on modeling of real life strategies across different grade levels to show the progression of teaching standards of a certain content area as the	Positive
142	I would like the time to be used to learn how to teach comprehension, higher level thinking, and writing skills to my students in order for them to meet	Neutral

Question 2A

What role can the department play in achieving your interest in using the time differently?

Of the participants that answered this question, **33 percent said that the state needed to allocate more time and people. Twenty-five percent (25%) of participants indicated that there should be a better technical infrastructure for online learning. Twenty-five percent (25%) said more resources are needed for teachers.** We can see the responses below in figure 61.

Figure 63

ID	Text	Sentiment
59	Why doesn't the state have pacing maps and assessments?	Neutral
64	Have more state people provide PD	Neutral
115	grade level time that is not mandated by the state, grade level CC workshops	Neutral
117	don't waste our time, state needs to tell us what to do, and how to teach it, we all interpret differently	Positive
14	Survey teachers to see what kinds of PD they need to help them improve their instructional practice..Department can then provide these trainings in an	Neutral
15	Build the tech infrastructure .It would benefit a broader range of uses .lotus does not lend itself to online learning	Neutral
46	We as a school have a bandwidth issue because Wonders is an online program. They implemented an online program before researching whether	Neutral
16	Need the resources (time) to learn more skills to provide PD in the school.Teachers lead teachers in PD- they could develop and conduct training.If the	Positive
61	Have resources for teachers.	Neutral
120	time should be used to share resources (by the people leading the PD's	Neutral

Figure 65: little

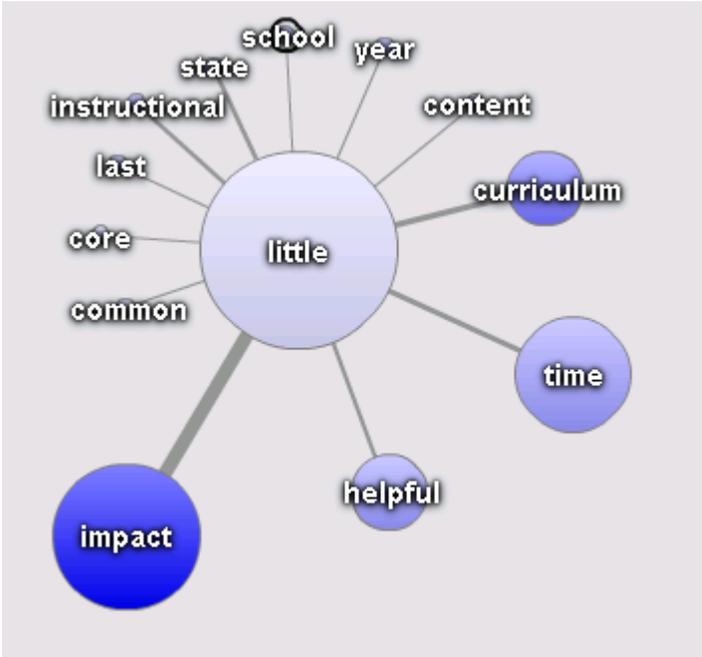
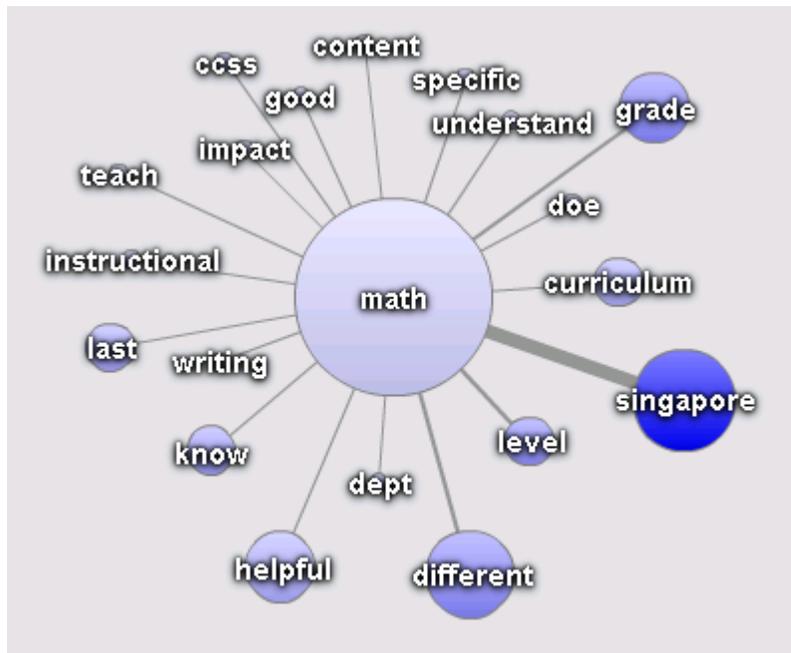


Figure 66: math



The topics and categories were produced from these term maps by grouping together the words that appeared together most frequently.

These topics include:

Figure 67: Strategy, workshop, instructional strategy, math

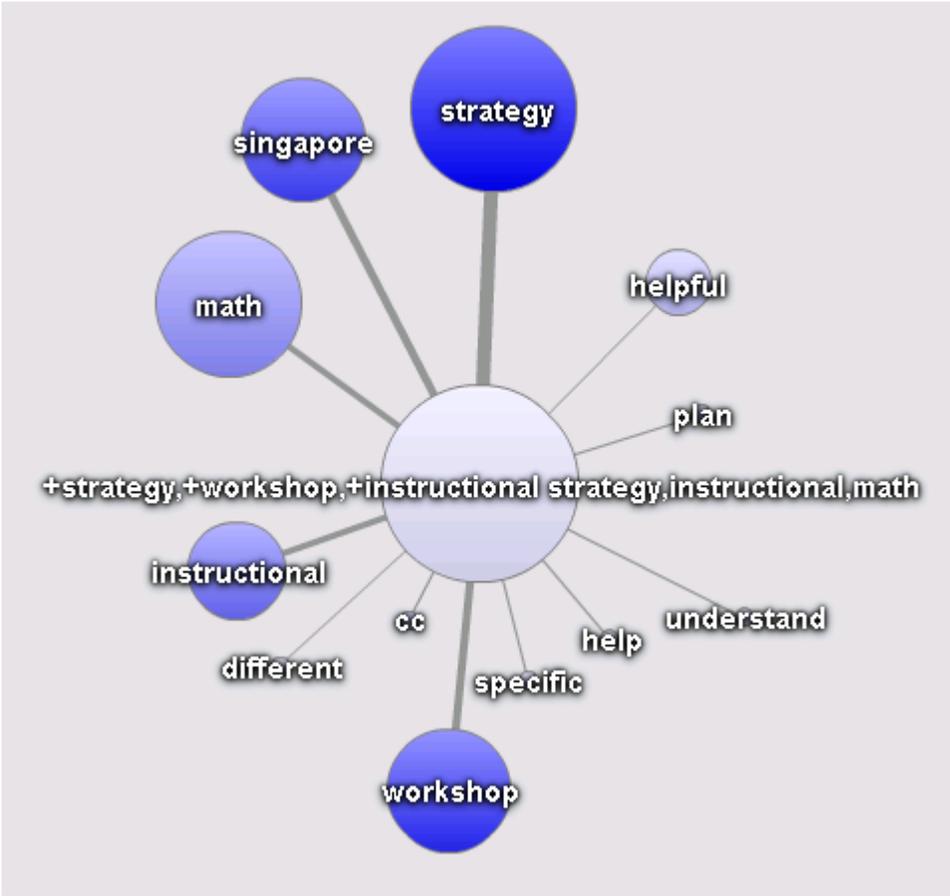


Figure 68: Professional development, teach, Common, Core

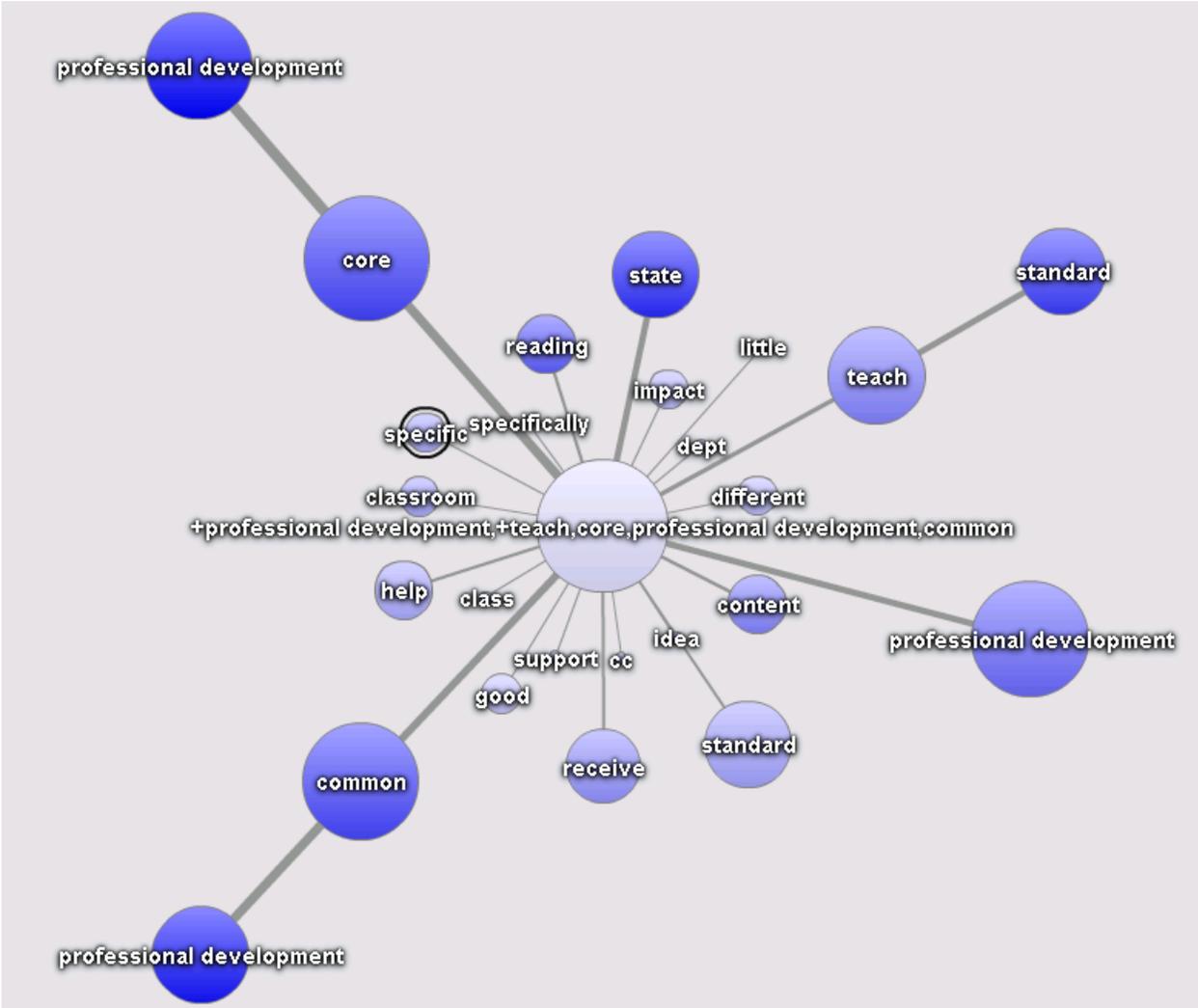


Figure 69: Understand, helpful, standard, curriculum, student

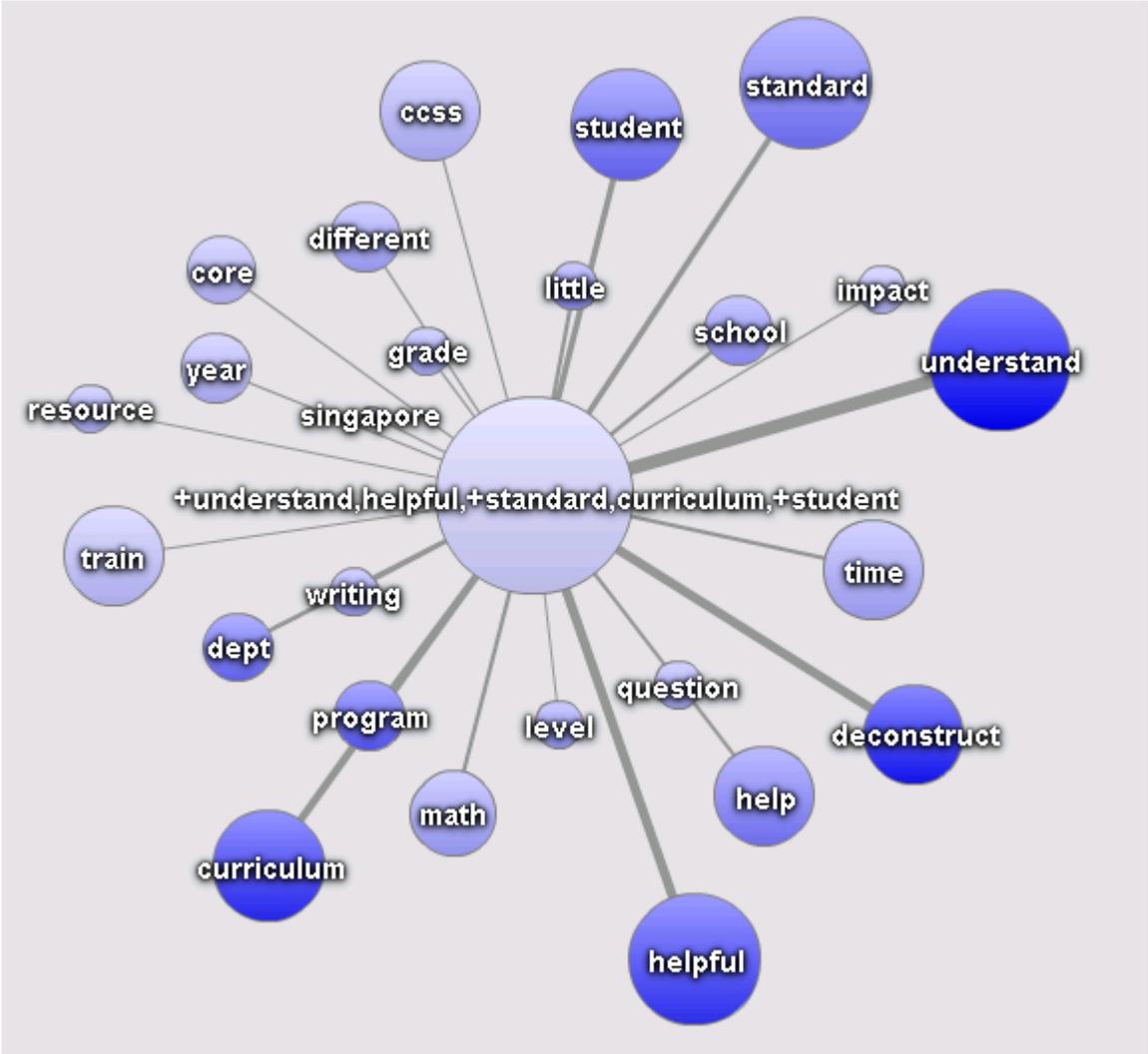


Figure 70: Video, watch, time, work, impact

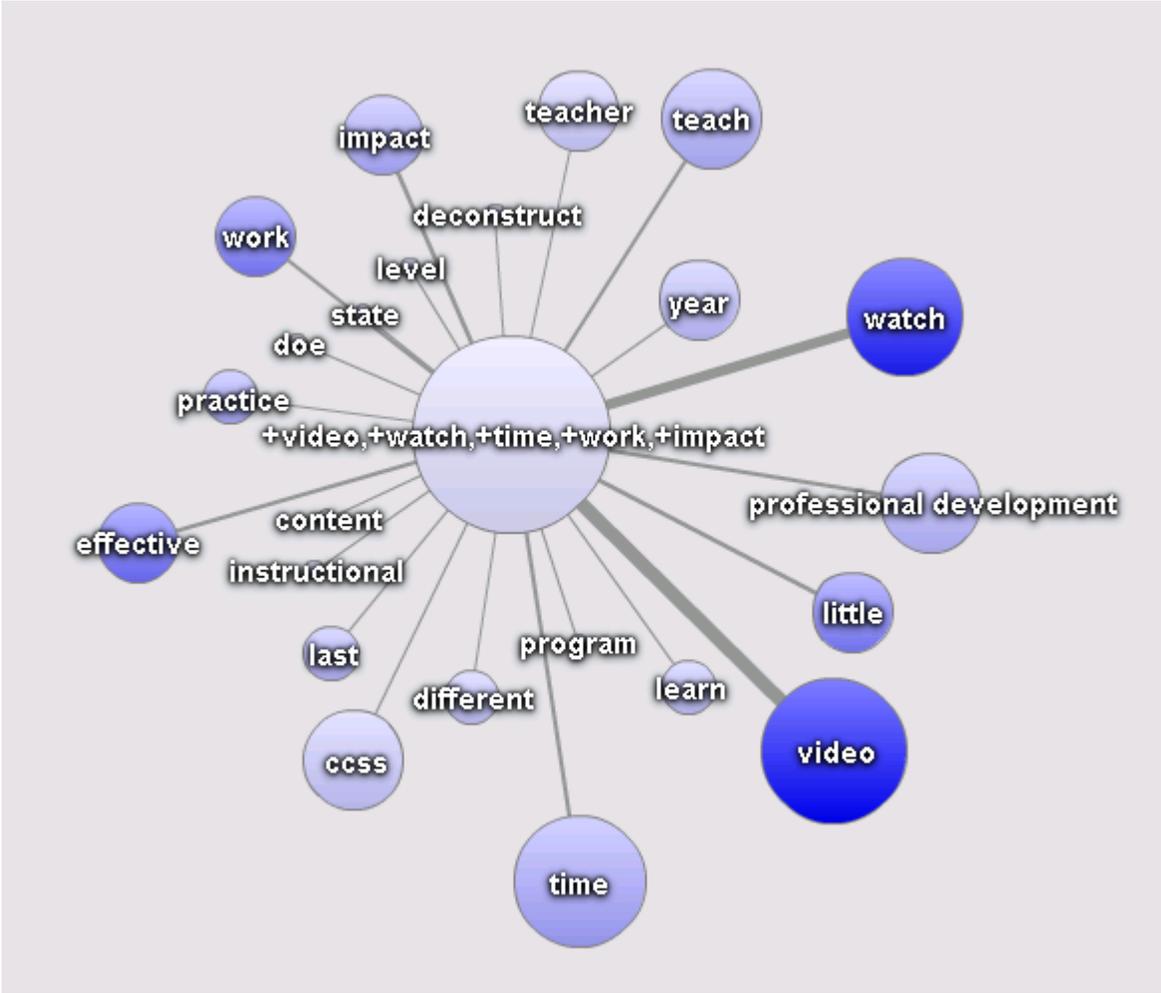
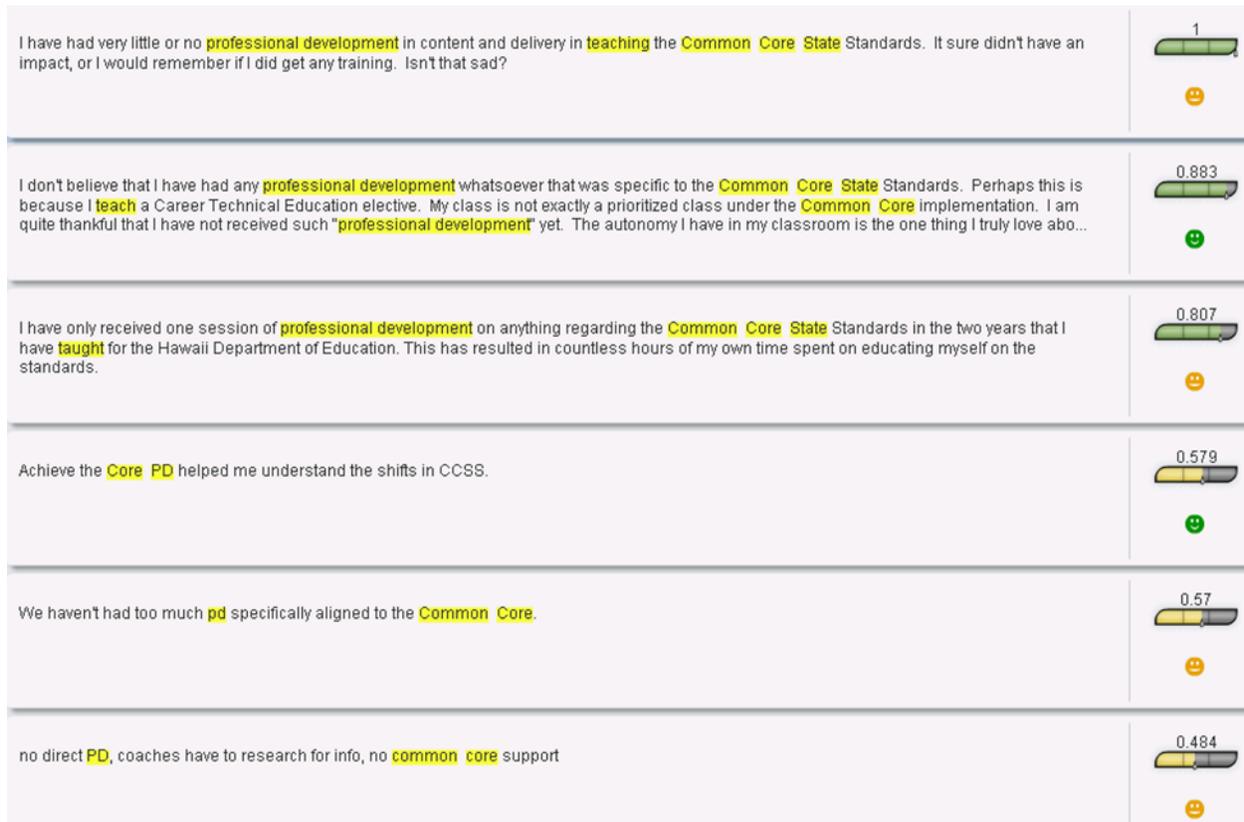


Figure 72



As we have concluded, participants indicated there was little to no professional development on the CCSS, and those that had some training watched videos and participated in instructional workshops. This finding is consistent with the data from survey questions 3, 5, and 8.

We can see many of the responses below in the document view. The document view also shows the sentiment of each response (see figure 71).

Figure 73

ID	Text	Sentiment
14	As a computer resource teacher, I have not received Common Core PD..I do teach so I did get the resources that have the CC standards in them.	Neutral
42	Reading like historians training was common core connected. Went from one extreme to another. Went from very content specific to focusing on literacy	Negative
44	The envision training we received that teach to the rubrics are spectacular which carries over to Common Core. The emerging leaders training was	Positive
46	I feel like I received zero helpful training about common core. I don't want any either since his students are tested on Next Generation Science	Neutral
47	Attended common core training at HPU two years ago when UH professors were deconstructing and developing curriculum for the different math	Negative
53	no direct PD, coaches have to research for info, no common core support	Neutral
87	They give us one day of wonders training and now they expect us to be ready to utilize the common. Wonders training is free for one day then the school	Positive
100	What is the priority...we get slammed with SLO training then SCT to get scores up and now common core and it all revolves back to the effective	Positive
104	As a Resource Teacher, I've gotten training on SBAC and Common Core from outside providers.	Neutral
122	I've gone to many state training's on common core; has a pretty good grasp of what common core is asking for; citations & evidence based; able to	Positive
128	We haven't had too much pd specifically aligned to the Common Core.	Neutral
133	Learning what the common core is for literacy standards has helped the SS dept. to understand better the writing criteria that students need to	Positive
136	NONE - my administration and curriculum coordinators know NOTHING about Common Core and they basically don't care because if there isn't a "fire",	Negative
142	I have had very little or no professional development in content and delivery in teaching the Common Core State Standards. It sure didn't have an	Neutral
145	I have only received one session of professional development on anything regarding the Common Core State Standards in the two years that I have	Neutral
146	I don't believe that I have had any professional development whatsoever that was specific to the Common Core State Standards. Perhaps this is	Positive

Question 4

What issues related to teaching the CCSS make you most anxious?

The results for Question 3 indicated that participants were most anxious about students, test scores, standards, and curriculum. Sixty-three percent (63%) of participants noted that they were most anxious for the students in regards to not performing at grade level, not meeting the CCSS, and not being prepared for tests (consistent with findings on survey questions 2 and 8). Forty-seven percent (47%) mentioned they were anxious about meeting standards, and 48 percent said they were anxious about creating curriculum. These findings are consistent with the data from survey question 7 that indicate that teachers need additional, strategic professional development in a number of areas.

Anxiety about test scores points to a need that should be addressed by HIDOE to proactively communicate that score drops are inevitable when new assessments are introduced. Communication should be directed to teachers, parents, and students and should be tailored to each audience.

HIDOE should look at the communication strategies employed by Kentucky ahead of the release of the first round of K-PREP scores (practice assessment aligned to CCSS given to students in Kentucky) for possible ideas as to how to proactively communicate about what the score drops mean for teachers, parents, and students. In addition to brochures that were created for parents, FAQs were also produced, and teachers got information via an online publication for Kentucky teachers, called [Kentucky Teacher](#). Additional information about the communications efforts undertaken by the Kentucky Department of Education (KDE) can be found at:

<http://www.edweek.org/ew/articles/2012/11/02/11standards.h32.html?tkn=LTUFfOpEpCAWut48IfLCsU4FHbuNRdCD%2F0qa&cmp=clp-edweek>

<http://education.ky.gov/comm/Documents/R077data.pdf>

<http://www.theatlantic.com/education/archive/2013/10/what-kentucky-can-teach-the-rest-of-the-us-about-the-common-core/280453/>

Additionally, HSG can (at the request of HIDOE) connect HIDOE leadership with those at KDE who were instrumental in developing and executing the communications' plan for the K-PREP score release.

Figure 74: student

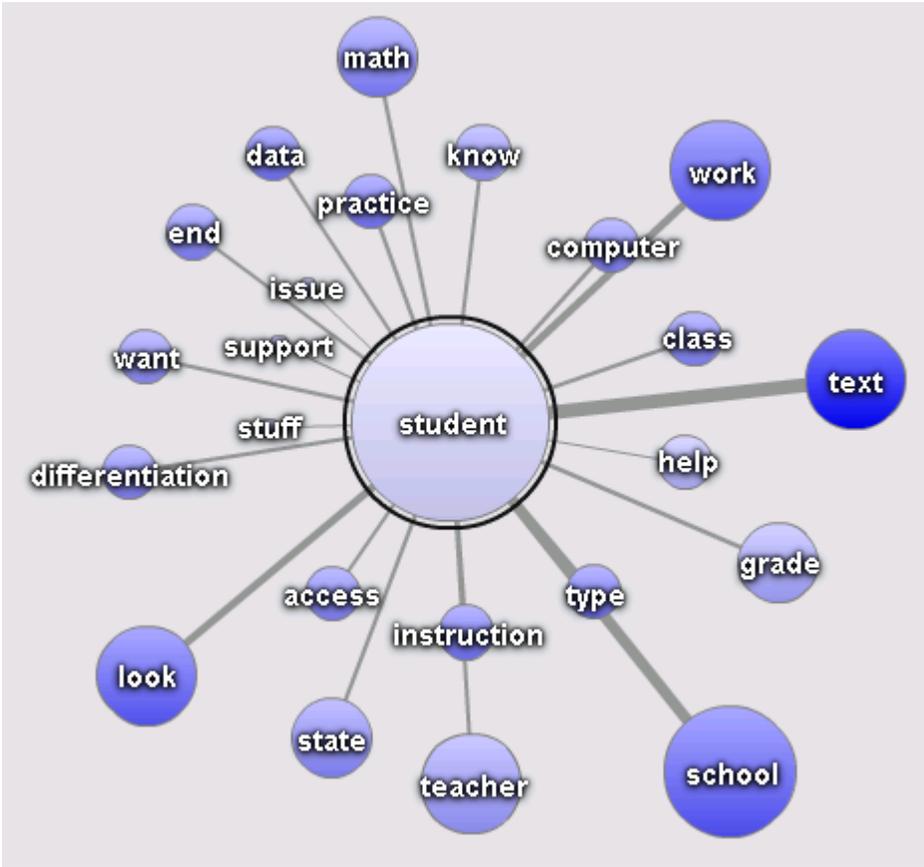


Figure 75: test

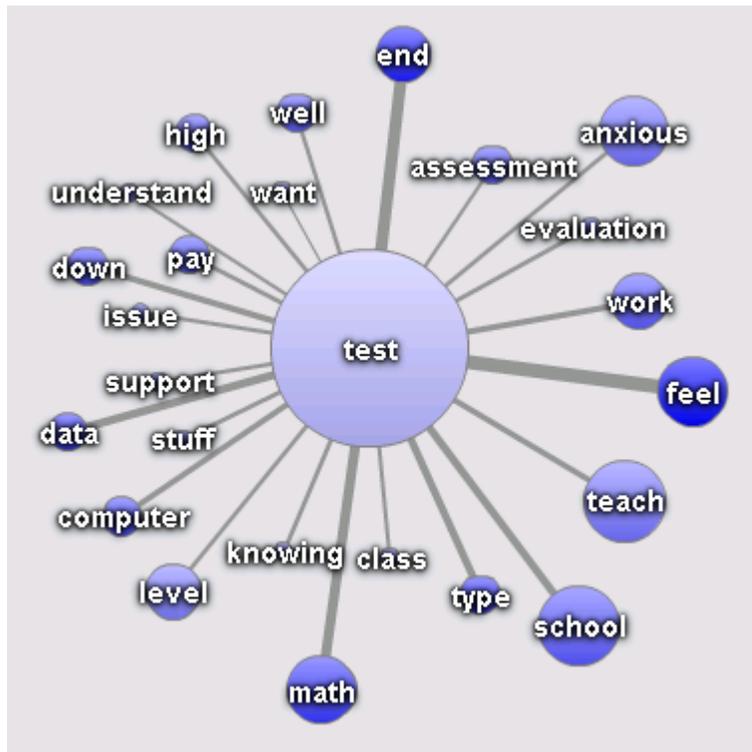


Figure 76: standard

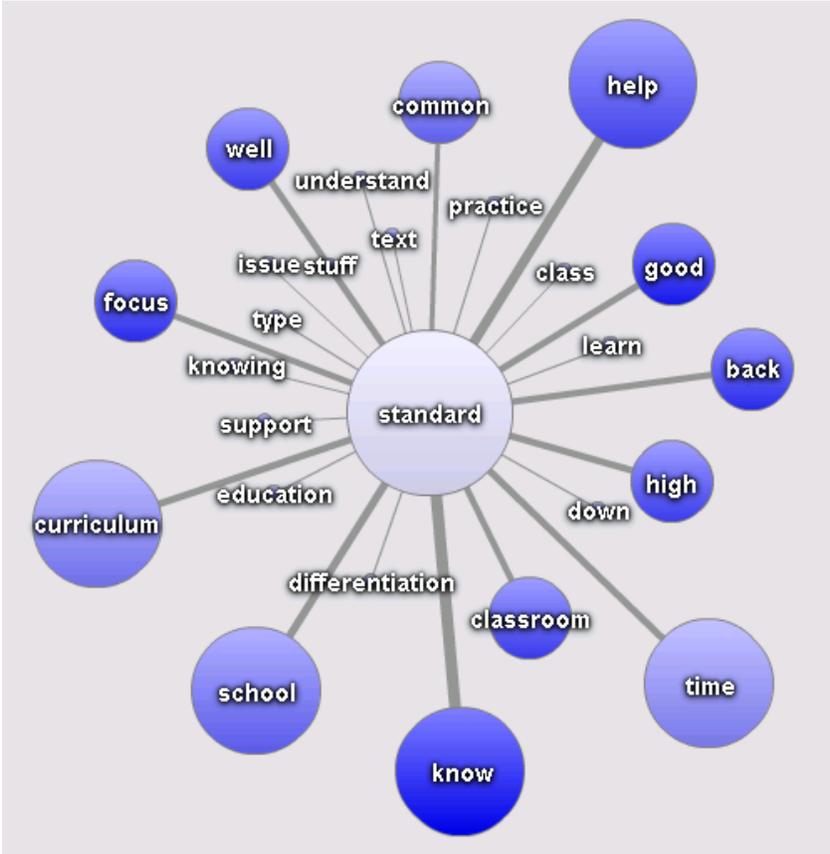


Figure 77: curriculum

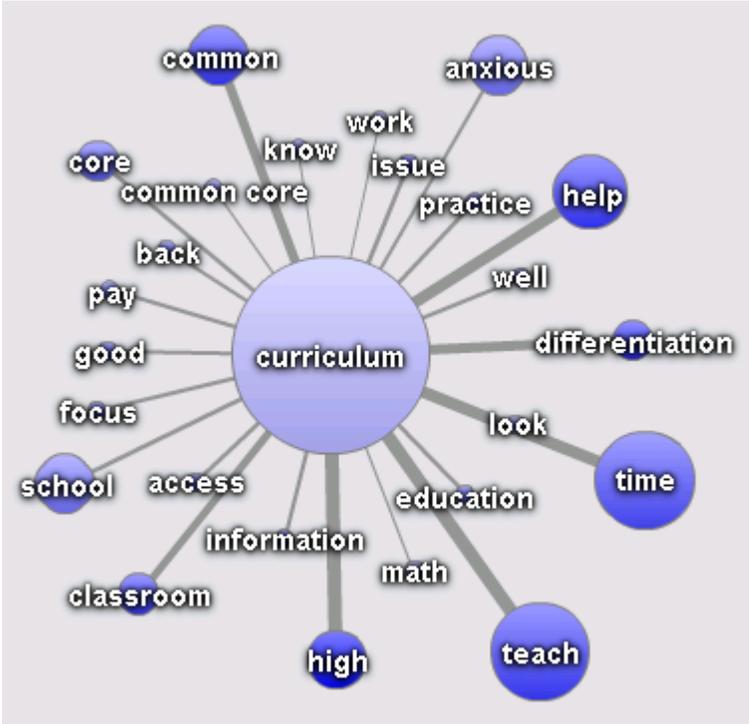


Figure 79: time, kid, create, standard, show

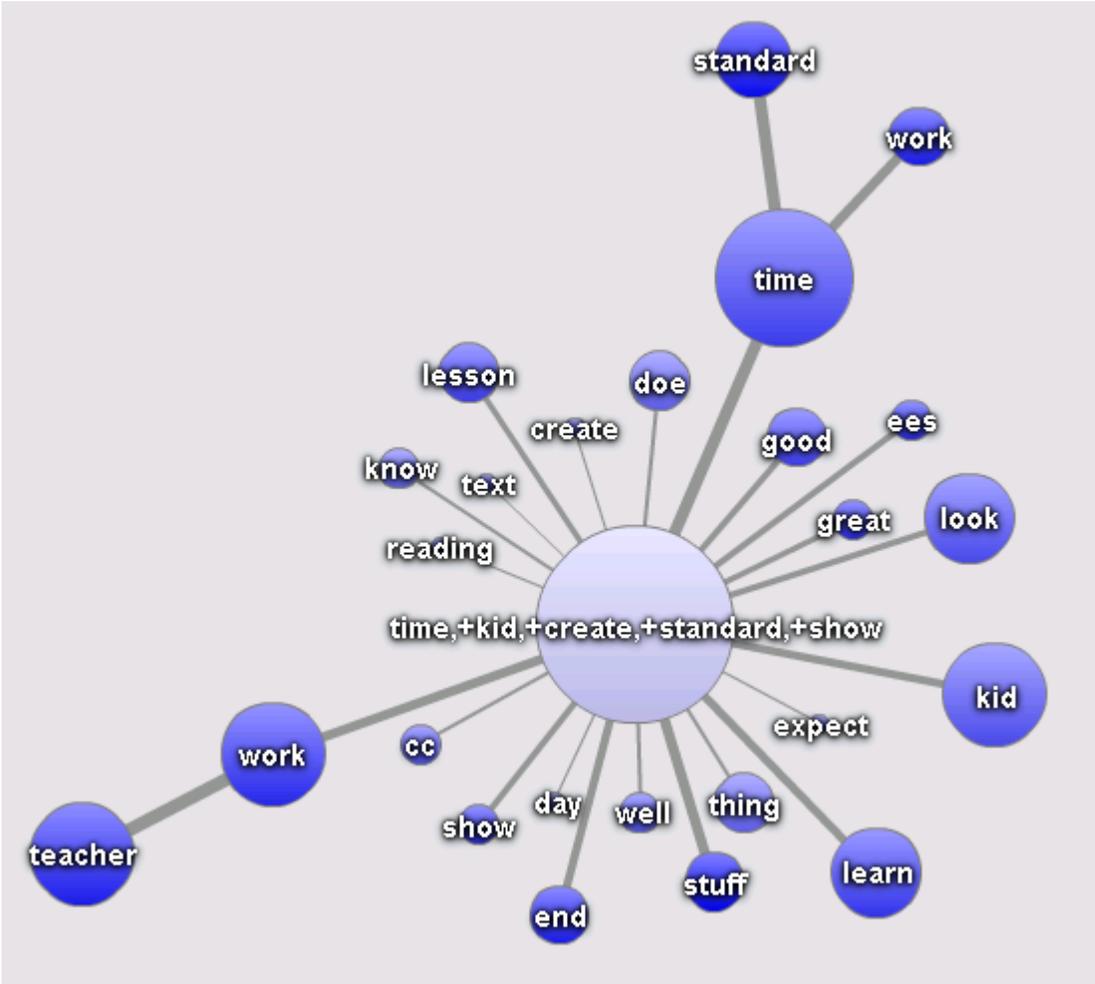
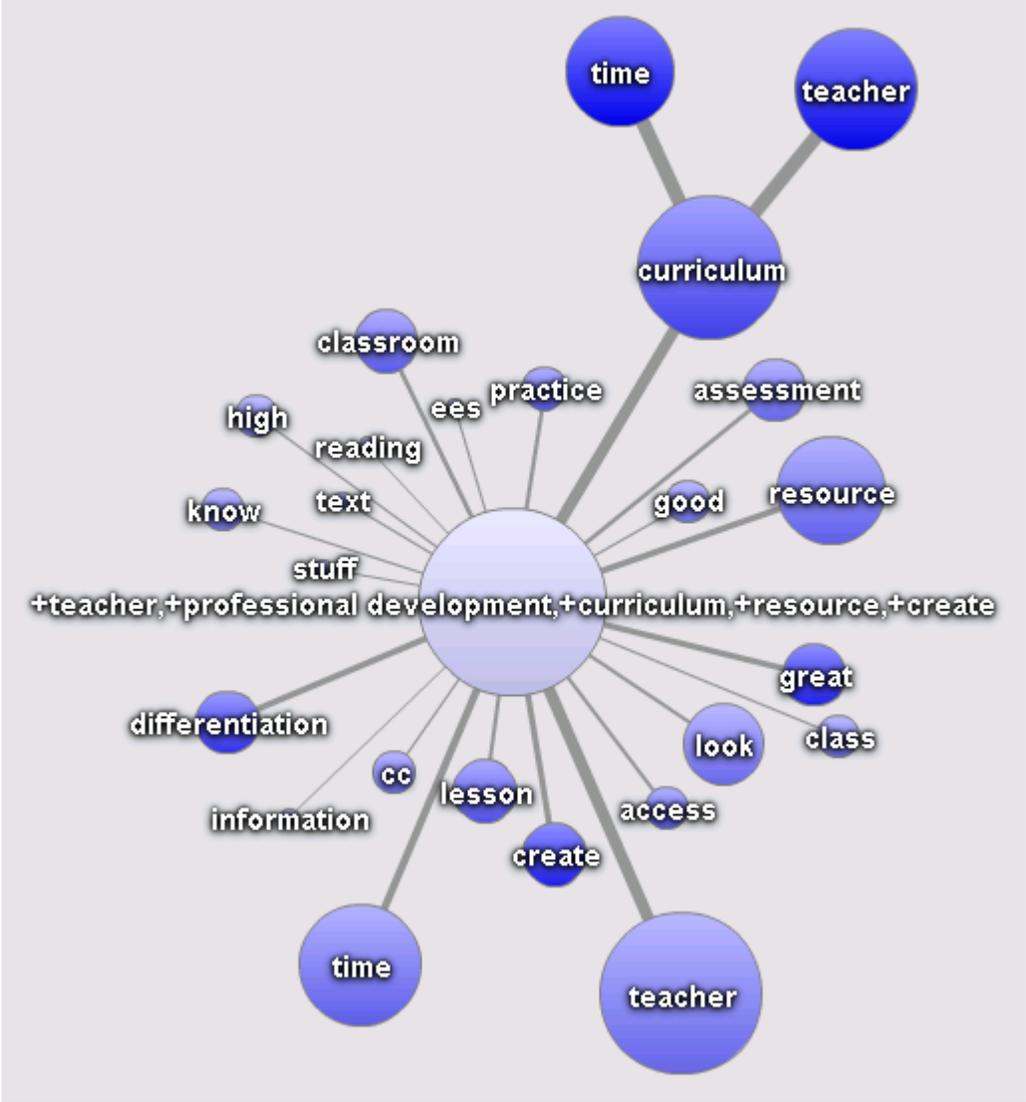


Figure 80: teacher, professional development, curriculum, resource, create



For these topics, we can see the sentiment from a few of the responses. Forty percent (40%) were neutral while 47 percent have a negative sentiment corresponding to each response, and 13 percent of responses were positive.

Figure 82

<p>Students performing below grade level having to be tested at grade level. There is no recommendations for what to do when students are not performing at grade level</p>	<p>1 </p>
<p>High school categorized by strands Not by grade level.</p>	<p>0.756 </p>
<p>Taking the sample of CCSS test- some students may not even try because it is so much work- kids might not want to even start. Don't see students making an attempt because the level is so high. How is it going to be given to SPED population. How will it assess what they (students) know with a SPED population. How is an average high school student going to examine multiple resources etc...</p>	<p>0.723 </p>
<p>SPED students aren't able to attain grade level standards and CCSS. Lack of training for SPED and ELL differentiation. Worried about students meeting CCSS. Need resources for differentiation.</p>	<p>0.63 </p>
<p>I think teachers were not well-prepared for CCSS. I would have felt less anxious if we had some training on the standards and how we need to shift our thinking. The thing that makes me most anxious is the upcoming SBAC test. I feel we do not have adequate materials in the math area to prepare the students for the rigor of the test. I think we need more problem-based math problems that are multi stepped. It would be nice to hav...</p>	<p>0.583 </p>
<p>Meshing CCS with other content areas, grade levels. Group working together.</p>	<p>0.559 </p>

As we have concluded, **participants indicated that they were most anxious about teaching the CCSS so they meet the new standards expectations, having enough resources to develop new curriculum, and ensuring that students perform up to grade level.** We can see many of the responses below in the document view. The document view also shows the sentiment of each response.

These findings are consistent with the survey data that indicated that teachers do not feel they have had adequate professional development to prepare them to teach the CCSS (see the results from survey questions 2, 3, 4, 8, and 9).

Figure 83

ID	Text	Sentiment
1	For me it is that being able to inch wide mile deep now, which is great, but most of my career ti was all these standards. How do I challenge my highest	Positive
2	Teachers I work with would say the same. They don't know CC very well but they have to go deep. Like having to run a marathon tomorrow. They don't	Negative
3	Comparing us to other countries, but they're homogeneous. We are very diverse. Aren't we fostering student suicide by pushing college and career	Positive
14	The school's testing results after this year's SBAC. As a resource teacher, I get rated by the school's data..Too much testing going on in the elementary	Neutral
57	if you show it to me in action, that's how I best learn	Positive
62	All the other stuff that have taken focus away from learning the new standards (EES , AVID). "We were doing so well, making progress, but then EES hit	Positive
76	Expected to have kids "say it" all the time, always referring to it"the show of it", perform all the time. I taught kids lesson but when a visitor comes in I	Neutral
78	For me it is a guide so that I know I am teaching all the standards by years end . Am I spending to much time on one thing. CCSS is vague so I worry	Negative
84	For me it goes back to the Cirr. SOme teacher have it all set and for me it is constantly creating and creating so all my other stuff gets behind because I	Neutral
85	What keeps me up at night is the task are not developmentally appropriate. we have do all this research and we expect kids to do things that is just not	Neutral
86	The kids in my class are passing great in my class but then they take the end of the month test and fail and they are destroyed. We have to do the	Positive
101	Testing and the results of testing affecting your job..Every Wed meeting it seems like there is more. .The amount they are asking you to do is huge..As a	Negative
121	anxiety of alignment of curriculum materials with SBAC; scrambling to supplement; testing-certain elementary schools come with extremely high	Negative
133	How far does the SS dept. need to show success? What criteria are the Department looking for to show success and if success cannot be shown , how	Neutral
135	Makes me most anxious - SLO's, student growth model, keeping data, data and more data...this takes precious time from prepping lessons for	Negative
140	One of the greatest resources we need is time! Time to look at the standards, see examples of what it looks like in the classroom, see sample tests so	Positive
146	No one in the DOE or in my school has ever mentioned ANYTHING to me about the Common Core as far as my specific teaching line goes. So I am	Neutral
157	We need more time autonomy in the classroom - we are told what we have to do. SBAC makes me anxious because I am being EES on how the kids	Negative
158	We were shown the crosswalk of standards but the curriculum was given to us and we were NOT to use our own material. We are not	Neutral

Question 4a and 4b.

How can the Department help you with the issue?

Which resources and professional development can the Department provide to make you feel less anxious?

The results for Question 4a and 4b indicated that participants **felt that the Department could help with the issue by improving the teacher-to-student ratio and providing details of what is going to be on the tests and a framework for a common curriculum.** Many participants said they wanted the DOE to provide them with resources to help prepare student better with tests and guides for teachers. Participants noted that more time should be allowed for teachers to share what works with others and that teachers should be given examples of performance levels. This finding is consistent with the findings from survey questions 6 and 9 where teachers asked for professional development that allowed them time to collaborate with their colleagues. Because some of the resources teachers indicated they needed are indeed available on the HIDOE website, HIDOE may want to find new ways to convey that the information is available on the HIDOE website.

Figure 84: teacher, teach, specific, student, style

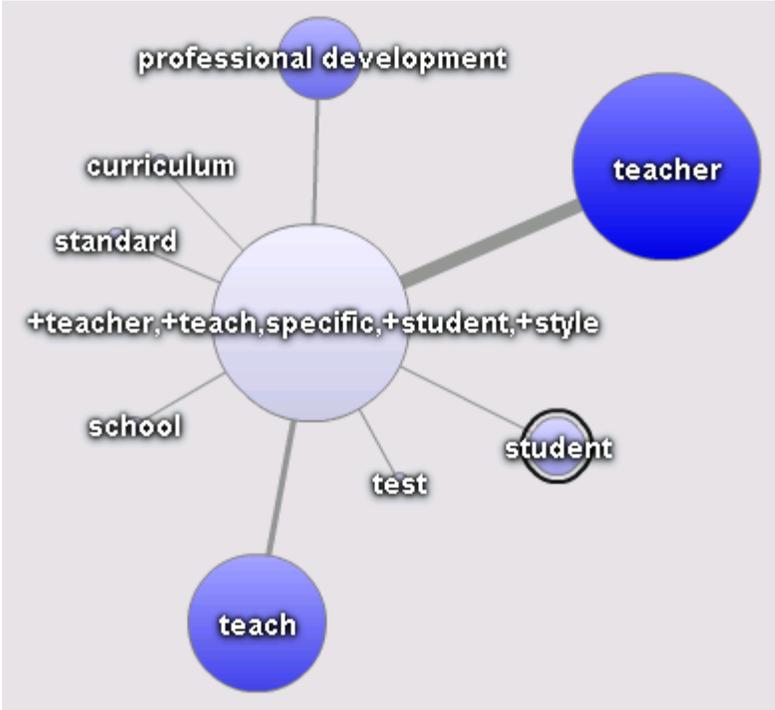


Figure 85: standard, curriculum, time, professional development, math

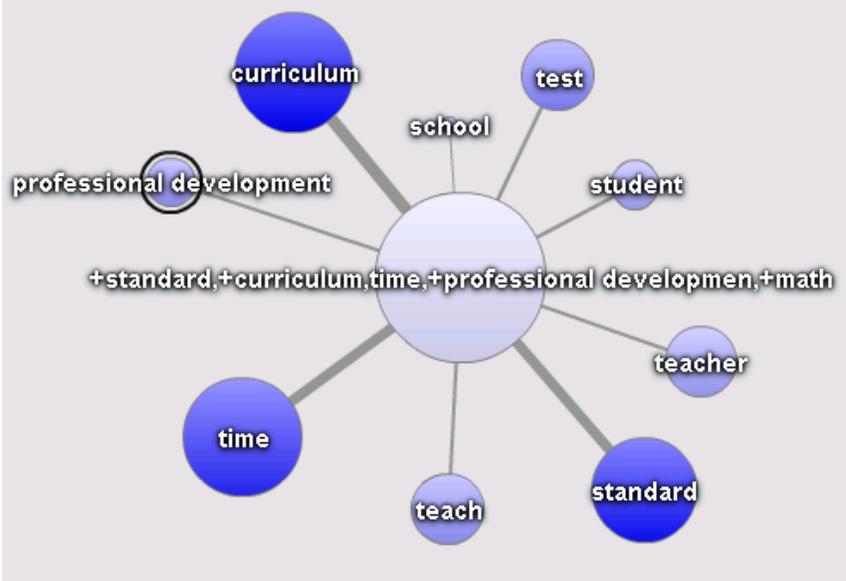


Figure 86: test, help, student, standard

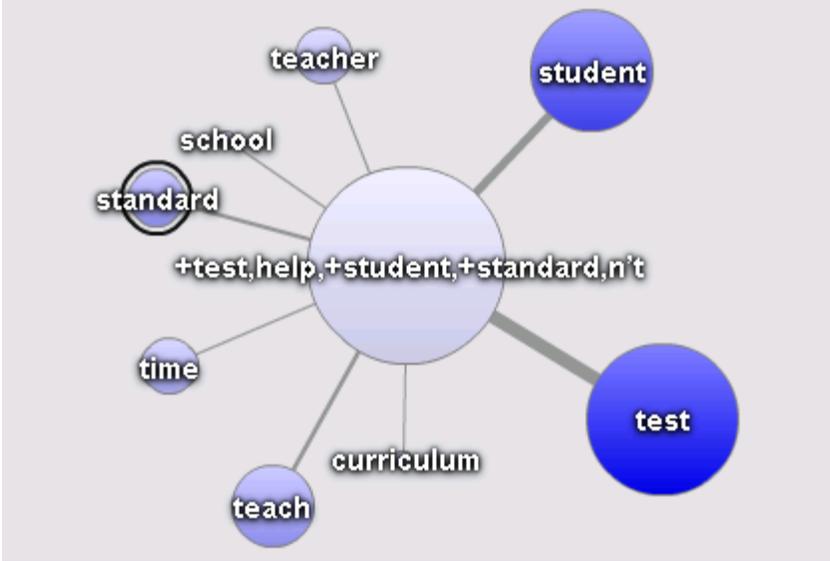


Figure 87

<p>Get rid of EES so teachers can teach without needing so much data..Have PD for specific subjects (ie. computer teacher, library, etc.) regarding the CCSS.</p>	<p>1</p>  <p>☹️</p>
<p>Love to have directed PD targeted at how (as tech coordinator) I can support teachers in how to meet CCSS.PD target for specific teaching field</p>	<p>0.787</p>  <p>😊</p>
<p>videos with teachers and students doing the performance task or taught the tasks</p>	<p>0.72</p>  <p>☹️</p>
<p>Be real, respect individual teacher styles; I can be a slob but how does that impact student learning, don't blind side teacher. Teacher professionalism- should be on their own timeline, books not meant for every child</p>	<p>0.501</p>  <p>😊</p>
<p>Tell teachers what is going to be on the test.</p>	<p>0.486</p>  <p>☹️</p>
<p>If there were pacing guides already there, teachers could be more flexible to work around them. Complete training before the start of the year. Allow for different requirements for new teachers given the extra demands of the New Teacher programs. "65% of teachers leave profession and they wonder why. They're so worried about SLO and they can't even get to know their kids. They're stressed out, crying to mentors on the ...</p>	<p>0.415</p>  <p>☹️</p>
<p>If the state is saying we have to implement them, there should be a database through the DOE website that shows "Biology Common Core Assessments". That way any teacher across the state is assessing the standards the same way and teaching it the same way.</p>	<p>0.4</p> 
<p>Autonomy on curriculum is not given. The number of standards is hard because we have math standards and algebra standards. 4a. do the people above us get evaluated? 4b. I need PD for algebra or someone give me the quizzes and answer sheets. We have to find the answers on our own time - Edmodo You send us new stuff - workbooks with no answer keys we have to search for them .</p>	<p>1</p>  <p>☹️</p>
<p>as a professional we don't get to use our art. It is not the standards themselves - it is the curriculum and the lack of time.</p>	<p>0.846</p>  <p>☹️</p>
<p>Hold off on EES until we have more time with CCSS.</p>	<p>0.346</p>  <p>☹️</p>
<p>there is no time to teach to mastery because we have to keep pace with the given curriculum. The anxiety is tied to the fact that our eval is tied to the score that is compared from different tests year to year. 4a. they can go away... leave us away.</p>	<p>0.343</p>  <p>☹️</p>

We can see additional responses below in figure 86.

Figure 88

ID	Text	Sentiment
8	If there were pacing guides already there, teachers could be more flexible to work around them. Complete training before the start of the year. Allow for	Negative
14	Get rid of EES so teachers can teach without needing so much data..Have PD for specific subjects (ie. computer teacher , library, etc.) regarding the	Neutral
16	Love to have directed PD targeted at how (as tech coordinator) I can support teachers in how to meet CCSS.PD target for specific teaching field	Positive
44	Common resources. Why are there not common curriculum maps and resources for each content. A framework that a teacher can deviate from, but	Neutral
46	If the state is saying we have to implement them, there should be a database through the DOE website that shows "Biology Common Core	Neutral
56	videos with teachers and students doing the performance task or taught the tasks	Neutral
63	Tell teachers what is going to be on the test.	Neutral
76	list of things that weren't on checklist; neat clean, cluttered, not on check list- judged by expectations not teacher style.	Negative
77	Be real, respect individual teacher styles; I can be a slob but how does that impact student learning, don't blind side teacher . Teacher professionalism-	Positive
109	I think EES and SLO's are more important to teachers than CCSS. CCSS is the least of my worries in terms of my practice.	Positive
157	I am not seeing the connection between the question types on the given curriculum and the practice questions - they DON'T match. 4b. TRUST us -	Negative

Question 5

Describe the CCSS communications tools that would help you communicate with parents and students?

Participants answered that the CCSS communications tools what would best help communicate with parents and students were a website, open house, and just providing parents with information about the CCSS and standards. Fifteen percent (15%) of participants said that there were no tools that could help communication, while 39 percent said that a website explaining the CCSS and providing information would help communicate with parents and students. Twenty-six percent (26%) identified that open houses could help communication with parents and students.

Figure 89: website

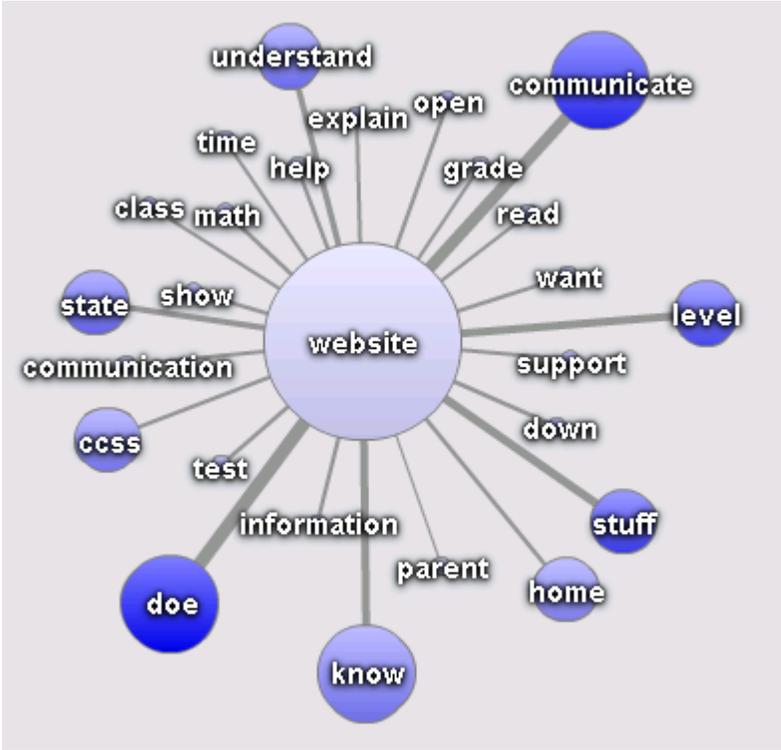


Figure 90: state

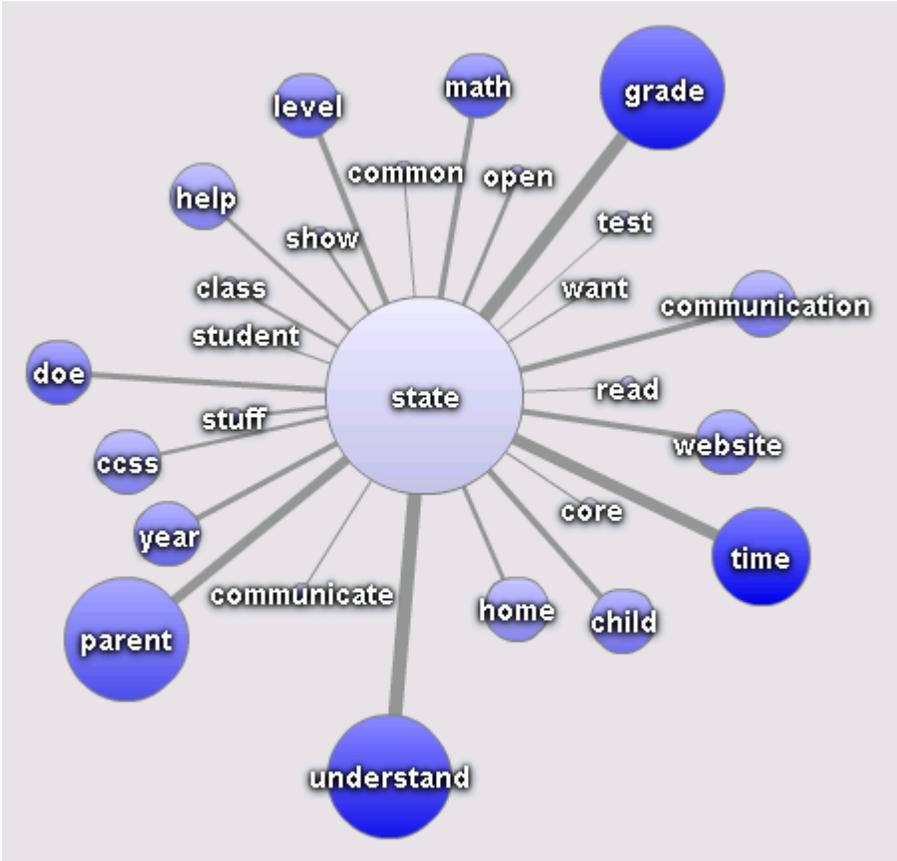


Figure 91: open house

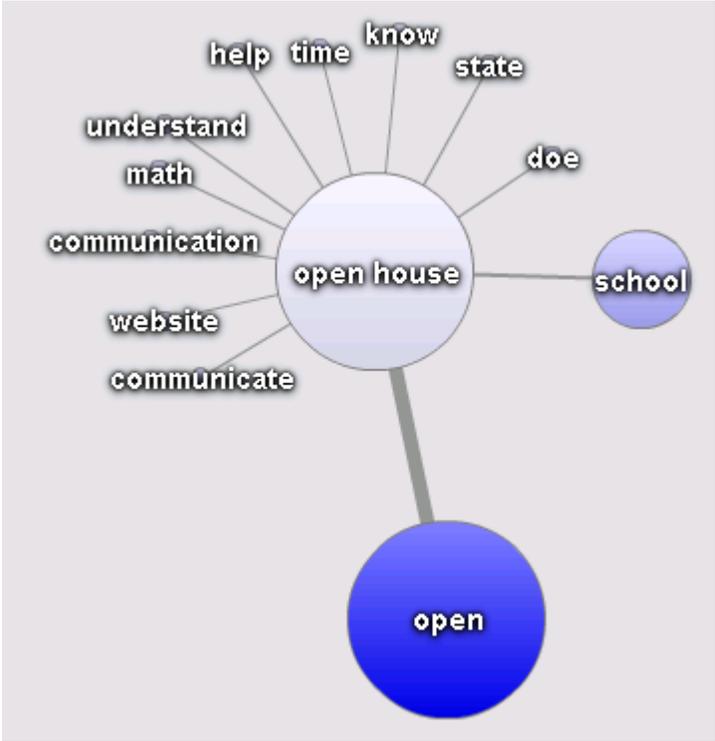


Figure 93: open, student, open house, school

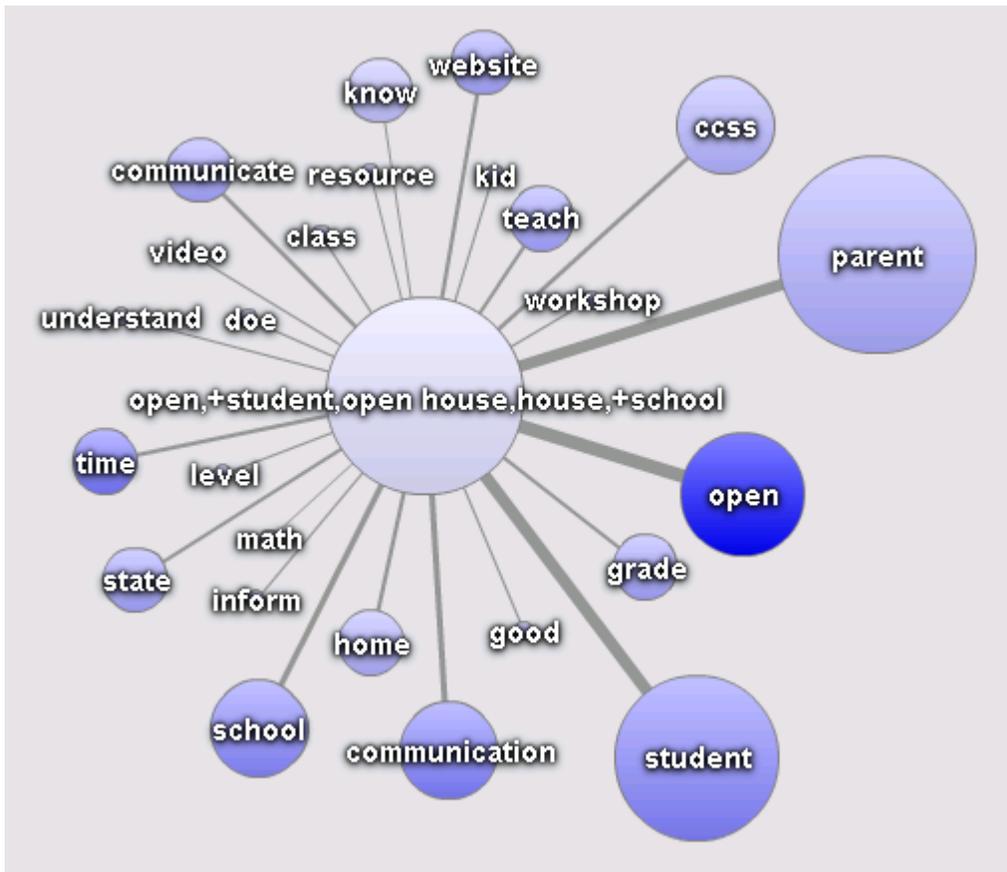


Figure 94: core, common, explain, student

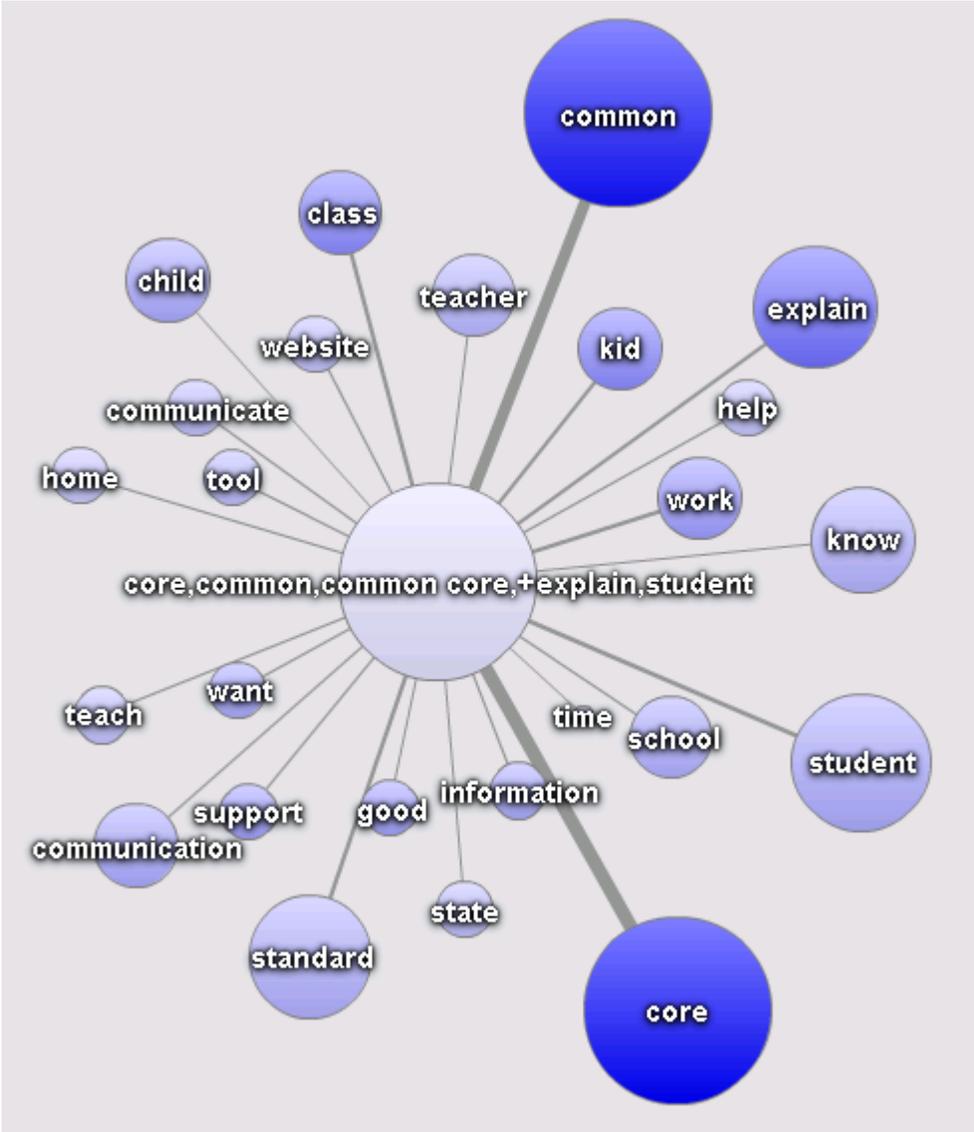
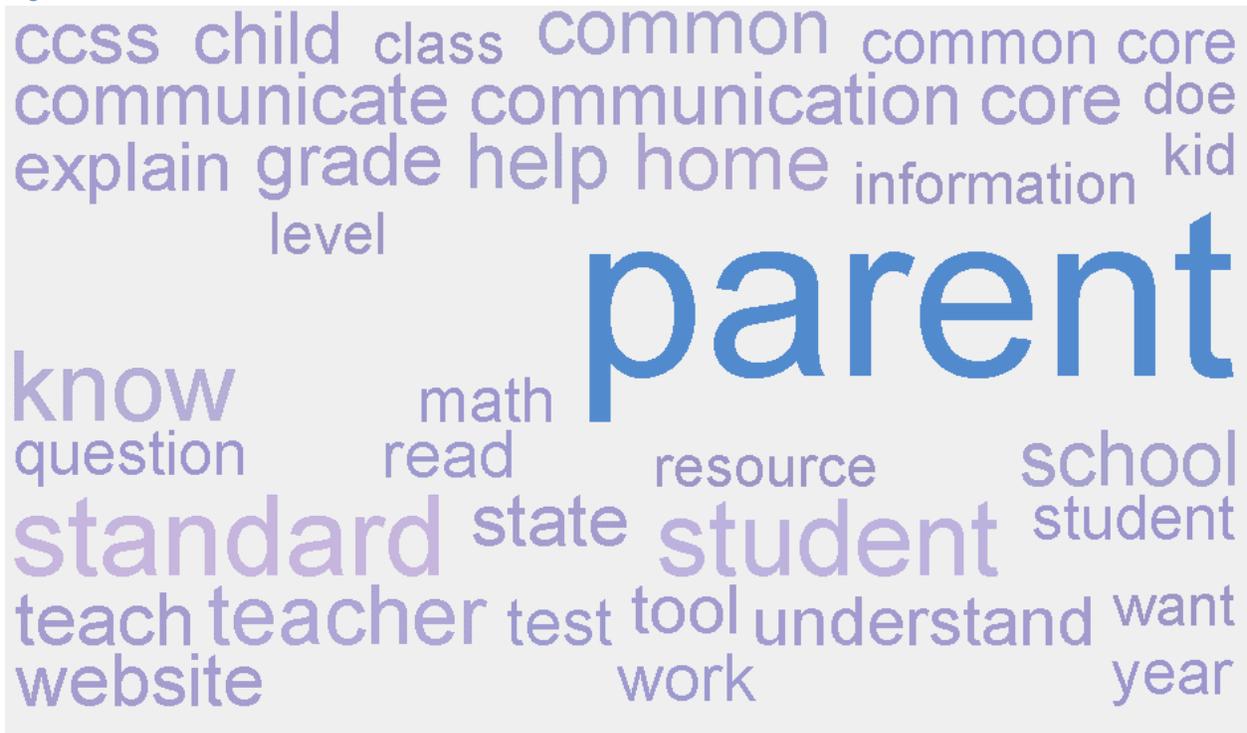
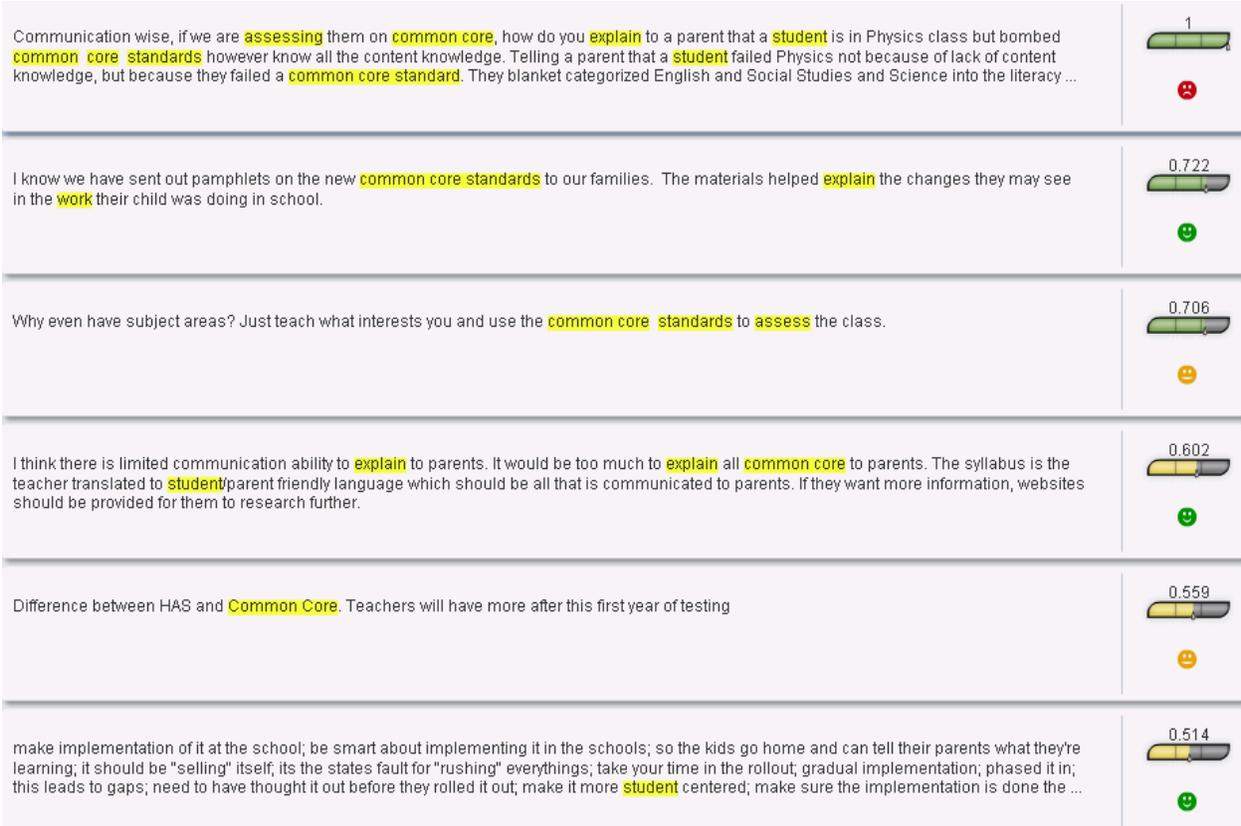


Figure 95



For these topics, we can see the sentiment from a few of the responses. Eighty-four percent (84%) were neutral while 8 percent have a negative sentiment corresponding to each response and 8 percent of responses were positive.

Figure 96



The highlighted terms were used to match the document with the topics and categories. As we have concluded, **participants indicated a DOE website, open houses, and better understanding of standards would help bridge communication with parents and students.** We can see many of the responses below in the document view. The document view also shows the sentiment of each response.

Figure 97

ID	Text	Sentiment
1	I can show you a paper I am giving to all parents from Pinterest. Or here is the website . I just want my parents to understand: integrative, deeper level	Positive
14	As a computer resource teacher, I do not need to communicate with parents..For students, I do show them the CCSS booklet if what I am teaching falls	Neutral
15	We use email and phone- but not sure what else is available.With HSA there were fliers - one way communication- tips and examples but we don't get	Neutral
16	What? .Are there CCSS communication tools ? .When I search the web I see stuff for ELL/SPED, but nothing about tech coordinators .Don't even know	Neutral
45	I think there is limited communication ability to explain to parents. It would be too much to explain all common core to parents. The syllabus is the	Positive
51	what tools	Neutral
63	What do you mean by tools ?	Neutral
77	use a banner for invites. Get info out to parents. town mtgs., community mtgs., need to know about good things that's they're doing. DOE has to explain	Negative
80	I just use the URL to the HI website .	Neutral
87	Communicate to parents the DOE website and then bullitt point DOE needs to give the information to all tchrs and make sure it works.	Neutral
101	Website or some sort of electronic system. .Media needs to make it clear to parents that everyone knows expectations. Some of these parents have no	Neutral
138	Not sure what you mean by tools . Perhaps a web page with interactive tools for the parents to actually take a practice test, so they know what their	Neutral
140	Parent education via videos may help as it will provide a visual and explanation of what we are trying to do with students. Paper notices aren't always	Positive
141	Don't only rely on technology. Even though more and more people have some type of digital communication device not everyone can afford it. We need	Neutral
142	Are there CCSS communications tools ? I'm not sure what they are, but I use Google Apps and e-mail to communicate with my parents and students.	Neutral
146	I have absolutely no idea what the Common Core State Standards communications tools are. But here is what I think would work best: in-person	Negative
147	What are you asking? Would I go onto a CCSS website for Hawaii and find this CCSS communication tools stuff? Would I find it in a CCSS website for	Neutral
159	Talked about CCSS at open house in the front of the book. Have to suppliment the GO curriculum with old algebra books because its easier to	Neutral

Appendix A

1. Which resources have you received to help prepare you to teach the content of the Common Core State Standards? You may choose more than one of the following.
 - a. Professional development from state office, complex area, or school
 - b. Professional development from curriculum publisher
 - c. Instructional resources (open educational resources, sample lessons, sample units, etc.) for teaching the Common Core State Standards
 - d. Coaching or mentoring from peers
 - e. Other

2. What does the Common Core State Standards professional development you get in your school and complex area focus most heavily on? You may choose more than one of the following.
 - a. Sharing Common Core State Standards-aligned grade level assessments
 - b. Argumentative/expository writing
 - c. Text dependent questions
 - d. Text complexity
 - e. Literacy across the content areas
 - f. Focus in mathematics.
 - g. Linking math topics and thinking across grades (coherence).
 - h. Conceptual understanding, procedural skills and fluency, and application of math.
 - i. None

3. Are the instructional resources for teaching the Common Core State Standards you have received helpful?
 - 1- not helpful at all
 - 2- somewhat helpful
 - 3- helpful
 - 4- very helpful

4. In what ways has the professional development you have received prepared you to teach the Common Core State Standards? You may choose more than one of the following.
 - a. It has improved my understanding of the standards themselves.
 - b. It has helped me understand how to change my instructional practice to teach the Common Core State Standards.
 - c. It has helped me support my peers' understanding of the standards to help them make changes to instructional practice.
 - d. What I have received has not helped me prepare to teach the standards.

5. After receiving professional development to prepare to teach the Common Core State Standards, which types of follow up do you receive? You may choose more than one of the following.
 - a. Coaching from your principal
 - b. Coaching from a teacher leader
 - c. Webinars or other online modules
 - d. Collaboration via online communities/professional learning networks
 - e. I have not received any follow up to the professional development I received to prepare to teach the Common Core State Standards.

6. Which professional development setting would be most useful to you to support your teaching of the Common Core State Standards? You may choose more than one of the following.
 - a. Small-group professional development within your school or complex area
 - b. Large-group professional development similar to a statewide conference
 - c. Coaching
 - d. Webinar or online module
 - e. Other

7. Which professional development content would help support your implementation of the Hawaii Common Core? You may choose more than one of the following.
 - a. Deconstructing the content of the standards
 - b. Instructional strategies to support implementation of the standards
 - c. Instructional strategies to support students with disabilities and/or English language learners
 - d. Strategies for integrating technology into instruction
 - e. Implementing the new curricular materials
 - f. Strategies for integrating literacy across the content areas
 - g. Other

8. Which resources have been provided to you to help prepare you to prepare students for the Smarter Balanced assessments? You may choose more than one of the following.
 - a. Professional development
 - b. Instructional resources
 - c. Coaching from your principal
 - d. Coaching from a teacher leader
 - e. Use of the Smarter Balanced website
 - f. Use of the performance tasks on the Smarter Balanced website
 - g. Other

9. The following are things the Department takes into consideration when developing professional development. Please rank them in order of importance to you.
- a. Cost to state or complex area (1, 2, 3, 4, 5, 6, 7)
 - b. Easy access for neighbor island participants (1, 2, 3, 4, 5, 6, 7)
 - c. The availability of web-based resources (1, 2, 3, 4, 5, 6, 7)
 - d. Proven research base (1, 2, 3, 4, 5, 6, 7)
 - e. Opportunities for peer to peer collaboration during the PD (1, 2, 3, 4, 5, 6, 7)
 - f. Follow up support after the PD (1, 2, 3, 4, 5, 6, 7)
 - g. Advance notice (1, 2, 3, 4, 5, 6, 7)
10. Have you accessed any of the following communications tools? You may choose more than one of the following.
- a. Brochures
 - b. Frequently asked questions (FAQs)
 - c. Myths vs. facts
 - d. Educator Reference packet
 - e. Talking points
 - f. Parent Teacher Association Parent Guides
 - g. Council of Great City Schools Common Core Parent Roadmaps
 - h. I have not accessed any of the communications tools available on the intranet/website.
11. Over the next year, how can the Department most effectively communicate with teachers about how the feedback that is collected with this survey and others is being used to influence decision-making? You may choose more than one of the following.
- a. Email
 - b. Press releases
 - c. Letters from the Superintendent
 - d. A newsletter
 - e. Edmodo
 - f. Social Media (Facebook, Twitter, etc...)
 - g. Other
12. How many years have you been teaching?
13. How did you hear about this survey?

Focus Group Questions

1. How is the time allotted for professional development used in your school?
2. If you would like the time to be used differently, how can that time best be used to support your instructional practice?
 - a. What role can the Department play in achieving your interest in using the time differently?
3. Which type of professional development – content and delivery - have you received in preparation for teaching the Common Core State Standards that has had the most impact on your instructional practice? Why has it made such an impact?
4. What issues related to teaching the Common Core State Standards make you most anxious?
 - a. How can the Department help you with this issue?
 - b. Which resources and professional development can the Department provide to make you feel less anxious?
5. Describe the Common Core State Standards communications tools that would help you communicate with parents and students?