Remodeling Literacy Learning Together

Paths to Standards Implementation

NATIONAL CENTER FOR LITERACY EDUCATION
NCLE

Contents

This report was produced by the National Center for Literacy Education. Evaluation consultant Dr. Catherine Awsumb Nelson played a lead role on the writing team and provided technical assistance on the project.

Introduction: A Practical Approach to Change

Who we are

The National Center for Literacy Education is a coalition of 30 professional education associations, policy organizations, and foundations united to support schools in elevating literacy learning. Through support for practice, research, and policy change, we are building a movement around the power of educator teams to advance literacy learning. By identifying the structures and practices that support educators as they systematically plan and evaluate their own professional work and student literacy learning, we are helping schools build the capacity to improve steadily. NCLE offers a portfolio of free resources and tools to connect educator teams that are collaborating across subject areas and school walls to meet student literacy needs, while building accessible knowledge about effective team practices. By using the digital tools available today, combined with the expertise and infrastructure of our stakeholder organizations, we are building a living network to foster the literacies of tomorrow.

To find out more and to join the movement, visit us at www.literacyinlearningexchange.org.

Why this survey

As our world and our workforce become more complex, so too do society's expectations about what it means to be literate. Today's students can meet higher literacy standards if their schooling prepares them to build the more complex skills that they need to be college- and career-ready and to contribute to the civic health of our society and enjoy personal fulfillment. The new Common Core State Standards (CCSS) articulate these higher expectations for literacy skills. With new standards in place, attention is now turning to how states, districts, and schools are organized to implement them.

Making sure that our nation has a workforce that is well prepared with the literacy skills needed for the jobs of tomorrow is no small task. Evidence is mounting that we need to shift from targeting expectations and consequences at individual teachers to strengthening the structures that help educators work together—to pool their skills, resources, and expertise to meet this challenge. For this to happen, however, some of the basic structures of schools—particularly how staff time is used—may need to be remodeled. We use the metaphor of "remodeling" throughout this report because we believe that while the infrastructure of US schools is sound, some changes are needed to make the design of schools more modern and efficient, to suit the way we live and learn today.

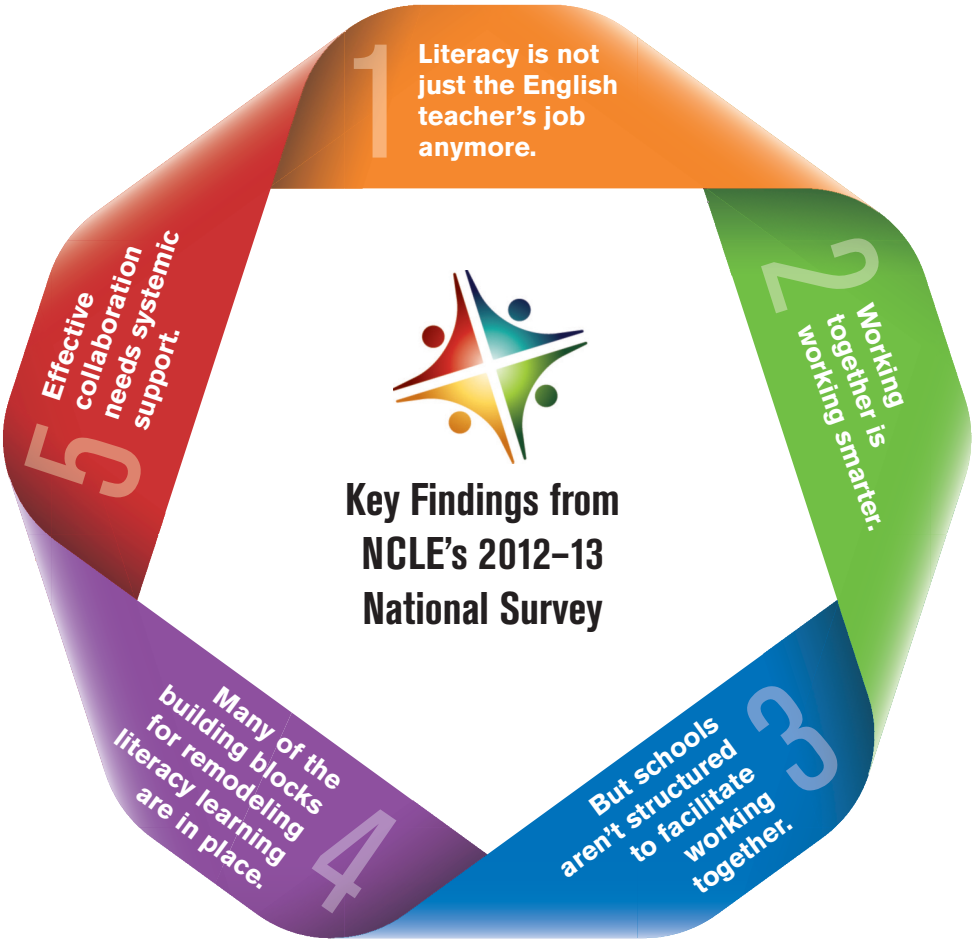
In any renovation, the end result is affected by the soundness of the plan, the quality of the materials, and the measures taken to ensure that skilled craftspeople can do quality work. Given the changes that all schools will need to make, hearing directly from teachers who are rolling up their sleeves and doing the day-to-day work makes sense. Our conversations about policy and practice will be more informed if we know about how they are learning and working together to shift instructional practices in their classrooms.

To that end, NCLE conducted a national survey of educators of all roles, grade levels, and subject areas to find out where we stand as a nation in the following areas:

- What kinds of opportunities have educators had to learn about the new literacy standards?
- What kinds of professional learning are most powerful in supporting teachers as they implement changes in their classrooms?
- How are schools and districts approaching the transition to the new standards, and how involved are teachers in planning and implementing that transition?
- Are teachers working on the change individually or collectively, and how does that impact how well the change is going?
- What role is teacher expertise playing in translating the broad goals of the standards into specific learning experiences for students?

This report provides an overview of our findings in these areas and concludes with our analysis of opportunities to move forward. A subsequent study (currently under way) will take a closer look at school system structures that are contributing to or inhibiting collaboration to improve literacy, and will provide preliminary data on the influence that planned student and teacher assessments may be having on educators' ability to plan and implement constructive shifts in professional practice. These studies are essential elements of NCLE's efforts to build a knowledge base for action in supporting our schools and educators working together to meet rising literacy expectations.

Given the changes that all schools will need to make, hearing directly from teachers who are rolling up their sleeves and doing the day-to-day work makes sense.



What we learned earlier about the need for remodeled literacy learning

From our 2012–13 national survey of educators and from ongoing reports shared by more than 300 field-based educator teams who participate in the NCLE network, we are gaining a sharper picture of what is most important to do in remodeling our approach to literacy instruction. NCLE data suggest that if we really want to sustain progress with an ambitious literacy remodeling project, we need to move away from asking educators to quickly "install" instruction and assessments prefabricated by others, and toward supporting them as master crafters of learning challenges that deepen literacy learning for students across a school day and academic year.

The good news from our 2012–13 study is that many educators already recognize and embrace the role they play in advancing student literacy learning and welcome opportunities to learn and work together to devise practical plans for designing lessons and assessments. The bad news is that while collaborative structures for educators are emerging, precious little school time is accorded for this essential work to improve the craft of teaching. Ironically, the very measures that the failed model of school reform demands—more time for testing, test preparation, and isolated educators working separately to drive learning gains—displace the time needed to jointly design learning challenges that motivate students and lead to consistent gains across a school or system.

Among the highlights from our 2012–13 NCLE "Making Room for What Works" study:

FINDING 1

Literacy is not just the English teacher's job anymore.

The education profession is taking shared responsibility for developing deeper student literacy. Educators from all roles, grade levels, and subject areas agree that literacy is one of the most important parts of their job.

FINDING 2

Working together is working smarter.

Educators' most powerful professional learning experiences come from collaborating with their colleagues around how they can best improve their students' literacy learning.

FINDING 3

But schools aren't structured to facilitate educators working together.

Most US schools are not structured to support the kinds of professional collaboration educators report is so important in strengthening their practice. The amount of time US educators have for working together to design, test, and improve student learning experiences is small and shrinking.

FINDING 4

Many of the building blocks for remodeling literacy learning are in place.

Despite the limitations of traditional school structures and schedules, there are some promising trends and practices for capacity building around complex student literacy that already exist in US schools:

- Basic collaborative structures such as grade-level, subject-area, and data teams are in place in most schools.
- Educators are using digital tools to build professional networks online.
- Many educators value professional collaboration enough to participate on their own time.
- Use of student data to ground collaborative work is common.
- Collaboration is supported by the specialized skills of literacy coaches and librarians.

Individual educators and administrators are committed to moving student literacy forward, but the system is not set up to harmonize their contributions.

FINDING 5

Effective collaboration needs systemic support.

When collaboration is the norm, educators reap a host of benefits, including higher levels of trust and the quicker spread of new learning about effective practices. In effect this creates a "virtuous cycle," in which teacher expertise becomes a shared resource and all students benefit from that collective wisdom. Principals and other school leaders play a crucial role in facilitating effective staff collaboration by modeling and providing tools, training, and time to support it.

NCLE data suggest that if we really want to sustain progress with an ambitious literacy remodeling project, we need to move away from asking educators to quickly "install" instruction and assessments prefabricated by others, and toward supporting them as master crafters of learning challenges that deepen literacy learning for students across a school day and academic year.

In sum, our past research has provided strong support for a capacity-building model of educational change, focused on tapping and investing in the professional expertise of teachers and making that expertise a collective, shared resource for student learning. This contrasts sharply with the incentive-based model of educational change, which assumes that individual actors in the education system just need to be motivated to work harder.

Building on that finding, this year we set out to investigate the extent to which the professional expertise of teachers working together is driving the implementation of the new Common Core State Standards in literacy.

- Are schools and districts taking a capacity-building or incentive-driven approach to putting the new standards in place?
- And how are different approaches to change impacting progress?

Key Findings from the 2013–14 Study of Literacy Standards Implementation


Key Findings from the 2013-14 Study of Literacy Standards Implementation
1
Nationwide, most teachers do not yet feel well prepared to implement the new literacy standards, especially with high-needs students.
2
Teachers report that working with other educators is the most powerful form of preparation.
3
Unfortunately, time for teachers to work together is brief and shrinking, and most teachers are not substantially involved in planning how their schools will implement the new literacy standards.
4
Where teachers *are* significantly involved in renovating literacy instruction, positive changes are well under way.
5
Purposeful professional work that draws on the talents of everyone in the system is strongly associated with progress in standards implementation.
6
Teachers in all disciplines are actively engaged in shifting literacy practices, and those who have the opportunity to work together are making the biggest shifts.
7
When given the opportunity, teachers are owning the change by innovating and designing appropriate lessons and materials.

Executive Summary of 2013–14 Findings

Data from NCLE's 2013–14 survey demonstrate the potential of the teacher-driven, capacity-based model of educational change. Put simply, the transition to the new standards seems to be going best when teachers are highly engaged in the process and have time to work together to use their professional expertise to bring all students to higher levels of literacy.

Because they are a set of shared goals adopted by many states, the CCSS provide a natural experiment in the power of different change models. States and districts have taken widely varied approaches to putting the new standards in place. Some places jumped in fast; others moved more gradually. Some are putting in place a set curriculum; in others, teachers are taking the lead in figuring out the implications of the new standards for what and how they teach. Some states are linking the new standards tightly to assessment and teacher evaluation systems; others are going slower on accountability and incentives as they build their internal capacity to help all students reach these standards.

Our data allow for comparisons of different approaches to change and how they are impacting the progress of implementation. The findings are striking.

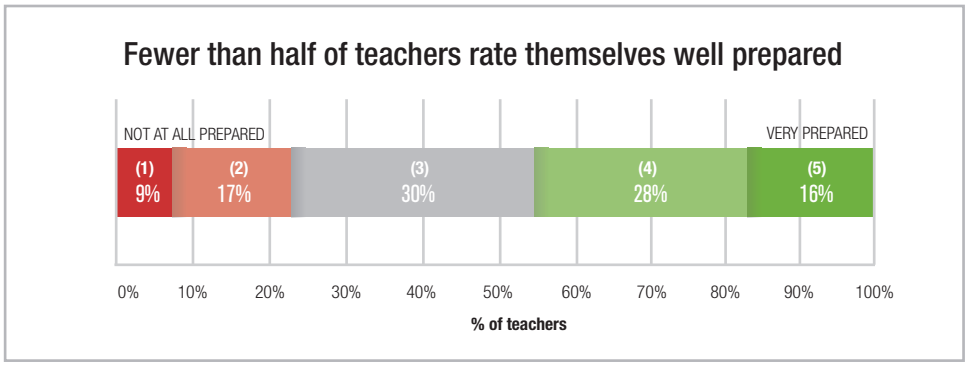
Our key findings, explored in more detail in the pages that follow, are

(1) Nationwide, most teachers do not yet feel well prepared to implement the new literacy standards, especially with high-needs students.
(2) Teachers report that working with other educators is the most powerful form of preparation.
(3) Unfortunately, the amount of time teachers have to work together is brief and shrinking, and most teachers are not substantially involved in planning how their schools will implement the new literacy standards.
(4) Where teachers *are* significantly involved in renovating literacy instruction, positive changes are well under way.
(5 Purposeful professional work that draws on the talents of everyone in the system is strongly associated with progress in standards implementation.
(6) Teachers in all disciplines are actively engaged in shifting literacy practices, and those who have the opportunity to work together are making the biggest shifts.
(7) When given the opportunity, teachers are owning the change by innovating and designing appropriate lessons and materials.

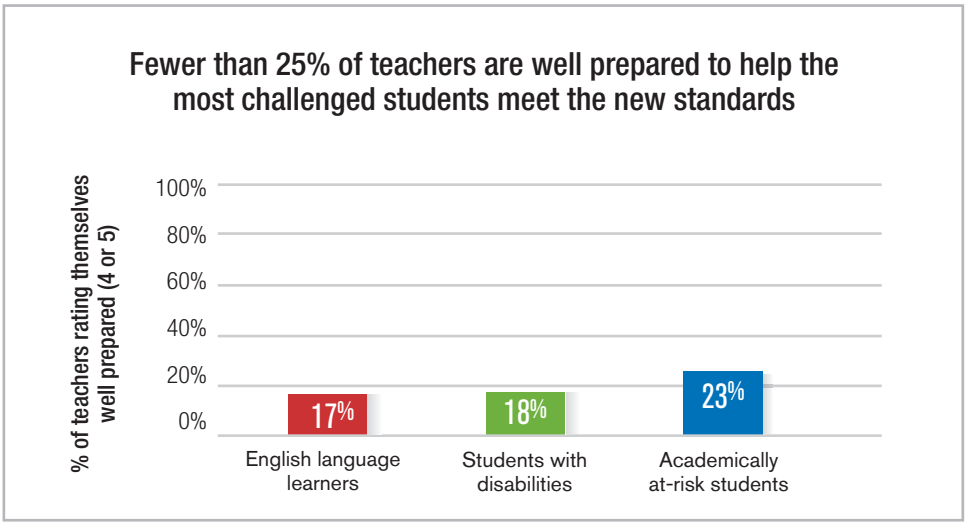
The transition to the new standards seems to be going best when teachers are highly engaged in the process and have time to work together to use their professional expertise to bring all students to higher levels of literacy.

FINDING 1 Nationwide, most teachers do not yet feel well prepared to implement the new literacy standards, especially with high-needs students.

As teachers become increasingly familiar with the new literacy standards, they are coming to understand the significance of the shifts being called for in teaching and learning. While our survey found that the majority of teachers—65%—agree that the standards will ultimately improve teaching and learning, they also understand the magnitude of the change and amount of work it will take to get there. When we asked teachers to rate how well prepared they personally feel to implement the new standards with their students, fewer than half rated themselves as well prepared:



This chart shows teachers' preparedness to implement new standards with their students as a whole. When asked about their preparedness to implement with various subgroups of students, teachers report even weaker levels of confidence.



As states move toward full implementation of the standards, including the first administration of aligned assessments in the 2014–15 school year, we are clearly facing a steep learning curve. For the standards to have the intended impact on student learning, the question of teacher learning and readiness is paramount. How best to prepare teachers to help their students meet elevated literacy expectations?

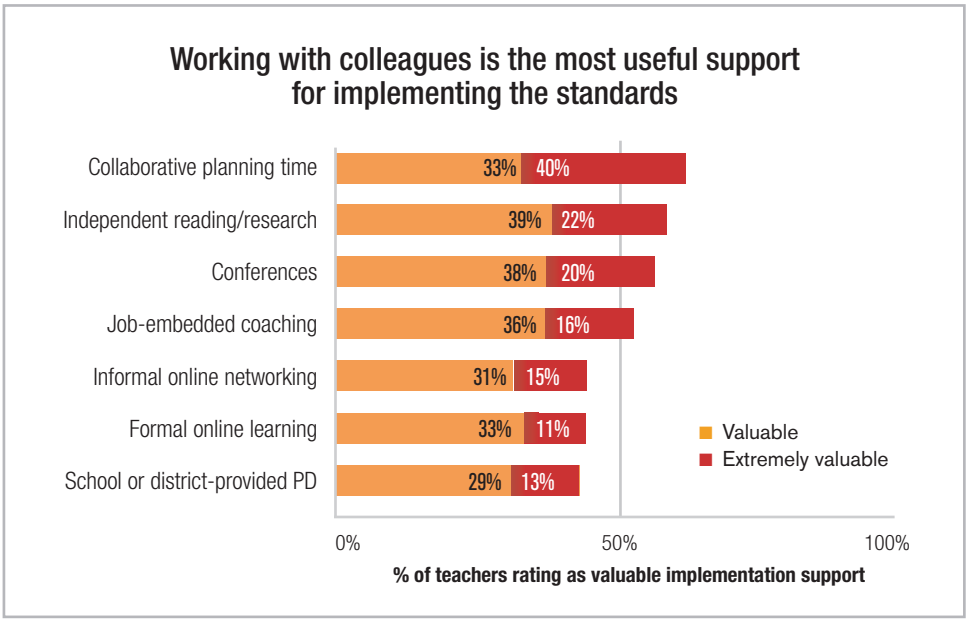
FINDING 2 Teachers report that working with other educators is the most powerful form of preparation.

In our 2012 national survey on teacher learning, we asked educators to identify their single most powerful professional learning experience of the past 12 months. The number-one choice by a large margin was "co-planning with colleagues," cited by 22% of respondents. Coming in second, chosen by 13% of respondents as their single most powerful professional learning experience, was "meeting regularly with a collaborative inquiry group." We also asked respondents why the particular form of learning they named had such an impact on their professional practice. Respondents could choose up to three reasons, and the top three all speak to the power of professional collaboration to impact classroom practice:

- Helped me create new lessons, materials, or instructional strategies for immediate use (selected by 59% of respondents as one of the top three reasons the learning was powerful)
- Provided opportunities for active learning, discussion, and reflection on my practice (34%)
- Provided opportunities to collaborate with colleagues/to create a support network (32%)

This result is consistent with extensive research showing that educators find professional learning most powerful when it affords them the opportunity to actively exchange ideas with colleagues and test them in their practice immediately.[i] Educators are telling us very clearly that they learn the most from hands-on work with colleagues, taking place in the real instructional context in which they work.

In our 2013–14 survey we tested that finding in the specific context of Common Core implementation. We asked teachers to identify all the forms of professional learning in which they have participated around the new standards. Then we asked them to rate how valuable each kind of learning has been in their ability to implement the Common Core English language arts/literacy standards:



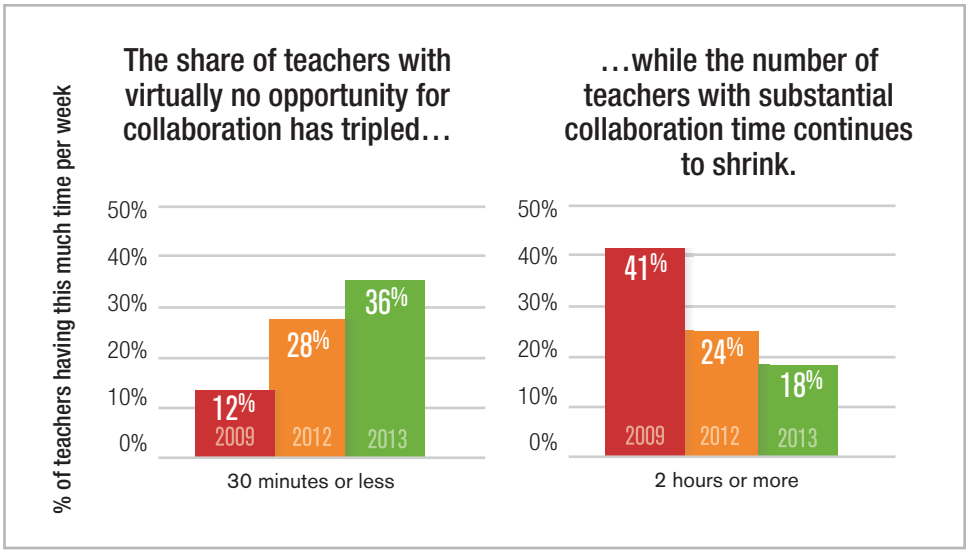
Educators are telling us very clearly that they learn the most from hands-on work with colleagues, taking place in the real instructional context in which they work.

As the chart on the previous page shows, the share of teachers who rated collaborative planning time as extremely valuable to their ability to implement the standards was roughly double that of other forms of learning. It would appear that collaborative planning time is one of the strongest and most necessary materials for the remodeling job called for by the CCSS.

FINDING 3 Unfortunately, time for teachers to work together is brief and shrinking, and most teachers are not substantially involved in planning how their schools will implement the new literacy standards.

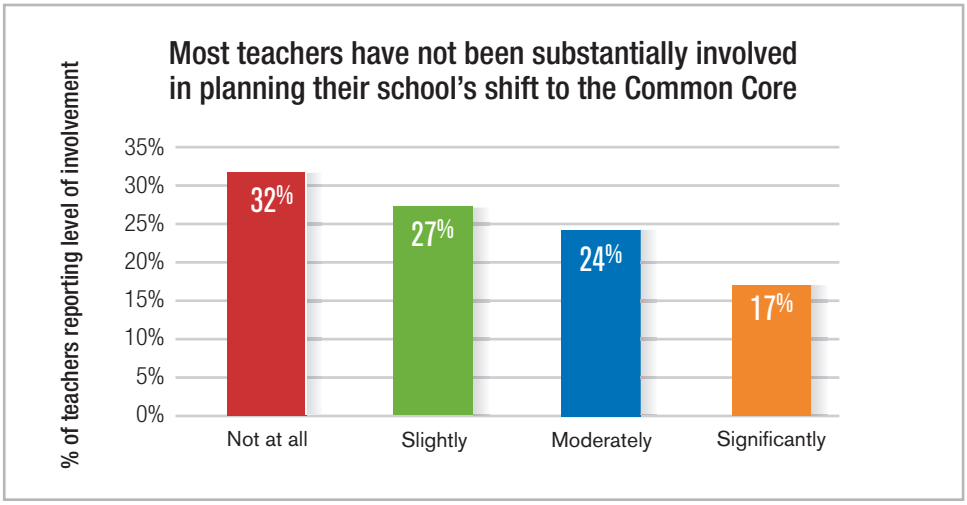
In our 2012–13 survey we reported a disturbing drop in the amount of time American teachers have to work "in structured collaboration with other educators" on a regular basis, with the percentage of teachers having virtually no such opportunities (30 minutes a week or less) more than doubling from 12% in 2009 to 28% in 2012, while the percentage with more than 2 hours per week to do such work shrank from 41% to 24% over the same period.[ii]

This year's data show that over the last year teachers have become even more isolated from each other's professional expertise, even as they are being asked to undertake the large, complicated task of CCSS implementation.



Recent data on K–12 staffing levels before and after the recession may help to explain this trend. According to Labor Department statistics, "across the country, public schools employ about 250,000 fewer people than before the recession . . . . Enrollment in public schools, meanwhile, has increased by more than 800,000 students."[iii] As schools are scrambling to cover classes, time for teachers to work together outside of classrooms may seem like an unaffordable luxury, but this is a fundamental misunderstanding of what the job of teaching entails. Good teaching doesn't happen when an adult stands in front of a classroom and opens a book. Good teaching requires deep understanding of the goals we are trying to help students reach, analysis of their current level of understanding, and careful design of learning experiences, all of which are tasks that require professional time outside of the classroom and are best accomplished with the support of colleagues. Working with a skeleton crew and providing them minimal to no time to plan and coordinate their work is unlikely to yield a quality result in the CCSS transition.

Beyond being given little time to work through the shifts called for by the standards, most teachers reported having little voice in how their school is making the transition. When we asked teachers how involved they have been in planning how their school will implement the Common Core literacy standards, almost twice as many teachers said they had been "not at all" involved as said they had been "significantly" involved.



Our survey results show that failing to give teachers—the frontline implementers—time and voice in this remodeling process is both slowing it down and undermining the quality.

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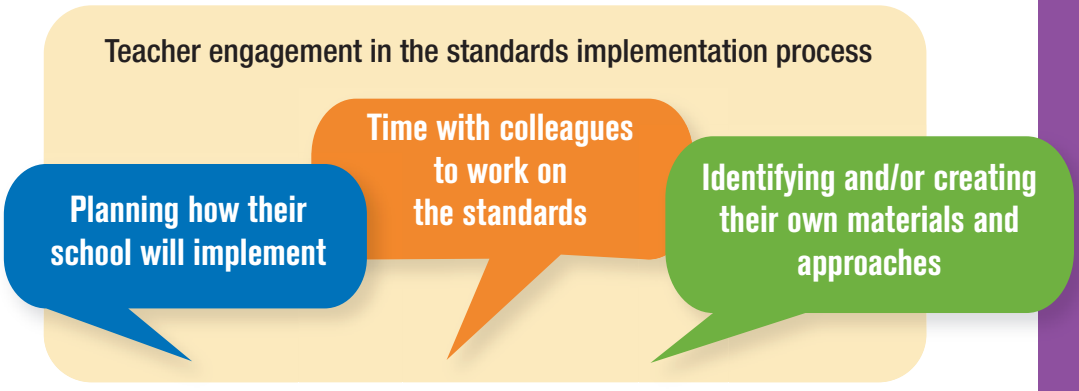
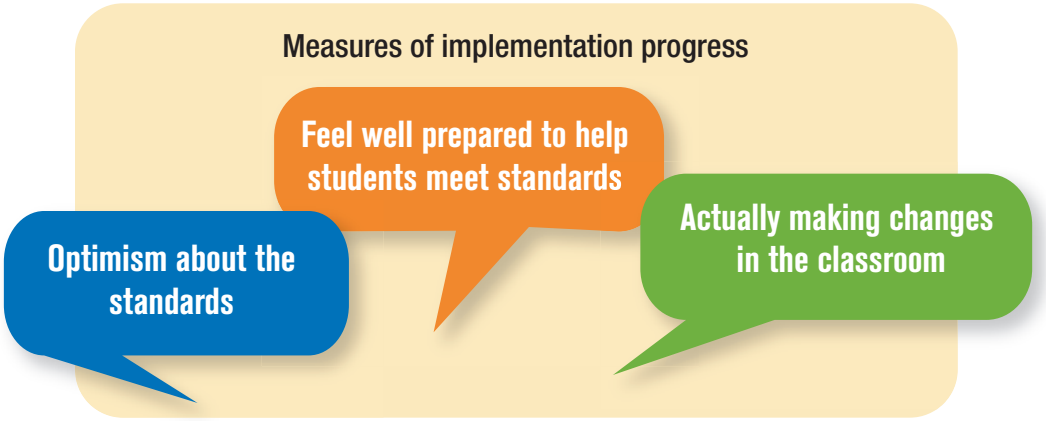
FINDING 4 Where teachers *are* significantly involved in renovating literacy instruction, positive changes are well under way.

Our survey looked at several measures of the level of teacher engagement with the standards throughout the implementation process.

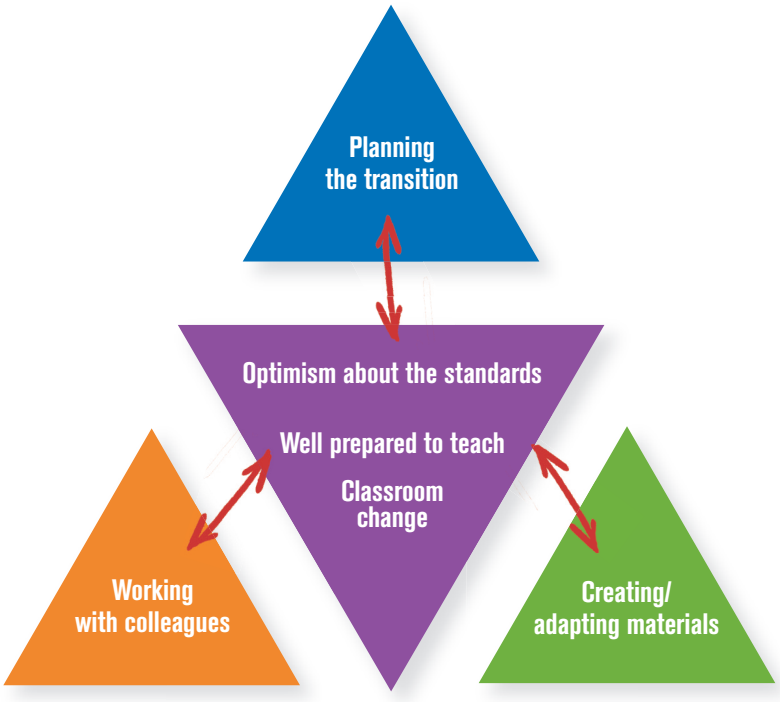


From having a voice in planning how their school would implement the standards, to having time with colleagues to dig into the meaning of the standards and implications for classroom practice, to being trusted to exercise their professional judgment in terms of what materials will best help their particular students reach the standards, teacher engagement at each step of the process is correlated with more implementation success.

This proved true across a range of indicators of implementation progress.



Teacher engagement in designing change correlates with progress at every stage of the implementation process, starting with the extent to which teachers are optimistic about the standards—that is, believe that they will help to improve teaching and learning—building to how well prepared teachers feel to help their students achieve the standards, and culminating with the extent to which teachers report actually making changes in their classroom practice to respond to these new goals for students.

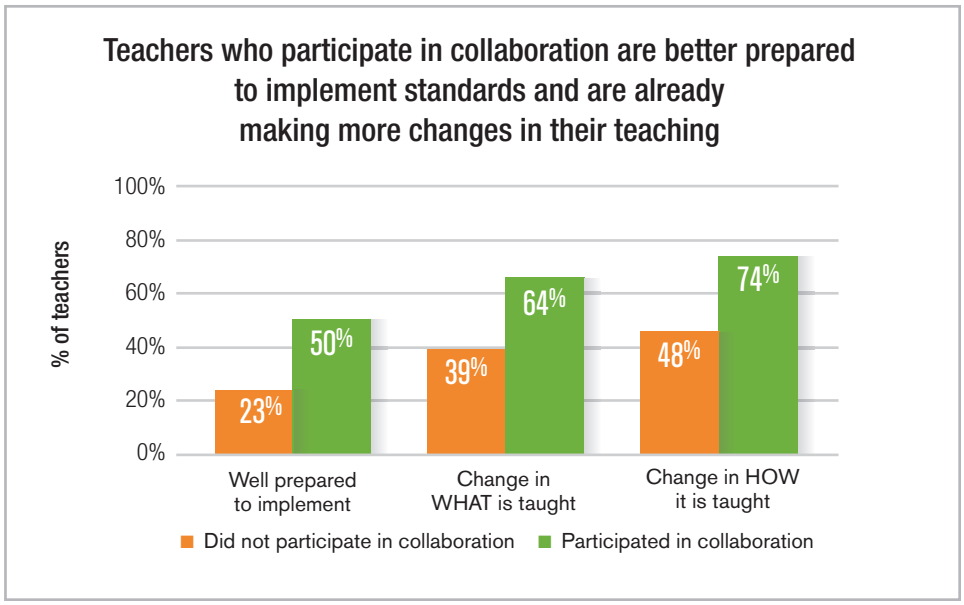


But as we reported earlier, significant teacher involvement in designing and leading educational change is not the norm. In fact the largest group of teachers—32%—were those who said they had been "not at all involved" in deciding how their school would take on the enormous challenge of transitioning to new literacy standards.

Basic theories of human motivation suggest the wisdom of involving frontline participants in the design of changes they are expected to carry out. This is even more true within the context of complex professional work requiring expert judgment, which certainly describes classroom teaching.

Moving beyond planning to the actual rollout of standards, whether or not teachers had been given time to work with colleagues was a particularly powerful predictor of progress in implementation.

Compared to teachers who are working in isolation, teachers who had participated in collaborative work with colleagues around the standards were twice as likely to rate themselves as well prepared to help their students meet the standards and also much more likely to report having already made moderate or significant changes in the content of what they teach and methods of how they teach it in response to CCSS goals.



These data emphasize that we are at an early stage in the massive shift called for by the CCSS. Even among teachers who have had opportunities to work with colleagues to design standards-based instruction, only 50% report feeling well prepared to use the standards with their students. For the CCSS to be a success, that percentage needs to be much higher. At the same time, these findings demonstrate that providing time for teachers to work through the standards together is the most powerful way to raise the level of preparedness. Just as with remodeling, there are no shortcuts to a quality result. Failing to give expert classroom craftspeople the opportunity to reflect, plan, and experiment together about how to help their students reach these ambitious goals is the equivalent of using prefab components and hoping they will look and function like custom-built.

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INSIDE THE BLACK BOX OF TEACHER COLLABORATION

Inside the black box of "collaboration": Meetings that matter for student learning

It is easy to be skeptical about the value of meetings, picturing someone in front of a room droning in front of a PowerPoint while everyone else checks their phones. Research has consistently demonstrated the value of teacher collaboration in improving student learning,[iv] while affirming that simply holding a meeting is not a magic shortcut to school improvement. This survey makes clear that time for collaboration is inadequate and shrinking in most US schools. Obviously, providing more time is a necessary first step but not sufficient to impact classrooms. It is what educators do with that time together outside of classrooms that has the power to accelerate learning within them. Rick DuFour, whose name has become almost synonymous with the concept of "professional learning community," cautions that putting teachers in a room together is far from enough. Badly applied and/or poorly supported, he warns, collaboration can devolve into gripe sessions, excuse-making, or simply an innocuous activity in which "getting along can be a greater priority than getting results." To pay off in achievement gains, he argues, professional collaboration must be embedded in the routine practice of the school, must focus on common questions that make a difference for student learning, and must be grounded in the rigorous examination of sound information about student learning.[v]

NCLE's extensive review of the literature on the link between educator collaboration and student learning and our ongoing work with more than 300 collaborative educator teams in schools across the nation have helped us to identify six broad categories of mechanisms, known as the Framework for Capacity Building:

(1) **Deprivatizing practice:** Teachers open their doors and their briefcases to share lessons, actual teaching, and student work with each other, so they can learn from each other's successes and, perhaps even more important, failures.

(2) **Enacting shared agreements:** Colleagues agree at a concrete, specific level on the student outcomes they are working toward and how to assess them.

(3) **Creating collaborative culture:** Teachers demonstrate accountability to each other by following through on trying new instructional practices between meetings and reporting back on results, and they trust each other enough to engage in hard conversations about what works.

(4) **Maintaining an inquiry stance:** Experimentation is grounded in evidence and focused on clear student outcomes.

(5) **Using evidence effectively:** Teachers decide whether a lesson or practice worked and how it could be improved by analyzing evidence from students, from test scores to samples of student work.

(6) **Supporting collaboration systemically:** Teachers' shared work receives formal support including protected time, relevant and timely data, and leadership involvement.

The Framework for Capacity Building is presented in more detail in the Appendix to this report, and the full literature review, Building Capacity to Transform Literacy Learning (Nelson, 2012), is available on the Literacy in Learning Exchange website. NCLE has also built a self-assessment tool, the Asset Inventory for Collaborative Teams, which teams of educators can use to identify the strengths and weaknesses of their collective work.

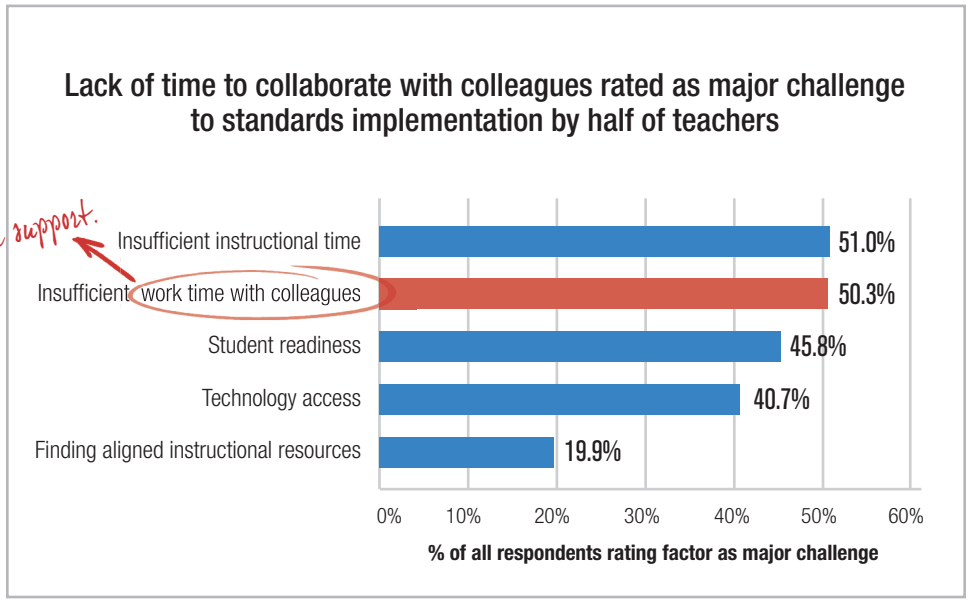
FINDING 5 Purposeful professional work that draws on the talents of everyone in the system is strongly associated with progress in standards implementation.

In this survey US teachers are telling us loud and clear that collaborative planning time is the most powerful accelerant to improvement.

In this survey US teachers are telling us loud and clear that collaborative planning time is the most powerful accelerant to improvement. Looking at how the top-performing school systems in the world structure the days of their teachers leads to a similar conclusion: effective teachers do more than teach. The best school systems in the world design their schools so that teachers spend substantial portions of their day working alongside other educators to think through challenges together. In fact, in most other developed nations, the job of "teacher" is defined quite differently: classroom instruction takes up less than half of a teacher's work day. The rest of the day is spent on activities designed to make that classroom instruction more powerful, such as preparing lessons, planning with colleagues, observing peers, and analyzing student work.[vi] US teachers, by contrast, spend an estimated 80% of their time engaged in classroom instruction, with the 3–5 hours weekly they do have for planning generally scheduled so they are working alone, not in collaboration with colleagues.[vii] Over the course of the school year, this adds up to US teachers having hundreds of hours less than teachers in other developed nations to plan and learn together to hone their instruction.[viii] With the push from CCSS to elevate literacy learning, it is essential that we remodel how time is used in schools to enable teachers to achieve maximum effectiveness in their jobs.

The sophisticated remodeling of literacy called for by the CCSS cannot be done with prefabricated or off-the-shelf parts. The standards ask teachers of all disciplines to think about literacy in new and deeper ways, and to reinforce those approaches throughout a student's day. The standards assume that to be successful in analyzing complex texts and applying information to unfamiliar problems, students need repeated practice in multiple contexts. To ask teachers of English, social studies, and science to do this without time to plan together and to check progress along the way is like assuming that the electrical, plumbing, and drywall components of a remodeling job have nothing to do with one another. If those craftspeople don't confer at multiple stages in the project, bad fits, botched timelines, and cost overruns are likely to be the result.

Educators, teachers and nonteachers alike, recognize that lack of time to work with colleagues is one of the greatest threats to the success of the CCSS. In NCLE's 2013–14 survey we asked respondents to rate the extent to which they were experiencing each of eleven possible challenges to putting the standards in place. Half of all respondents rated finding time to collaborate with colleagues on the effectiveness of standards implementation a major challenge, second only to instructional time by less than one percent.



So if time to work with colleagues is so powerful and educators in all job roles—not just teachers but principals and central office staff too—recognize the lack of it as a threat to successful CCSS implementation, why isn't there more of it?

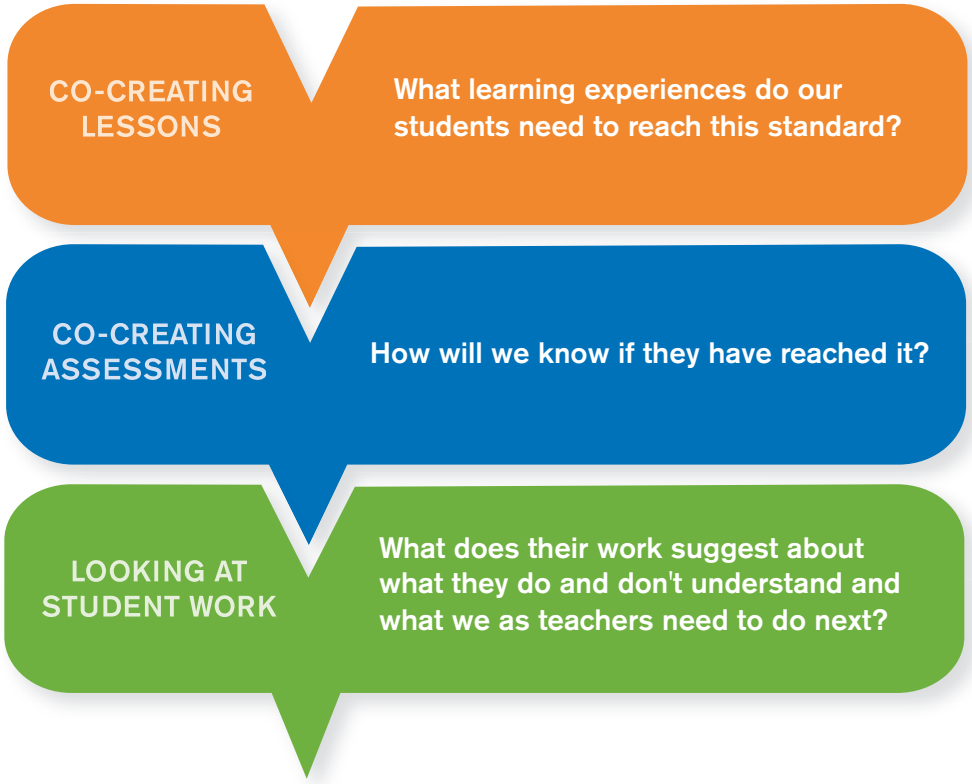
Time, in education as in other sectors, is money. Providing teachers with time together to work through the complex task of putting new standards in place is a serious investment. On the other hand, asking each teacher to do it on his or her own seems like cutting corners in a way that is likely to threaten the structural integrity of the whole edifice under construction. And forcing them to do it a particular way without considering their own professional judgment or students' needs is equally unsound. If we understand that fundamentally remodeling literacy is a complex, interrelated task that crosses the boundaries of grade levels and subject areas, it just makes sense to find ways to let the professionals who are doing the work pool their problem-solving resources instead of working in isolation.

Some of the hesitation to invest in time for teachers to work together may be uncertainty about the efficacy of structured collaboration and inquiry as drivers for classroom improvement. In considering the argument for giving educators much more time to work together, it's fair to ask, what could they actually do during that time that makes a difference for students?

Looking at practices like lesson study in Japan and periodic curriculum reviews in Finland points to some answers: these are structured, purposeful tasks which immerse teachers deeply in the substance of what they are teaching, the best methods to get concepts across to students, and how best to assess student mastery. Most of all, these structures provide a lab-like setting, an ongoing cycle in which ideas are developed, tested, and refined, tapping the collective insight and practical experience of multiple teachers to strengthen learning for all students.

Data from NCLE's 2013–14 survey point to specific practices that teacher teams in the United States are using that are making a difference for their ability to help students meet standards. We asked teachers who participate in collaborative teams how often they do certain things when they work together. We then looked at whether teachers who frequently engage in specific collaborative tasks report being better prepared to teach the standards. The list below highlights the three collaborative tasks that were most predictive of teachers being prepared to teach the standards, along with examples of questions that could guide such work. In other words, the more teachers reported doing each of these things as part of a collaborative team working on the standards, the better prepared they felt to help their students actually meet the standards.

TASKS AND QUESTIONS OF POWERFUL TEAMS

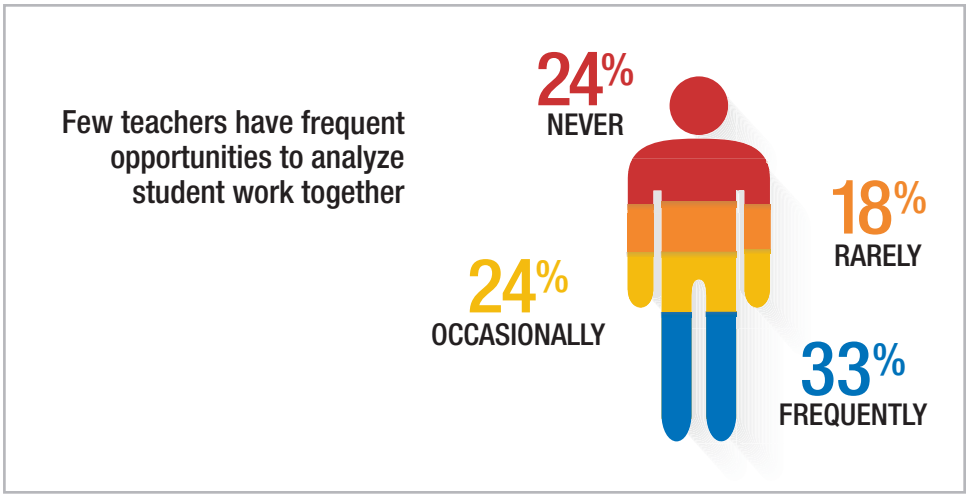


As we reported earlier, however, the amount of time that teachers have to do this kind of work is brief and shrinking. With the total amount of time so short, few teachers report that they have the opportunity to engage in these important tasks together on a routine basis.

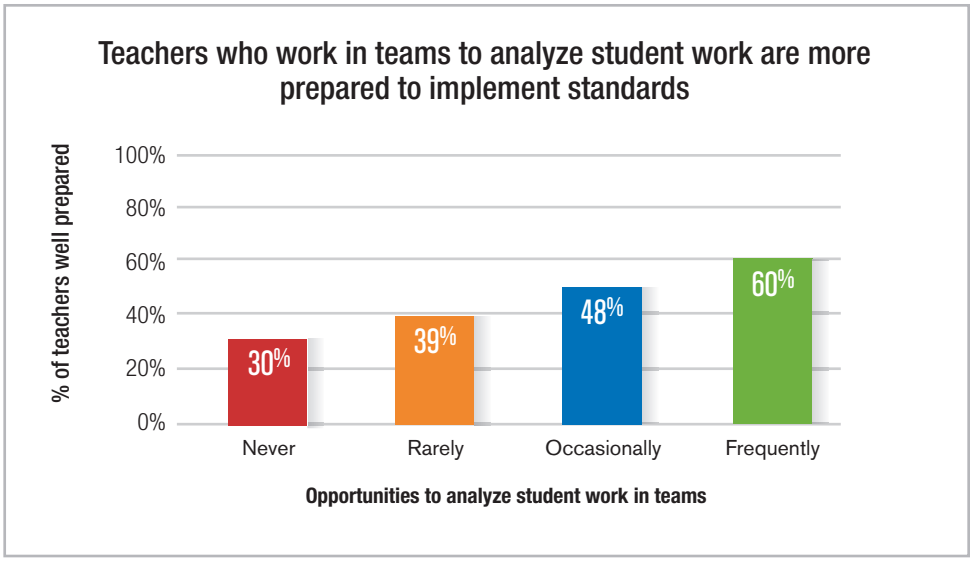
Data from NCLE's 2013–14 survey point to specific practices that teacher teams in the United States are using that are making a difference for their ability to help students meet standards:

- Co-creating lessons
- Co-creating assessments
- Looking at student work

Take, for example, the powerful practice of teachers analyzing actual student work to determine in what ways it does and does not reflect the higher literacy skills embodied in the new standards. As the chart below shows, less than a third of teachers said that they had the chance to delve into the standards by looking at related student work more than "occasionally." At the opposite end of the scale, one-fourth of teachers said they had never worked with colleagues to look at how student work does or does not meet specific standards.

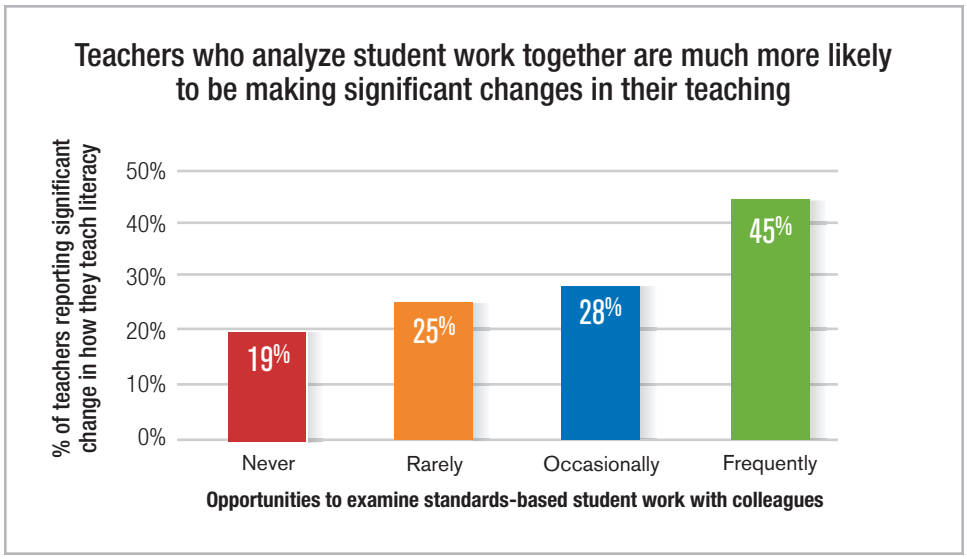


So why does this matter? Teachers report that collaboration in the broad sense is the most useful kind of work they can do as they prepare to implement standards. With these data we can look inside the black box of collaboration and see the impact of specific collaborative practices. The chart below divides teachers by how often they said they had the opportunity to work together to analyze student work relative to the standards (the sections of the chart above). The bars in the chart below show how prepared each group of teachers is to implement the standards.



As the chart on the previous page shows, only 30% of teachers who have never had the chance to collaboratively analyze student work relative to the standards rated themselves well prepared to implement the standards. By contrast, 60% of teachers who had the opportunity to analyze student work together frequently rated themselves well prepared to implement. The data show a very similar pattern between other specific collaborative practices such as co-creating lessons and assessments and how ready teachers are to implement the standards.

The pattern extends to teacher reports of change in what and how they teach. For example, just 19% of those teachers who have never worked with a team to analyze student work relative to the standards report that the standards have had a significant impact on how they teach literacy, compared to 45% of teachers who look at student work together frequently.



Research suggests why this relationship is so strong. Professional learning that is embedded in the real work of instruction is far more likely to lead to desired changes. Such tasks let teachers pool their insights and experiences and adjust their practice in real time. Investing in the time to do this kind of practical, applied work will pay off in remodeled instruction that is more coherent and structurally sound.

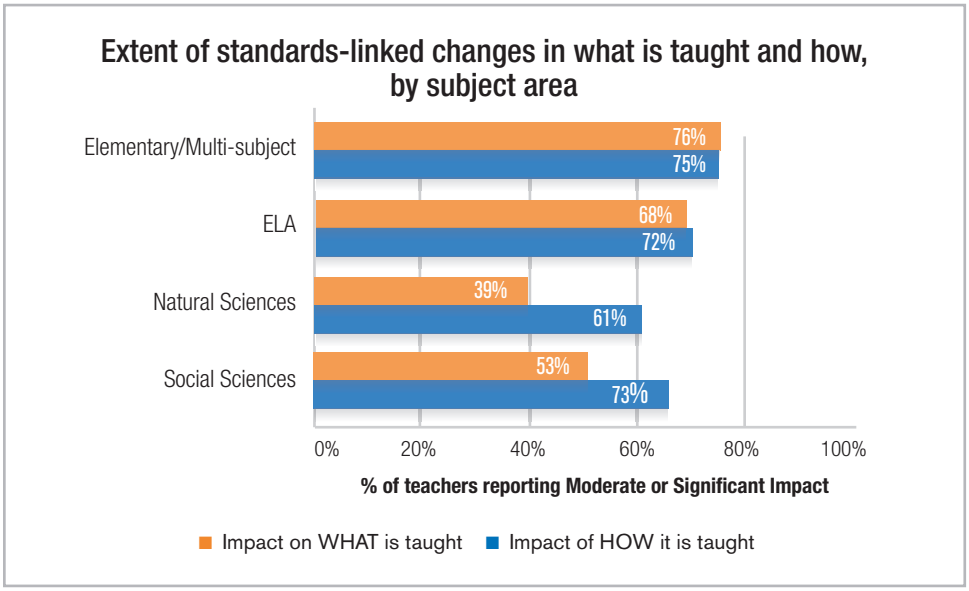
Professional learning that is embedded in the real work of instruction is far more likely to lead to desired changes. Such tasks let teachers pool their insights and experiences and adjust their practice in real time.

FINDING 6 Teachers in all disciplines are actively engaged in shifting literacy practices, and those who have the opportunity to work together are making the biggest shifts.

While the standards focus on deepening students' knowledge and skills in literacy and language arts, teachers in all disciplines are actively engaged in shifting practices. After all, these are, to use the somewhat unwieldy formal name, "The Common Core State Standards for English Language Arts & Literacy *in History/Social Studies, Science, and Technical Subjects*" (emphasis added).

Of course, the idea that literacy is central to student success across the curriculum is nothing new. Last year's NCLE survey provided strong support for the idea that literacy is not just the English teacher's job anymore. Seventy-seven percent of educators in all job roles and subject areas agreed that "developing students' literacy is one of the most important parts of my job." The Common Core builds on that existing shared ownership of literacy development by providing a structure of common goals, a more concrete description of what it means to be literate in the 21st century that educators can work toward together.

Our data show that teachers across subject areas are shifting practices in response. When asked specifically how big of an impact standards are having so far on classroom practice in terms of both what is taught and how it is taught, solid majorities of teachers across subject areas reported a moderate or significant impact on HOW material is taught. There was more variance in the reported impact on WHAT is taught.



Teachers of natural and social sciences were more likely to report an impact on how they teach than on what, suggesting they are getting the message that the CCSS are emphatically not asking everyone to become English teachers, but rather to be more conscious of and strategic about literacy development within their own content area.[ix]

Looking at shifts in how much emphasis is given to specific instructional practices reinforces this conclusion, showing how teachers of different subject areas are interpreting the new guidance on literacy within their particular subjects. The chart shows the percentage of teachers reporting that they are giving more emphasis to each aspect of teaching this year because of the CCSS:

Teachers giving more emphasis to each literacy practice, by subject area

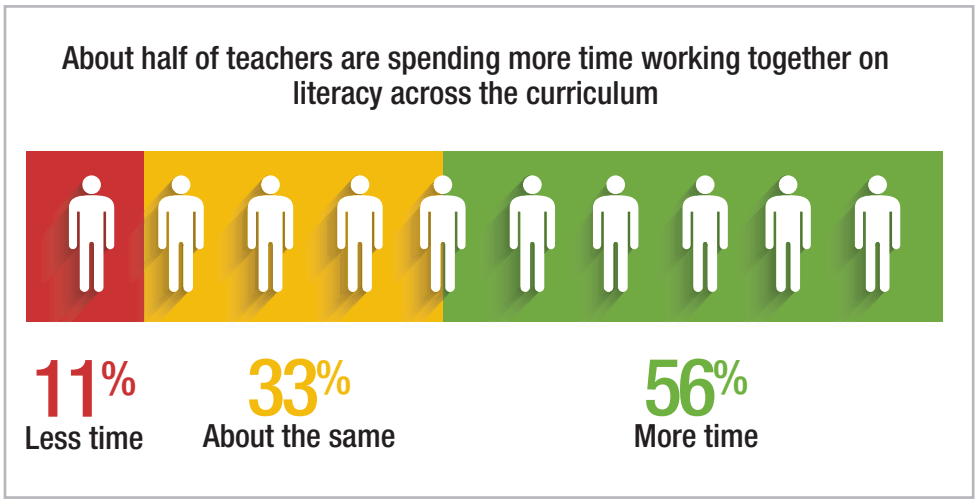
	Multiple Subjects	English Language Arts	Natural Sciences	Social Sciences
Having students defend arguments with evidence	85%	83%	77%	81%
Informational text	82%	87%	65%	67%
Complexity of texts	75%	78%	59%	67%
Small group work/projects	48%	36%	44%	43%
Students reading independently	41%	32%	46%	44%

The most consistent shift reported by teachers in our survey is in spending more time having students defend arguments with evidence, which more than three-fourths of teachers in all subject areas report doing more of this year in response to the CCSS. Self-contained classroom and ELA teachers are most likely to be placing more emphasis on informational text and the complexity of texts assigned, presumably because teachers in other subject areas were already using a higher proportion of informational text. Meanwhile it is educators who specialize in non-ELA subjects who are most likely to report more focus this year on small group work and independent reading, strategies for literacy development that may have already been more common in ELA classrooms.

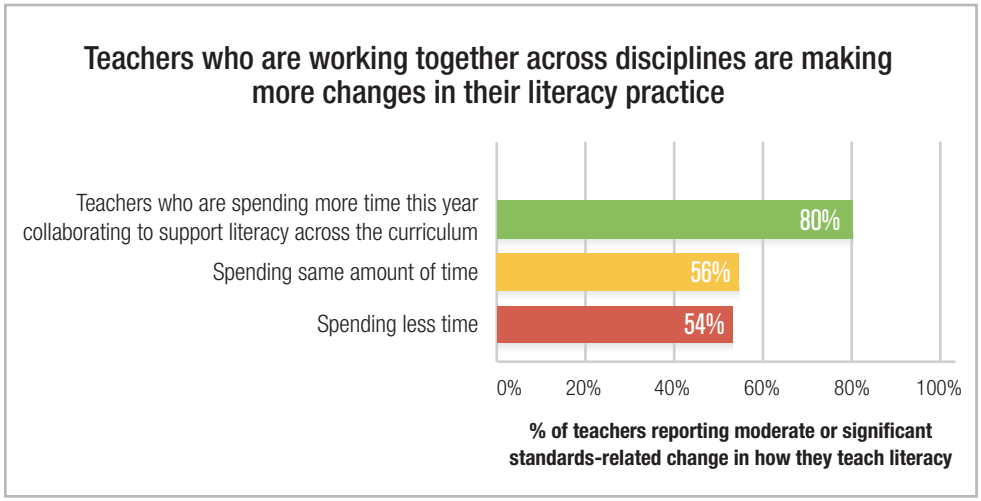
The bottom line is that these standards ask students to work collaboratively and analyze evidence coming from multiple kinds of texts that cross disciplinary lines. This is going to be difficult to pull off if teachers of different subjects remain isolated from each other and so many have minimal to no time to work together. It just makes sense that student learning experiences that are collaborative and cross-disciplinary will work better if they are planned, assessed, and evaluated that way, allowing teachers of multiple subjects to reinforce common literacy goals and strategies.

In fact our data support that the transition is going better and faster in schools where teachers report spending more time working together on cross-disciplinary literacy. Just over half of teachers reported that their school is spending more time over the past year on collaborating to support literacy across the curriculum.

...student learning experiences that are collaborative and cross-disciplinary will work better if they are planned, assessed, and evaluated that way, allowing teachers of multiple subjects to reinforce common literacy goals and strategies.



Not surprisingly, teachers who have more time to work together on cross-disciplinary literacy report higher levels of standards-linked change in their classrooms. Among teachers spending more time working on literacy across the curriculum, 80% reported moderate or significant changes in how they teach literacy. By contrast, just over half of teachers who said their schools were spending the same amount of time or less on cross-disciplinary literacy collaboration reported moderate or significant change in their own classroom practice.



Teachers who specialize in subjects other than English language arts cite different challenges to standards implementation, reporting that they have had less professional learning time around the standards and experience more difficulty identifying appropriate instructional materials. But teachers in all subject areas are united in citing the lack of time to collaborate with colleagues as one of the biggest barriers to building the modern, remodeled literacy structure envisioned by the standards. Fifty percent or more of teachers in every subject area rate lack of time to work with colleagues on the standards as a “major” challenge to effective implementation, making it the number-one or number-two challenge identified by every group.

FINDING 7 When given the opportunity, teachers are owning the change by innovating and designing appropriate lessons and materials.

Some of the most striking findings in our survey have to do with the role of textbooks and other materials in the transition to the CCSS. When asked if the "main curricular materials" (presumably textbooks) they were currently using are well aligned with the new standards, 60% of teachers say no. Under a model of educational change driven by teachers sticking to a script, this would be a problem, the assumption being that without an aligned textbook to follow, teachers will not shift their literacy practices in the desired direction. In fact, just 23% of teachers rated finding instructional materials aligned with the standards to be a major challenge, while 79% of teachers reported that they are creating and/or adapting their own materials.

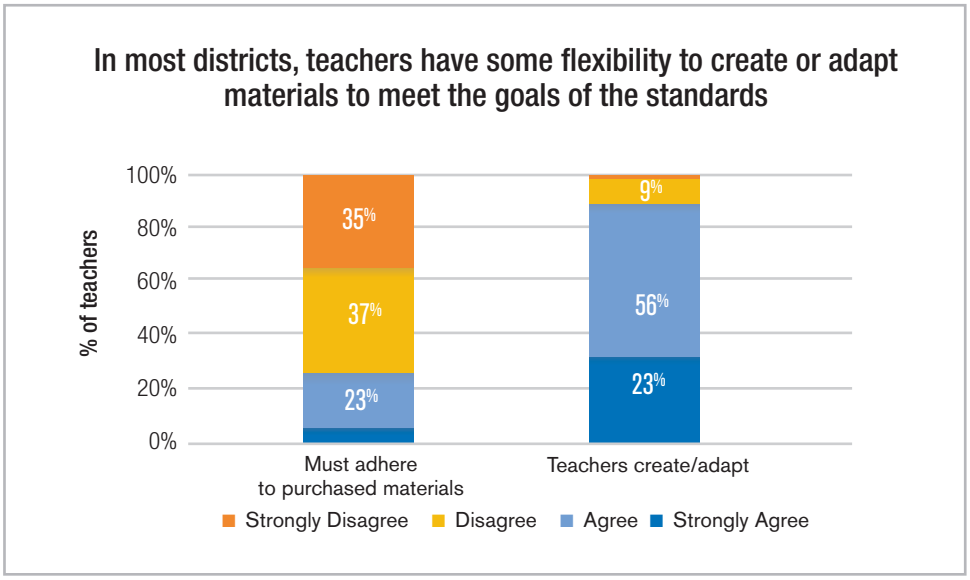
Are your main curricular materials aligned with CCSS?

Teachers are creating/adapting their own materials.

Our data strongly suggest that this is because teachers have a much broader definition of materials than purchased textbooks. As envisioned in the standards document, teachers are drawing on a wide array of resources, from classroom libraries to newspaper and magazine articles and especially lessons designed by other teachers near and far. The transition to the new standards coupled with digitally literate teachers has led to an explosion of sharing and adapting of instructional materials, some on education-specific platforms, but many more through the use of broader technologies such as YouTube, Pinterest, and Twitter. Now that teachers in 46 states and the District of Columbia are all trying to get their students to the same goals, they can be much more valuable resources to each other. A fourth-grade teacher in Omaha can post a lesson plan and materials she used to help her students achieve the standard on point of view that will be useful to fourth-grade teachers in Sacramento and Providence who are working on the same goals with their students. A ninth-grade social studies teacher in Lexington can put out a query on Twitter about how other teachers are addressing the standard on "seminal US documents" and receive tested ideas, perhaps including video clips, materials, and assessments, from his colleagues all over the country.

...just 23% of teachers rated finding instructional materials aligned with the standards to be a major challenge.

As of Fall 2013, few educators reported that their districts were taking a materials-driven approach to standards implementation. Fewer than 30% agreed that their district had purchased standards-aligned materials that teachers were expected to adhere to, while almost 90% reported that in their district teachers are identifying and/or creating their own materials and approaches to meet the standards.



These data are encouraging for those, including the NCLE coalition, who believe that sustainable change comes from the bottom up, powered by the insight and ownership of those on the front lines. The enormous projections being made lately, however, of the size of the "Common Core market" suggest that the view of implementation as accountability to approved materials is still a prevalent change narrative. The changes in literacy teaching and learning called for in the Common Core are substantial, and even the first adopting states are still in the early phases of change. Data from the 2013–14 NCLE survey suggest that so far most places are taking a "custom" approach to this huge remodeling job, drawing on the talents of teachers to bring the general code of the standards to life in ways that make sense in their specific context. Furthermore, they suggest that many teachers are not just comfortable with but excited about using their professional expertise to interpret the standards and figure out the learning experiences their students need to reach them. Other teachers, however, may feel overwhelmed by the scale of the change, especially if they have to do it largely on their own. The bottom-line message of this survey is clear: teachers engaged in purposeful professional work together is the greatest accelerant to the literacy changes envisioned by the standards; lack of time and support for such work is the greatest threat to their success.

Recommendations for Change

Builders know that a remodeling project is only as sound as the foundation it is built upon. As we work together to remodel literacy learning, it makes sense to pay attention to our foundation—how plans for sustained literacy improvement fit together across a school or system. Creating a shared blueprint that maps how our students will develop and demonstrate new literacy skills makes it possible for the conditions that inspire and engage literacy learners to develop in every classroom. Findings from NCLE's 2013–14 survey show that the firmest foundation to build on is the collective work of educators, learning, planning, piloting, and improving together. Building a solid foundation of teacher capacity—and making that capacity a shared resource that local and virtual colleagues can access—will make the whole structure of elevated literacy learning stronger. We must systemically support educators as they work together to use evidence of student learning to plan and carry out teaching strategies, lessons, and assessments—the work that will make it possible to bring student literacy learning "up to code" as established by state standards.

This study reveals good news—much of what we need in a sturdy foundation already exists: educators value having time together to do the kind of joint planning, designing, and assessment work that our literacy remodeling project entails. Even though the amount of time currently accorded for collaborative work to build student literacy is inadequate, at least more educators report having some kind of opportunity to engage in hands-on work with colleagues to build student literacy. When educators are given these critical tools for doing quality instructional work, they are equipped to teach students to use evidence effectively in making arguments, read and understand informational texts across many content areas, and understand complex texts.

But there is much left to do. As districts and schools proceed with the transition to new standards, the decision to focus on building capacity ("know how") rather than relying on incentives and accountability ("have to") suggests a very different investment agenda and implementation approach. The recommendations that follow outline a capacity-building approach to helping all students achieve the high literacy skills needed for 21st century success. Following the broad recommendations are specific actions that different players in the education system can take to make the remodeling a success.

Recommendation #1: Provide educators with more shared time for planning and professional learning about elevating literacy learning for all students.

By a substantial margin, survey respondents reported that professional learning in active collaboration with colleagues is the most valuable form of learning about how to implement new literacy standards. This makes practical sense. Rather than passively receiving information about what is in the standards, educators actively create the kinds of learning experiences that will get their students to those goals. This kind of collaborative professional learning leads to ongoing change in how literacy is taught across a school or system, and maximizes students' opportunities to fulfill their potential.

Recommendation #2: Encourage and support educators to take initiative in designing and using innovative literacy teaching resources that are appropriate for their students, and not rely on prepackaged programs or solutions.

Survey results suggest that how literacy is taught is changing more than what materials and curriculum are being used to teach literacy. Teachers are taking the initiative for change. Among those for whom optimism runs high about the influence of literacy standards on student learning, there is evidence of ongoing creation and adaptation of materials, lessons, and assessments to meet their students' needs. Although the majority of teachers report their main curricular materials are not well aligned with the new standards, fewer than a quarter report that finding aligned materials is a major problem.

Recommendation #3: Draw upon the insights, skills, and experience of everyone with a stake in improving literacy learning to help students achieve more.

Survey results make clear that teachers value working together across subjects and grade levels to deepen literacy learning. But the scope of cooperative work required to prepare students as powerful thinkers and communicators in every walk of life embraces many others—everyone with a stake in the future success of our society. To play a constructive role in remodelling literacy teaching and learning, here are critical actions that we can take:

Families and Community Members Can . . .

- Recognize and advocate for the fact that time working together outside of classrooms makes teachers more effective in their classrooms.
- Organize or volunteer to participate on teams of community members and educators who create policy recommendations to establish school time for collaborative professional learning about improving literacy learning.
- Learn about effective literacy teaching strategies and materials that local educators are using and assist students in their literacy learning.
- Connect with educators to ensure that knowledge and resources in the community are used to help engage students and deepen their literacy learning.

Principals and School Leaders Can . . .

- Allocate and protect time for teachers to work together in developing literacy instructional practices and in analyzing student work.
- Provide training, support, and structures that make teacher collaboration time purposeful and effective.
- Build trust among staff by participating in groups not solely as an instructional leader, but also as a collaborative colleague.
- Respect the expertise of teachers in building-level decisions about literacy teaching materials and curriculum and in the application of formative and summative assessment data to instruction.

As districts and schools proceed with the transition to new standards, the decision to focus on building capacity ("know how") rather than relying on incentives and accountability ("have to") suggests a very different investment agenda and implementation approach.

- Monitor and understand emerging research about literacy learning and educator collaboration, making this a focus for their own professional growth.
- Make literacy learning in every subject a school-wide priority and establish a structure for staff-wide participation in planning and monitoring progress toward the attainment of student literacy growth goals.

School Board Members and Local Leaders Can . . .

- Support administrative efforts to strike a better balance between instructional time and time devoted to educator learning and planning.
- Educate constituents about the effectiveness of educators working together to improve literacy learning, including explaining clearly why schedule changes such as late starts and early dismissals to provide time for teachers to work together are an important investment in student learning.
- Scrutinize proposals that require more time and resources devoted to evaluation of schools and teachers solely for compliance purposes and consider how resources could be used in ways that actively build (rather than just measure) educator capacity and student learning.
- Make professional learning about literacy a priority for all educators in their system and ensure that necessary resources are provided to support learning about literacy topics identified by teachers rather than about professional development topics chosen for teachers.

State and Federal Policymakers Can . . .

- Support professional educators as they do the essential work of planning and implementing new approaches to building literacy before putting new assessment and evaluation systems in place.
- Propose and approve measures that do not merely command higher achievement, but invest in the capacity needed to reach and sustain higher levels of literacy over time.
- Ensure that laws and policies reflect the capacity needed to put the change in place—and the time required to build that capacity.
- Affirm in legislation and regulations the centrality of teachers as key players in decisions about student literacy learning and literacy teaching.
- Encourage the use of instructional resources selected or developed by qualified educators, and minimize incentives to adopt one-size-fits-all curriculum packages.
- Visit schools and learn about the professional practices that teams of educators use to engage readers and writers and to foster a lifetime love of literacy learning.

Teachers and Other Educators Can . . .

- Engage in focused, purposeful collaboration with colleagues (both in person and online) about instructional shifts that can be made to deepen student literacy learning in every class.
- Open doors and share practice so that others can learn from both successes and failures.
- Commit to continuous, collaborative assessment and analysis of student work and agree to shift their strategies as they learn more about students' progress as literacy learners.
- Demonstrate accountability to each other and to students by developing and documenting shared plans for deepening student literacy learning across a school year.
- Build professional capacity by choosing literacy teaching strategies and materials based on learning from collaborative activities with other teachers.
- Tap the literacy expertise that resides in all subject areas and job roles (including coaches, librarians, and administrators) to build a coherent school-wide literacy experience for students.

Appendixes and Endnotes

Appendix A: NCLE's Stakeholders

Alliance for Excellent Education (AEE)
American Association of School Librarians (AASL)
American Council on the Teaching of Foreign Languages (ACTFL)
ASCD
Association for Career and Technical Education (ACTE)
Association for Middle Level Education (AMLE)
Connecticut Center for School Change
Consortium for School Networking (CoSN)
Cotsen Foundation for the ART of TEACHING
Ford's Theatre
Helmsley Trust
Human Systems Dynamics Institute (HSD)
International Reading Association (IRA)
International Society for Technology in Education (ISTE)
Learning Forward
National Association of Elementary School Principals (NAESP)
National Association of Secondary School Principals (NASSP)
National Board for Professional Teaching Standards (NBPTS)
National Center for Family Literacy (NCFL)
National Commission on Teaching and America's Future (NCTAF)
National Conference on Research in Language and Literacy (NCRLL)
National Council of Teachers of English (NCTE)
National Council of Teachers of Mathematics (NCTM)
National Council for the Social Studies (NCSS)
National Forum to Accelerate Middle-Grades Reform
National Science Teachers Association (NSTA)
National Writing Project (NWP)
Panasonic Foundation
TESOL International Association
Verizon Foundation

Appendix B: NCLE Framework for Capacity Building

Conditions and Practices That Support Effective Collaboration and Impact Student Learning

This framework provides an overview of the types of organizational conditions and practices that have the greatest impact on student learning. Meaningful and sustainable improvements in student learning happen through capacity building. The process of building capacity is a developmental one. It is unlikely that all of these conditions and practices are present throughout the system consistently. Centers for Literacy Education (http://bit.ly/nclecenters) realize that this process is developmental and choose one or two domains to focus on improving each academic year.

In addition to establishing content-related goals for your group's professional learning, research indicates that goals associated with the process of learning should also be established. This Capacity-Building Framework and related NCLE self-assessment tools provide research-based guidance for setting goals to improve the process of professional learning. These tools were developed based on the findings from the NCLE literature review, Building Capacity to Transform Literacy Learning (Nelson, 2012, http://bit.ly/ncleshortreview).

Domain 1: Deprivatizing Practice

- Formal and informal peer observation occur regularly.
- All share in the accountability for student learning.
- Adult learning is a shared responsibility.
- Evidence is collected and comfortably discussed with others.
- Learning that occurs through collaboration is captured and shared with others.

Domain 2: Enacting Shared Agreements

- Decision making and actions focus on improving student learning.
- All hold agreements about what quality literacy instruction looks like and about essential outcomes.
- All agree on how to effectively assess essential outcomes.
- Daily work and decision making are driven by these shared agreements.
- Literacy emphasis occurs across content areas.

Domain 3: Creating Collaborative Culture

- Successes and failures are shared safely and without judgment.
- Time for collaboration is used productively and with purpose.
- Participants share the leadership and own the process and outcomes.
- Group members engage in hard conversations.

Domain 4: Maintaining an Inquiry Stance

- Collaborative work has clear goals and purpose.
- Collaboration focuses on the core issues of student learning in our context.
- Intended student outcomes are clearly defined, and progress is closely monitored.
- A cycle of plan/act/reflect is used to solve problems of practice.
- Commitments are made to act and report back to the group.
- Appropriate expertise is sought when needed.

Domain 5: Using Evidence Effectively

- Collaboration is grounded in evidence of student learning.
- Multiple sources of data are available.
- Participants know how to use data effectively.
- Student work is examined and discussed regularly with others.
- Actions are assessed in terms of impact on student learning.

Domain 6: Supporting Collaboration Systemically

- Dedicated time is provided for professional collaboration within the work week.
- Training, assistance, and tools are provided for effective collaboration.
- Leadership supports and promotes collaborative work.
- Leaders ensure access to timely data sources.
- Experimenting with practice and trying new ideas are encouraged.

Use NCLE's Asset Inventory (http://bit.ly/ncleassetinv) to determine where your group's strengths and weaknesses fall within these domains.

The inventory is intended to reveal your collaborative group's perceptions of how often and to what degree these capacity-building conditions and practices show up in your day-to-day activities. These are the assets upon which you can build ongoing efforts leading to successful learning for every student.

This framework was developed by Catherine A. Nelson, Robert Hill, Michael Palmisano, Lara Hebert, and Sharon Roth on behalf of the National Center for Literacy Education (NCLE). NCLE brings together leading education associations, policy organizations, and foundations to support powerful learning about literacy in every discipline and sustained school improvement.

Appendix C: Survey Methodology

NCLE's 2013–14 National Survey on Collaborative Professional Learning was subtitled, "Implementing the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects." The survey was developed to extend findings from our 2012–13 survey on the role of teacher-driven inquiry and collaboration in US schools to the specific topic of how schools are going about implementing the Common Core State Standards. Our guiding research questions were "What role is teacher-driven inquiry and collaboration playing in implementation of the Common Core literacy standards?" and "How are variations in implementation approach impacting progress?"

Survey items included a mix of the following types of questions:

- Questions repeated from our own 2012–13 survey to enable longitudinal comparison.
- Questions repeated or adapted with the permission of Editorial Projects in Education from their 2012–13 survey on Common Core implementation, "Teacher Perspective on the Common Core." In some cases these items also provide longitudinal comparisons, as the two surveys were conducted about one year apart.
- Original questions looking more specifically at how educators are learning about the new literacy standards and working individually and together to put them in place.

Specific items were developed based on our review of the literatures on professional collaboration and Common Core implementation. Multiple drafts of the instrument were reviewed by the diverse professional organizations within our membership and then pilot tested among targeted role groups: classroom teachers representing various grade levels and subject areas, librarians, literacy coaches, and building administrators.

The survey was conducted online and fielded for three weeks in October of 2013. Invitations to take the survey were sent to members of the professional organizations in NCLE's coalition, representing the full array of job roles and content areas in K–12 education. Because the survey was focused on Common Core literacy standards, respondents who answered "No" to the screener questions "Do you currently work in a public PreK–12 school or district in the United States?" and "Are you in a state that expects you to incorporate the Common Core ELA/Literacy Standards in your work?" were disqualified from participating in the survey. A total of 8,114 individuals started the survey, and 5,699 qualified to complete it. The number of respondents for specific questions ranged from 5,688 to 4,806.

This report focuses specifically on the 3,272 classroom teachers who responded (57.4% of the total respondent population), and the respondent demographics reported below reflect only classroom teachers. Because classroom teachers are on the front lines of implementation, their perspectives and experiences differ from those of other actors in the system, so aggregate numbers that combine superintendents, principals, librarians, and literacy coaches with teachers may mask important differences. Subsequent publications from this study will address similarities and differences across those role groups in their experiences of Common Core implementation.

Appendix D: Respondent Demographics

(Teachers only, n=3,272)

The sample for our 2013–14 survey differs from that in our 2012–13 study in two ways:

(1) In 2012 we used a purchased database to invite respondents that would ensure a sample that was nationally representative in terms of the distribution of roles, subject areas, grades taught, and other criteria. In 2013 professional organizations in the NCLE coalition invited their members to participate.

(2) In 2012 the sample encompassed PreK–12 educators in all states and types of schools. In 2013, given the focus of the questions on Common Core literacy standards, respondents who were not expected to implement those standards were ineligible to complete the survey. This means that our sample does not match the national distribution of teachers by state and subject area, but is limited to the 46 states and the District of Columbia that have adopted the standards and more heavily represents subjects specified in the literacy standards: English language arts and natural and social sciences.

As a result of these two sampling differences, we find that our sample is similar to and different from last year's nationally representative sample in the following ways:

- Similar: School location, years of teacher experience, percentages of students from low-income families and speaking English as a second language
- Different: More English language arts and science teachers; fewer special education and math teachers; fewer elementary teachers; more secondary teachers

Primary teaching assignment	
Self-contained classroom (multiple subjects)	21.3%
Special education	3.7%
Arts	1.2%
English language arts	26.7%
Foreign language	4.6%
Natural sciences	23.2%
Social sciences	8.9%
Math	3.8%
Other	6.4%

School location	
Urban	19.9%
Mid-size city	13.0%
Suburban	35.5%
Small town/rural	31.6%

Years of experience	
Less than 3 years	4.9%
3–5 years	7.0%
6–10 years	18.5%
11–20 years	38.6%
21–30 years	23.0%
31+ years	8.1%

School level	
Elementary	26.0%
Middle	29.0%
High school	40.8%
Multiple	4.2%

% of students from low-income families	
Less than 25%	22.4%
25%–49%	28.1%
50%–74%	24.8%
75% or more	23.3%
Not sure	1.4%

% of students who speak English as a 2nd language	
Less than 25%	70.5%
25%–49%	15.8%
50%–74%	7.5%
75% or more	4.5%
Not sure	1.7%

Endnotes

[i] Learn more about the emerging consensus around professional learning that works at http://www.learningforward.org/standards. See also S. Archibald, J. Coggshall, A. Croft & L. Goe, *High Quality Professional Development for All Teachers: Effectively Allocating Resources* (National Comprehensive Center for Teacher Quality: February, 2011); L. M. Desimone (2009), "Improving Impact Studies of Teachers' Professional Development: Toward Better Conceptualizations and Measures." *Educational Researcher, 38*(3), 181–199.

[ii] 2009 data are from the 2009 Met Life Survey of the American Teacher, which had a special focus that year on professional collaboration.

[iii] "Subtract Teachers, Add Pupils: Math of Today's Jammed Schools," *New York Times*, December 21, 2013.

[iv] M. Mourshed, C. Chijioke & M. Barber, *How the World's Most Improved School Systems Keep Getting Better* (McKinsey and Company, November 2010).

F. Newmann & G. Wehlage, *Successful School Restructuring: A Report to the Public and Educators by the Center on Organization and Restructuring of Schools* (Madison, WI: CORS, 1997).

K. S. Louis & H. Marks (1998), "Does Professional Learning Community Affect the Classroom? Teachers' Work and Student Experience in Restructured Schools," American Journal of Education, 106(4), 532-575.

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[v] R. DuFour (2011), "Work Together but Only if You Want To," Phi Delta Kappan, 92(5), 57-61.

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[ix] Because this survey focused on the CCSS for ELA/Literacy, only teachers in subject areas expected to implement those standards were included.

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