

THE COMMON CORE KNOWLEDGE AND PRACTICE SURVEY

Report

This report reflects the results from School ABC for 6 teachers between grades K and 2 in Mathematics.

This report provides results from the Common Core Knowledge and Practice Survey taken by the teachers in your school. This survey focuses on the three major instructional Shifts required by the Common Core State Standards (CCSS) in Mathematics:

1. **Focus:** focus strongly where the Standards focus
2. **Coherence:** think across grades, and link to major topics within grades
3. **Rigor:** in major topics pursue: conceptual understanding, procedural skill and fluency, and application with equal intensity

For more information about the Common Core Knowledge and Practice Survey, please [click here](#) (AchieveTheCore/AboutTheSurvey.php).

HOW TO USE THIS REPORT

Survey reports are meant to serve as a snapshot of knowledge and practice of the CCSS within a school setting. The reports show data in aggregate so as to remain non-evaluative and ensure anonymity of participants.

We encourage educators to use their reports as a starting point for honest conversations about the state of implementation in their local setting. Within the report, a set of discussion questions are embedded to help facilitate conversations among colleagues. A list of resources follows each section of the report and can be used by teachers individually or in professional development/PLC settings to learn more about the Standards.

This report is not an evaluative tool, nor is it a measure of teacher quality. Rather, this report is only one measure that contributes to a teacher's understanding and practice of the Common Core State Standards.

Both the survey questions and the resulting reports are organized around the major Shifts in English language arts and mathematics. One to two pages in each report are devoted to each Shift. Further, the pages for the Shifts are divided into two parts, one about knowledge of the Shift, and the other about instructional practices employing that Shift.

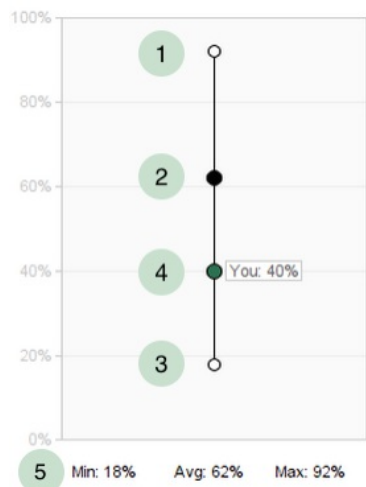
The first part of the report consists of the results from the survey. In this section there are knowledge data and practice data. The knowledge data comes from responses to the survey questions that assessed understanding of each Shift. The knowledge data scores reflect the percentage of items teachers answered correctly about each Shift. The second part of the report for each Shift focuses on teachers' practices as they relate to that Shift of the Common Core State Standards. Because teaching practice is contextual to a specific set of circumstances, there are no correct or incorrect answers in this section. Instead, there are some practices that encouraged by the Common Core State Standards. This section is designed to give a picture of what instruction related to the CCSS looked like over at the time that the survey was completed, and, the results are meant to be used to stimulate discussions about the instructional practices occurring at your school.

Report Components - See reverse for more details.

The survey and report are organized around the Shifts in English language arts and mathematics. Each section is further divided into knowledge about the Shift and instructional practices employing the Shift.

1. Knowledge Results: Provides information about teachers' knowledge of the CCSS.
2. Practice Results: Provides information about teachers' practices in the classroom in relation to the CCSS
3. Discussion Questions: Discussion questions to help coaches and teachers collectively reflect on the Shifts in practice.
4. Resources: Resources to support group discussions and help teachers continue to learn about the CCSS.

How to Read Knowledge Charts

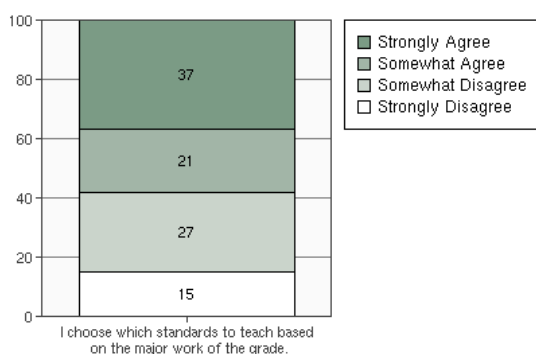


The knowledge results for each of the Shifts are presented in a graph such as the one shown to the left.

1. The top open circle represents the highest score among the group.
2. The middle solid circle represents the mean or average score for the group.
3. The bottom open circle represents the lowest score among the group.
4. Individual teachers will see their own results represented as green circle.
5. The exact values are displayed underneath the graph, as in the example here:
Min: 18%, Avg: 62%, Max: 92%

How to Read Practice Charts

PRACTICE | Extent to which teachers choose which standards to teach



Practice data is displayed in simple bar graphs and stacked bar graphs. A stacked bar graph is a graph that is used to compare the parts to the whole. As with the simple bar graph, the stacked bar graph uses rectangular boxes to represent categories of a variable. The whole bar represents the total number of participants, and each section represents the percentage of participants representing that specific category.

How to Use the Discussion Questions

The discussion questions in this report are meant to provide guidance for coaches and teachers to collectively reflect on classroom practice in relation to the Shifts. These conversations will help educators continue to develop strategies and make progress towards effective implementation of the Shifts. We recommend these are used in a professional learning community or professional development setting in which educators can have an open and honest dialogue about the current state of aligning instruction and practice to the Standards.

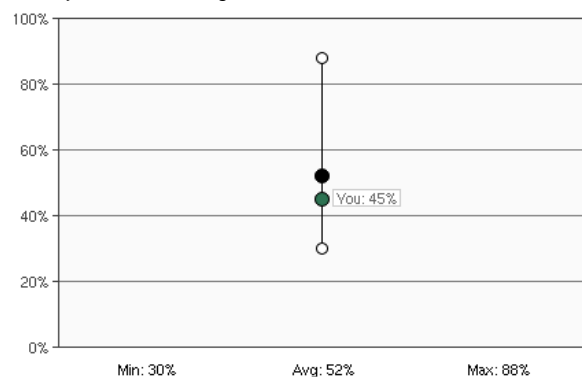
How to Use Resources

The resources in this report are meant to support the discussion between instructional leaders and teachers and help educators continue to learn about the Shifts in the Common Core State Standards and how to translate them into practice. The collection contains narrative descriptions and illustrations of the Shifts in the form of sample problems and texts, as well as tools and activities designed for self-learners and PLC/PD settings.

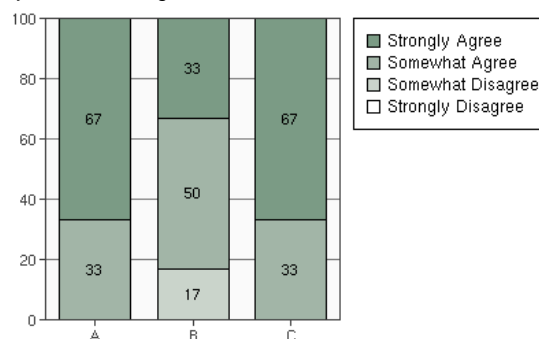
This report reflects the results from School ABC for 6 teachers between grades K and 2 in Mathematics.

MATH | FOCUS

KNOWLEDGE | Distribution of teachers' knowledge identifying the major work of their grade



PRACTICE | Extent to which teachers dedicate time to the major work of the grade



KEY

A - I choose which standards to teach based on the major work of the grade.

B - I consider students' prior knowledge when writing my lesson and learning objective.

C - I spend less time in the classroom on additional/supporting standards.

Discussion Questions

As you examine the results above, these questions are meant to help facilitate a discussion among teachers and instructional leaders about Focus.

1. What does major work of the grade mean? Why is it so important?
2. What is the major work of our grade?
3. Approximately how much time are we teaching major work? What's our evidence?
4. How have we adapted our curricular materials to spend more time on the major work of the grade?
5. What have we stopped teaching since implementing the CCSS for Mathematics?
6. What have we taught less of since implementing the CCSS for Mathematics?

Resources

These resources can help you deepen your knowledge and practice of focus.

The Shifts
(<http://achievethecore.org/shifts-mathematics>): Webpage containing information and resources of the three shifts

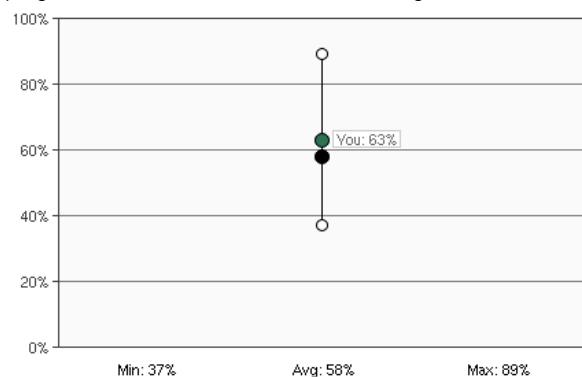
Focus by Grade Level
(<http://achievethecore.org/focus>): A collection of PDFs detailing the mathematical content emphasized in the Standards by grade level

Widely Applicable Prerequisites
(<http://achievethecore.org/widely-applicable>): A chart of CCSS Standards shown to be prerequisite to- and applicable for- a range of post-secondary work

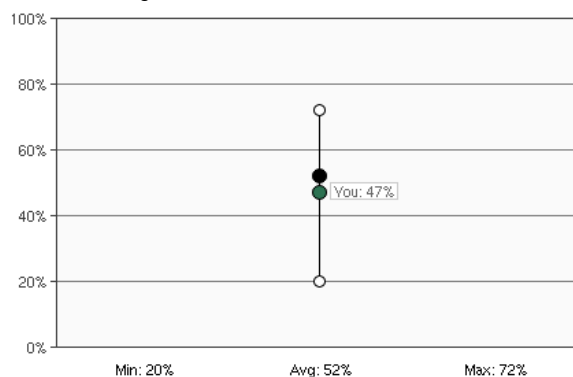
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MATH | COHERENCE

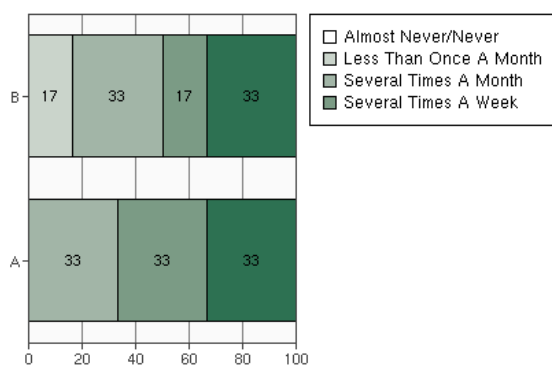
KNOWLEDGE | Distribution of teachers' knowledge of the progression of standards within and across grades/courses



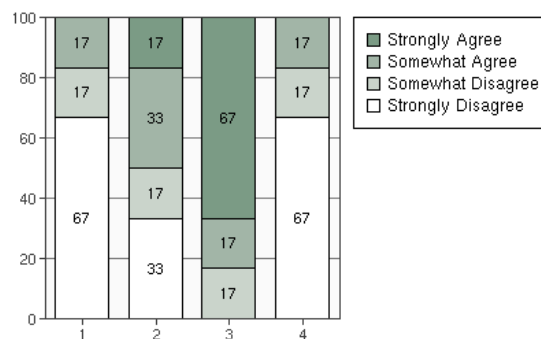
KNOWLEDGE | Distribution of teachers' recognition of how standards in a grade/course form a coherent unit



PRACTICE | Frequency with which teachers meet with colleagues to discuss the Common Core State Standards for Mathematics.



PRACTICE | Extent to which teachers agree with statements about using coherence to organize their curriculum



KEY

A - Frequency with which teachers discussed the Common Core State Standards for Mathematics with teachers in other grades

B - Frequency with which teachers discussed the Common Core State Standards for Mathematics with teachers in their own grade

1 - I use the textbook to determine the order of the standards that I teach.

2 - I order lessons based on the order of the standards in my grade level.

3 - I organize which standards to teach based on how they connect to one another within and across units.

4 - I consider students' prior knowledge when writing my lesson and learning objective.

This report reflects the results from School ABC for 6 teachers between grades K and 2 in Mathematics.

MATH | COHERENCE

Discussion Questions

As you examine the results above, these questions are meant to help facilitate a discussion among teachers and instructional leaders about Coherence.

1. When do we work with teachers in surrounding grade-levels to help students make connections across grades/courses?
2. What opportunities have we found to create coherence among the standards for our students, both within and across grades/courses?
3. Have we found ways to connect major/supporting work in our grade/course? When? What are examples?

Resources

These resources can help you deepen your knowledge and practice of Coherence.

The Shifts
(<http://achievethecore.org/shifts-mathematics>): Webpage containing information and resources of the three shifts

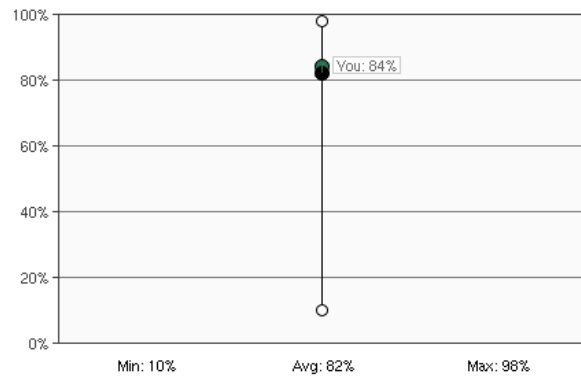
Progressions Documents
(<http://achievethecore.org/progressions>): A collection of narratives that explain how mathematical content develops coherently across grades

Coherence Activity
(<http://achievethecore.org/deep-dive>): A group activity for teachers that illustrates the thoughtful progressions and themes woven into the Standards across grades

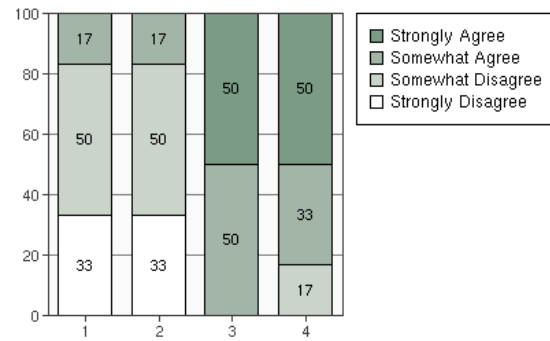
This report reflects the results from School ABC for 6 teachers between grades K and 2 in Mathematics.

MATH | RIGOR

KNOWLEDGE | Distribution of teachers' ability to identify the aspect of rigor targeted by a standard and how rigor manifested in a lesson plan



PRACTICE | The extent to which teachers agree with statements about incorporating the three aspects of rigor in their teaching



Key

1 - I try to incorporate conceptual understanding into every lesson that I teach.

2 - I try to incorporate real-world applications into every lesson that I teach.

3 - I use the wording of the standards to determine if procedural skills, conceptual understanding, and/or real-world applications are emphasized in my lessons.

4 - I seek to balance my unit across procedural skills, conceptual knowledge and real-world applications.

MATH | RIGOR

Discussion Questions

As you examine the results above, these questions are meant to help facilitate a discussion among teachers and instructional leaders about Rigor.

1. What are the fluency or procedural skill standards for our grade?
2. What standards in our grade focus on conceptual understanding (in which students make meaning of the math)?
3. Which standards in our grade ask students to apply their knowledge in real-world settings?
4. Are all students given time for regular practice with the fluency standards?
5. Does our teaching reflect a balance of conceptual understanding, procedural skill/fluency, and application? What is our evidence?

Resources

These resources can help you deepen your knowledge and practice of Rigor.

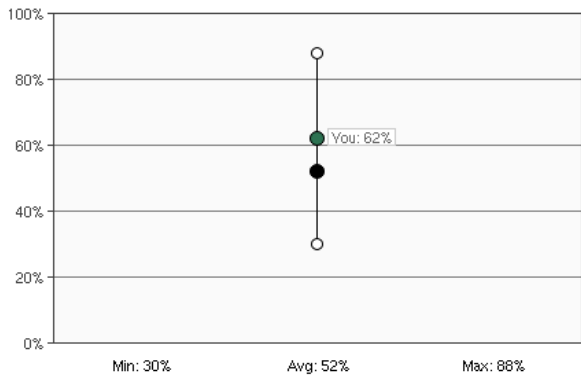
The Shifts
(<http://achievethecore.org/shifts-mathematics>): Webpage containing information and resources of the three shifts

Annotated Tasks
(<http://achievethecore.org/tasks>): Math tasks that illustrate the K-12 standards

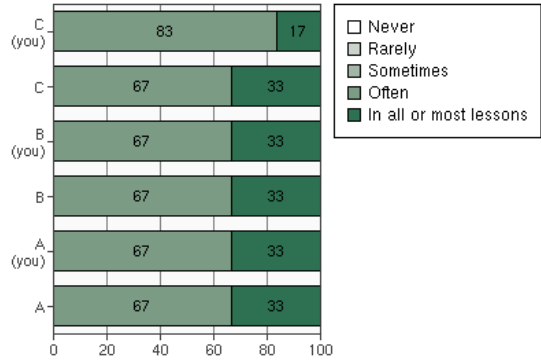
Annotated Mini-Assessments
(<http://achievethecore.org/mini-assessments-math>): A collection of mini-assessments designed for teachers to use

MATH | PRACTICE-CONTENT CONNECTIONS

KNOWLEDGE | Distribution of teachers' knowledge regarding identification mathematical practices elicited in a lesson plan



PRACTICE | Frequency at which teachers connect the standards for mathematical practices and standards for mathematical content in the classroom



Practice Items

A - Ensure the work of the lesson reflects the content in the Common Core State Standards for Mathematics.

B - Employ instructional practices that allow all students to master the content of the lesson.

C - Provide all students with opportunities to exhibit mathematical practices in connection with the content of the lesson.

MATH | PRACTICE-CONTENT CONNECTIONS

Discussion Questions

As you examine the results above, these questions are to help guide a discussion among teachers and instructional leaders about the connection between the Standards for Mathematical Practice and the Standards for Mathematical Content.

1. Are we incorporating the mathematical practices in a way that ensures students learn grade-level content?
2. How do we make decisions about which mathematical practices to target within a specific lesson?
3. What evidence do we look for from students to know that they are demonstrating the mathematical practices?

Resources

These resources can help you deepen your knowledge and practice of Connections.

The Standards for Mathematical Practice
(<http://achievethecore.org/math-practices>) excerpted from the Standards, describe the behaviors and skills meant to be elicited by teachers in the math classroom.

Planning Tool
(<http://achievethecore.org/planning-tool>): Lesson planning tool

Coaching Tool
(<http://achievethecore.org/coaching-tool>): A tool to assist teachers, and those who support them, build understanding about CCSS-aligned instruction