

TEACHER PERCEPTIONS OF THE COMMON CORE STATE  
STANDARDS

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CERTIFICATION OF APPROVAL

TEACHER PERCEPTIONS OF THE COMMON CORE STATE STANDARDS

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## DEDICATION

This dissertation is dedicated to my three children, Kylee, Shane, and Shawn who patiently waited for their mommy to finish a three-year long journey. They watched me for many years working hard and staying up late into the night. I hope I have instilled the importance of an education through hard work, dedication, and perseverance into all three of my loving children.

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## ABSTRACT

The development of the Common Core State Standards (CCSS) came about because of universal concerns that education was not adapting to the changing world and that students were leaving schools unprepared. The CCSS went into effect during the 2014-2015 school year. Due to the rigorous curriculum and higher expectations compared to past State standards, significant changes were required to implement the CCSS. The purpose of this explanatory sequential mixed-methods study was to explore teacher perceptions of the CCSS and their perceptions of their participation in the implementation of the CCSS. This study used the Concerns-Based Adoption Model (CBAM) as a conceptual lens to identify teachers' Stages of Concern (SoC) with regard to CCSS. The SoC revealed teachers were no longer concerned with the subscale of Self (Stages 0-2), and were at the subscale Task (Stage 3), and seemed to be moving towards the subscale of Impact (Stages 4-6) with similar patterns of intensity across years of teaching experience and grade levels taught. Most of the teachers in the study reported positive perceptions of the CCSS. Four themes emerged from the interviews: (a) student benefit, (b) district's choice, (c) district support, and (d) state implementation.

CHAPTER I  
INTRODUCTION

**Background**

During the 2015-16 academic year, teachers in 43 states were in the early stages of implementing the Common Core State Standards (CCSS) which went into effect during the 2014-2015 school year. The curriculum for the CCSS was much different from the curriculum previously taught in the majority of the states. A significant change was required by teachers to implement the CCSS due to the rigorous curriculum and the alignment with higher expectations than existed in past state standards (Association for Supervision and Curriculum Development, 2012; Kober & Rentner, 2012; Sawchuk, 2012; Shanahan, 2013). As a result, the CCSS required an enormous amount of change for effective implementation that made adaptation necessary for teachers and students.

Business leaders across the country supported the process of developing the CCSS which was state led (Common Core State Standards Initiative, 2015b). The CCSS require assessing students' performance levels to determine whether they met the rigorous demands of college and career readiness (Common Core State Standards Initiative, 2015b). The test results were designed to provide teachers with better information to guide and assist students in becoming academically successful (Smarter Balanced Assessment Consortium, n.d.).

Teacher attitude towards educational reform is an important factor. Teachers typically find out about educational reform right at the time when the reform is to be implemented. Research suggests that the perception a teacher has about a reform determines how he or she plans on implementing the change (Darling- Hammond, 1990; Honig, 2006). Professional development, developing new lessons, and collaborating with peers may contribute to how teachers feel about the new reform. Past education reform efforts have only been marginally successful, which is a history that could repeat itself with the CCSS. Teachers reported that the lack of time for professional development and developing new curriculum were concerns they had regarding the implementation of the CCSS (McLaughlin, Glaab, & Carrasco, 2014). Implementing a new reform amounted to a difficult process if teachers were not given adequate training, resources or time (Mandernach, 2006). In addition to those factors, there is much to be understood regarding how teachers participated in the implementation of the CCSS.

### **Statement of the Problem**

There had been several reforms in education before the CCSS that did not achieve the expected results. In the 1980s the Standards-Based reform movement did little to change student achievement (Cuban, 1990; Firestone, Fuhrman, & Kirst, 1989; Wixson, Dutro, & Athan, 2003). No Child Left Behind (NCLB) failed to produce significant changes in student achievement in the first decade of the 2000s (Koebler, 2012; Nichols & Berliner, 2008; Nichols, Glass, & Berlin, 2005, 2012; Ravitch, 2010; Vinovskis, 2009). In 2009, Race to the Top was created to assist

failing schools (House, 2012), but it also showed no evidence of significant academic achievement gains (Klonsky, 2009; Tanner, 2013). Several reasons were stated to explain these bleak results. For example, NCLB's results were put into question by several researchers who suggested differences in content standards between state and national documents, varying levels of rigor, overlapping efforts, and lack of valid assessment data across states could each have contributed to the poor outcome (Fuller, Wright, Gesicki, & Kang, 2007; Jennings & Rentern, 2006; Lee, 2008; Mintrop & Sunderman, 2009).

In addition to the reasons for failure listed above, there may be additional factors that influence implementation of the CCSS. According to Cohen and Moffitt (2009), shortcomings could be due to the implementation process, specifically the lack of supports for teachers and students, rather than the standards. It is more difficult to successfully implement policy change in practice when the goals do not align with the capabilities of many schools to bring all students to proficiency (Cohen, Moffitt, & Goldin, 2007; Goertz, 2007; Ravich, 2010).

Universal concerns led to the development of the CCSS, which included education not adapting to the world that was changing; thus students were leaving schools unprepared for college or the workplace (Spellings, 2006; Wagner, 2008). The world has changed dramatically over the last 100 years, while many experts believe that U.S. educational practices have remained unchanged (Friedman, 2007). In fact, U.S. students academically achieved at a lower rate than the nation's global competitors (McDonnell & Weatherford, 2013). The CCSS are structured so teachers

need to incorporate thinking and reasoning into the curriculum, something that had been largely absent from past approaches (Zohar & Dori, 2003). However, it is teachers who decide what standards and strategies they will use to teach the new curriculum. According to Frykholm (2004), it is a challenge for teachers to get out of their comfort zone by changing their practices to teach in a different style; the CCSS were notably different from what teachers had experienced both as students and as educators.

Successful implementation of new reforms is likely associated with adequate support for the changes. Schools need to provide ongoing training for teachers to successfully implement a new reform that includes how to develop students' critical thinking as well as training to use technology (Elder, 2005; Rigeman & McIntire, 2005). School districts prepare teachers with the required training for the new reform, but was that professional development enough to assist teachers in changing their method of teaching? Implementation of educational innovations in districts and schools occurs through interactions between teachers and administrators with the assistance of resources within the system (Cohen, Roudenbush, & Ball, 2003; Cohen et al., 2007). Knowledge of this factor led researchers and policymakers to question districts and schools about the implementation of educational innovations (Cohen et al., 2003). Teachers had more impact on the success of the new reform than many realized. Therefore, more research is needed to understand the impact teachers' perceptions have on properly implementing the CCSS.

### **Research Problem Description**

The CCSS were recently implemented as an educational reform. As a result, there is limited research available on teacher perceptions of the CCSS, especially teacher perceptions of the CCSS after three years or more of implementation. This knowledge is important to obtain since it may increase the likelihood that the CCSS reform will succeed throughout the country. In addition, at the time of the study there was limited research on teacher perceptions of their participation in the implementation of the CCSS. In school reform studies, teacher voices are regularly overlooked since the implementation process is often a top-down approach; this study aimed to include their voices.

### **Purpose of the Study**

The purpose of this explanatory sequential mixed-methods study was to explore teacher perceptions of the CCSS and their perceptions of their participation in the implementation of the CCSS. In this study, the Concerns-Based Adoption Model (CBAM), was used as a conceptual lens to identify teachers' Stages of Concern (SoC) with regard to the CCSS.

### **Research Questions**

The two corresponding research questions that guided this study were:

1. What are teachers' perceptions of the Common Core State Standards?
2. What are teachers' perceptions of their participation in the implementation of the Common Core State Standards?

### **Significance of the Study**

The CCSS were put into place to improve the U.S. public school system in order for students to be successful in college and the workforce. Researching teacher perceptions of the CCSS may assist school district administrators in knowing what is needed to support teachers to make the transition and assure policy success beyond the early stages of implementation. My research explores how teachers transition to the implementation of the CCSS given their involvement with other reforms and their position within a complex organizational structure. Additionally, the research will guide school district administrators in determining how to include teachers in the implementation process. This study examined teacher perceptions after three years of implementation whereas other studies only explored the early stages of implementation. The study also gave voice to the teachers who were directly involved in the implementation process.

### **Theoretical Framework**

#### **Change Theory**

This research is based partly on the theoretical framework of change developed by Carol Weiss in 1995 and subsequent publications from the Aspen Institute and its Roundtable on Community Change (Center of Theory of Change, 2013). Weiss made the term “theory of change” popular by unfolding the set of expectations that describe the mini-steps, which lead to the achievement of long-term goals and the connections between program activities and outcomes (Center of Theory of Change, 2013). According to Vogel (2012), the change required the

willingness of the institutional actors to be flexible and realistic during the design stage, implementation, and performance management stages.

According to Weiss (1995), stakeholders of complex initiatives were generally unclear about the change process and had not prepared adequately for the change needed for the long-term goals to be reached. Weiss (1995) identified, four steps that need to happen for change to occur successfully. The first is knowing the key aspects of the program in which central assumptions represented possible issues that needed to be addressed. The second is to determine the impact implicit assumptions have on key matters. The third is to require the program practitioners to agree on the desired outcome. The fourth is to address the embedded assumptions in the evaluation process which influence policy.

Theory of change is foundational to my study since it provides insight into the way teachers implemented the CCSS. It is probable that teachers felt empowered since they were part of the change. Teachers realized the CCSS probably made an impact on their students, which contributed favorably to the social action component of the theory. Additionally, the first element of Weiss's (1995) model suggests teachers needed to know and understand the CCSS in order to avoid possible issues that could impede the implementation process of the CCSS. Weiss's (1995) model also indicates that administrators needed to facilitate knowledge and awareness of the CCSS with teachers. These steps lead to the third component in Weiss's (1995) model which implies that teachers and administrators needed to agree on the implementation process. Finally, the last key aspect of Weiss's (1995) model

indicates the reform will only be successful if the evaluation of the change contributed to improvements.

### **Concerns-Based Adoption Model**

In the late 1960s Francis Fuller began to research the concerns of teachers in regard to change. Fuller (1969) examined three phases of concern: pre-teaching, early teaching, and late teaching (Hall, 1977). In 1970, Fuller further developed the concern model by focusing on teachers' concerns about innovation.

Fuller, Parsons, and Watkins (1974) showed patterns of concern that were associated with teachers' years of experience. Beginning teacher concerns were focused on self-issues and teaching performance such as class control, possessing adequate knowledge to teach, administrators' evaluations, and students' evaluations. Moreover, beginning teachers were not as concerned as more experienced teachers with student needs and student gains. Experienced teachers' concerns were focused on students, student learning, and student progress. According to Fuller et al. (1974), it was important to allow unrestricted reporting of concerns by teachers in the study; their instrument was a blank sheet of paper. The Teacher Concerns Statement (TCS) was a transition between open-ended teachers' concerns and a structured instrument (Fuller et al., 1974). This instrument brought about seven teaching concerns categories from 0 to 6: Concerns about Self; Concerns about Self as Teacher; Concerns about Role, Concerns about Adequacy, and Concerns about Being Liked; Concerns about Pupils: Concerns about Teaching, Concerns about Pupil Needs, and Concerns about Educational Improvement (Fuller et al., 1974).

Scholarly authors have previously indicated that Fuller's work served as the basis for the development of the SoC about Innovation within the CBAM (Hall, 1977). In Austin the staff at the University of Texas realized that after three years of field work their results were very similar to Fuller's research on teachers' concerns regarding change while using an innovation (Hall, 1977). Fuller's research assisted in the development of the seven SoC. In 1973 Hall, Wallace, and Dossett created CBAM (Hall, 1977). SoC serves as one of two basic dimensions of CBAM. The second dimension of CBAM is the Levels of Use (LoU) which focuses on knowledge, skill, and behavior of the individuals involved with an innovation (Hall, 1977).

While change theory describes how changes occur at an institution or in a community, the CBAM pertains to individuals who experienced change, such as teachers, students, policy makers, and others (Hall & Hord, 1987; Hord & Association for Supervision and Curriculum Development, 1987; Loucks-Horsley & Stiegelbaure, 1991). Hall and his colleagues developed CBAM to study the process of change in schools (Hall & Hord, 1987, 2001) and to determine the SoC and the LoU of an individual as the person goes through the implementation of an innovation (Hall & Hord, 1987, 2006; Loucks & Hall, 1979; Loucks, Newlove, & Hall, 1975). CBAM claims people who experience or consider change ask themselves a series of questions in regard to how the change would affect them adding another dimension to the model (The National Academy of Sciences, 2005). The three dimensions of CBAM include the SoC, LoU, and innovation configurations (Hall, 2013; Howley & ICF, 2012). The sequential SoC describe the experiences of educators when

implementing a reform. These stages include Awareness, Informational, Personal, Management, Consequences, Collaboration, and Refocusing (Howley & ICF, 2012).

In the first SoC, Awareness (Stage 0), educators have little involvement with the implementation of change. In the second SoC, Informational (Stage 1), educators are interested in the change and want to know more about it. In the third SoC, Personal (Stage 2), educators are interested and want to know how the change would affect them. In the fourth SoC, Management (Stage 3), educators understand the process and task of the change, while educators concentrate on how students would be impacted by the change in the fifth SoC, Consequences (Stage 4). The sixth SoC, Collaboration (Stage 5), suggests educators work with their peers to implement the change. In the final SoC, Refocusing (Stage 6), educators think about the benefits of the change and how they could improve those changes (See Table 1). According to Loucks-Horsley (1996), Stages 0-2 (Awareness, Information and Personal) are referred to as “Self,” the lower three stages where educators focus on themselves and how the innovation affects them. Stage 3 (Management) is referred to as “Task,” the middle stage where educators focus on the task and develop a routine to master the activity. The last Stages 4-6 (Consequence, Collaboration, and Refocusing) are referred to as “Impact,” the upper stages where educators focus on the results and impact the innovation has on their students.

Teacher fear of accountability might impact their perception of implementing an innovation. According to Nichols et al. (2005), accountability has led to negative unintended actions among some teachers who wanted to avoid negative reprisal due

to reforms. The second dimension of CBAM are eight LoU which include the actions and behaviors of educators who implement change or become aware of a change (Howley & ICF, 2012). The LoU are Non-Use, Orientation, Preparation, Mechanical, Routine, Refinement, Integration, and Renewal (Howley & ICF, 2012). In the first LoU, Non-Use, educators have no knowledge of the innovation and are taking no action to become involved. In the second LoU, Orientation, educators are interested in the change and take the initiative to learn more about the innovation, while educators are planning and preparing to begin using the innovation in the third LoU, Preparation. In the fourth LoU, Mechanical, educators make changes to improve their use of the innovation, while educators create a pattern of use and are making minimum changes in the fifth LoU, Routine. During the sixth LoU, Refinement, is when educators make changes to increase student learning. In the seventh LoU, Integration, educators collaborate with peers and others in using the innovation. In the final LoU, Renewal, educators establish use of the innovation by seeking better alternatives (See Table 2).

CBAM played an important role in my study since the model assisted me in determining where along the continuum educators fell with respect to their perceptions of the reform, after three full years of implementation. In other words, CBAM provided a lens through which to examine teacher perceptions of the implementation of the CCSS.

Table 1  
*Stages of Concern (SoC) in the Concerns-Based Adaption Model (CBAM) for Innovation*

Stage of Concern	Explanation of Concern
6. Refocusing	The individual may decide to make changes based on ideas to improve the innovation or may try replacing it completely.
5. Collaboration	The individual is willing to coordinate and cooperate with others to jointly improve the innovation to benefit the learner.
4. Consequence	The individual focuses on the impact and effect the innovation that is being used is having on the learner.
3. Management	The individual realizes the majority of time is spent on scheduling, organizing, managing, and finding materials to use for the implementation of the innovation.
2. Personal	The individual is uncertain of his/her ability, role, and demands the innovation will pose.
1. Informational	The individual is aware of the innovation and is interested in learning more about it.
0. Awareness	The individual shows little concerned or interest about the innovation.

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Source: George, Hall, & Stiegelbauer, 2006; Hall & Hord, 2011.

Table 2  
*Levels of Use (LoU) in the Concerns-Based Adaption Model (CBAM) for Innovation*

Levels of Use	Behavior Indicators
VI. Renewal	The user seeks effective alternatives to establish use of the innovation.
V. Integration	The user combines efforts and coordinates with others in using the innovation.
IVB. Refinement	The user is making changes to address student needs and increase student outcomes.
IVA. Routine	The user has established a pattern of use and is making minimal changes.
III. Mechanical	The user is making changes based on short term use.
II. Preparation	The user is preparing to use the innovation.
0I. Orientation	The user is interested in learning more about the innovation.
0. Non-Use	The user is taking no action towards the innovation.

Source: Hall & Hord (2011); Loucks et al., (1975).

### **Definitions**

Change Theory: Change theory is an outcomes-based approach that requires logical thinking and deep critical reflection related to the implementation and evaluation of reforms and programs meant to support change (Vogel, 2012).

Computer Adaptive Test (CAT): The CAT adjusts to the student's ability through a series of more difficult questions which provides an accurate measurement of the

student's performance ability on the Smarter Balanced assessment (Smarter Balanced Assessment Consortium, n.d.)

Common Core State Standards (CCSS): The CCSS were enacted to ensure that students who graduated from high school acquired 21<sup>st</sup> century skills to prepare them for college or the workforce (Common Core State Standards Initiative, 2015b; McDonnell & Weatherford, 2013).

Concerns-Based Adoption Model (CBAM): In 1973 Hall, Wallace, and Dossett created CBAM (Hall, 1977), a theoretical framework designed as a tool to assist individuals through the process of implementing an innovation (Hall & Hord, 2006).

Implementation of CCSS: The process of teaching the CCSS as intended by state of California went into effect.

No Child Left Behind (NCLB): NCLB was intended to advance all student achievement, eliminate the achievement gap, and provide content standards that build toward career readiness before the student graduated from high school (U.S. Department of Education, 2015).

Partnership for Assessment of Readiness for College and Careers (PARCC): PARCC is an assessment aligned with the CCSS in English language arts and mathematics (Common Core State Standards Initiative, 2015b). PARCC is based on computerized assessments that are not adaptive assessments (Partnership for Assessment of Readiness for College and Careers, 2015).

Smarter Balanced Assessment Consortium (Smarter Balanced or SBAC): The Smarter Balanced is an assessment aligned with the CCSS in English language arts

and mathematics (Common Core State Standards Initiative, 2015b). The Smarter Balanced assessment is divided into two sections: a computer adaptive test (CAT) and a non-adaptive performance task (Smarter Balanced Assessment Consortium, n.d.).

Standards based education reform: Standards based education reform establishes clear measures and identifies what students are required to know in order to receive a high school diploma.

Teachers' concerns: Feeling, thoughts, and reactions about an educational innovation that enters teachers' lives (Hall, George, & Rutherford, 1986).

### **Summary**

This chapter described the background of the study, the statement of the problem, and the significance of the study. Chapter II discusses the literature review in this study.

## CHAPTER II

### LITERATURE REVIEW

The following literature review includes (a) recent educational reform movements, and (b) teacher perceptions of reforms. The scholarly literature reviewed in this chapter assisted in establishing the survey questions and the interview questions used during data collection.

#### **Recent Reform Movements**

##### **No Child Left Behind**

At the beginning of the 21<sup>st</sup> century Americans claimed students were not prepared for college or the workforce. In 2002, the NCLB Act was passed as a reauthorization of the Elementary and Secondary Act (ESEA) of 1965 in response to these criticisms. The intent of NCLB was to advance all student achievement, eliminate the achievement gap between certain groups of students, and provide content standards that build toward career readiness before students graduate from high school (U.S. Department of Education, 2015).

NCLB was created as a standards based education reform which established clear measures and identified what content students were required to know in order to receive a high school diploma. The expectations were that all students would be proficient in reading and mathematics by 2013-2014 (Turgut, 2013). NCLB required states to annually test students in grades 3 through 8 yearly in the areas of reading and mathematics. In addition, science was tested at least once during the elementary,

middle, and high school years. Individual states were allowed to set their own standards at the selected grade levels for science.

According to Zhao (2009), “several studies discovered that NCLB caused a large proportion of schools to teach to the test and to reduce instruction time for subjects not required by NCLB” (pp. viii- ix). Administrators and teachers at many schools decided to provide more instructional time to tested subject areas such as math and English as opposed to history, geography, and the arts, which were often ignored (Bailey, Shaw, & Hollifield, 2006; Keegan & Bower, 2006; Musoleno & White, 2010; Turgut, 2013; West, 2013). As a result, NCLB caused the narrowing of curriculum since subject areas not tested were reduced or eliminated from classroom time. Therefore, NCLB failed to assure students were learning content in the subjects not tested.

During the NCLB implementation, state officials cut millions of dollars of funding to school districts. This sometimes resulted in teacher layoffs, which placed more pressure on the remaining teachers to perform. During NCLB school districts had to pay for state tests to be developed, printed, and scored. This endeavor became extremely expensive for many school districts that had not received adequate funding. Finally, as an underfunded mandate, NCLB did not provide adequate test development and administration of research initiatives (Tyler, 2012).

NCLB was established as a standards based education reform. As such, this reform brought a different way of holding schools accountable for performance. According to Amrein-Beardsley (2009), NCLB held students, teachers, schools, and

school districts accountable through rewards or penalties based on student performance on standardized tests. Accountability of student achievement founded on mandatory testing appeared as the only measure of student and school success (Tyler, 2012). Students who had not performed adequately on the standardized tests would not receive a high school diploma.

The NCLB educational reform included students' performance on the standardized tests as a part of teachers' evaluations. Therefore, low student test scores could mean teachers and administrators lost their jobs and high test scores meant possible bonuses (Amrein-Beardsley, 2009). As a result, year after year the pressure continued to build, which caused some teachers to "teach to the test". Due to the discontent associated with this accountability, teacher unions were seen as resisting change (Ravitch, 2010).

Ravitch (2010) also stated NCLB did not require curriculum, nor did it raise standards. Academic progress included an Adequate Yearly Progress (AYP) report which consisted of a formula-based targeted score for the school as a whole and for the school's subgroups. States were able to define what performance levels would be considered proficient when meeting their AYP goals based on the percentage of students achieving at or above state-established proficiency standards (Guskey, 2007), this created a wide discrepancy of standards across states (Kress, Zechmann, & Schmitten, 2011; Rothman, 2012; Tyler, 2012). The tests used in most states did not measure all of the knowledge and skills that were included in their own self-created

standards (Hamilton, Stecher, & Yuan, 2008). Schools that failed to obtain their set AYP results were held accountable with consequences (Amrein-Beardsley, 2009).

Data collected from the National Assessment of Education Progress (NAEP) determined there was no significant reduction in the achievement gap among students educated during the NCLB educational reform (Lee & Orfield, 2006; Nichols et al., 2012). Moreover, NCLB had minimal or no effect on student achievement based on the NAEP assessments (Lee & Orfield, 2006). Finally, according to Koebler (2012), approximately 50% of schools in the United States in 2011 failed to attain the proficiency requirements established by NCLB.

Claims were made that the quality of instruction dropped during the NCLB time period (Valli & Buese, 2007). Approximately 40% of students who entered college after receiving NCLB-based instruction took remedial courses before they were allowed to take courses with units that would count towards their degree (Kyllonen, 2013; Rothman, 2012). In addition, previous authors have indicated the results of a survey of human resource professionals stated that new entrants to the workforce were inadequately prepared for jobs (Casner-Lotto & Barrington, 2006) and they were unprepared to think critically once in the workforce (Flores, Matkin, Burbach, Quinn, & Harding, 2012). Therefore, NCLB was not successful in addressing any of the concerns for which it was written.

### **Common Core State Standards**

In 2009 state leaders, governors, and state commissioners of education discussed the creation of the CCSS (Common Core State Standards Initiative, 2015a).

College and career readiness standards were established first and then were integrated into K-12 standards to ensure students were prepared for college, career, and life upon graduating from high school (Common Core State Standards Initiative, 2015a). Then in 2010 the CCSS were released by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State Schools Officers (CCSSO) as the most recent educational reform. As of June of 2014, 43 states voluntarily adopted the CCSS in their states by the state superintendent of education, State Legislature, or the governor (Common Core State Standards Initiative, 2015a).

The CCSS were enacted to ensure that students who graduated from high school acquired 21<sup>st</sup> century skills to prepare them for college or the workforce (Common Core State Standards Initiative, 2015b; McDonnell & Weatherford, 2013). Additionally, the CCSS are designed to help prepare all students to collaborate and compete with their peers in the United States and globally (Common Core State Standards Initiative, 2015b). A major difference between the CCSS and older standards is that all educators, not just the English language arts teachers, are expected to incorporate writing and literacy in their lessons.

The CCSS are based on English language arts standards and mathematics standards that are rigorous and consistent across states to set clear expectations which are aligned with college expectations and workforce training programs (Common Core State Standards Initiative, 2015b). Teachers are expected to create their own lesson plans, and curriculum by focusing their instruction on the needs of individual students (Common Core State Standards Initiative, 2015b). English language arts

(ELA) and mathematics are the only two subjects selected for the CCSS since these are areas where students build skill sets which are used in other subjects such as history/social studies, science, and technical subjects; literacy standards for 6<sup>th</sup> through 12<sup>th</sup> grades are intended to supplement content standards in these other subject areas, not replace them (Common Core State Standards Initiative, 2015b, 2015c).

The CCSS were fully implemented in the 2014-2015 school year. According to Braun (2011) the CCSS are holding teachers and schools accountable based on the results provided on standardized assessments. Teachers are held accountable for content knowledge, assessment strategies, and interpretation of student work (Braun, 2011). States had a choice to assess students using the Partnership for Assessment of Readiness for College and Careers (PARCC) or the Smarter Balanced Assessment Consortium (SBAC), which are both aligned with the CCSS in English language arts and mathematics (Common Core State Standards Initiative, 2015b). The PARCC is based on computerized assessments that are non-adaptive assessments, which include two mandatory summative assessments and two non-summative optional assessments (Partnership for Assessment of Readiness for College and Careers, 2015). The SBAC assessment is based on one mandatory summative assessment and one optional interim assessment (Smarter Balanced Assessment Consortium, n.d.). The Smarter Balanced mandatory assessment is divided into two sections: a computer adaptive test (CAT) and a non-adaptive performance task (Smarter Balanced Assessment Consortium, n.d.). The CAT adjusts to the student's ability through a series of

questions, which provides an accurate measurement of the student's performance ability (Smarter Balanced Assessment Consortium, n.d.).

In order for the CCSS to be implemented effectively educators need to fully comprehend the new Common Core State Standards and receive on-going professional development training (O'Neill & Thomson, 2013). According to the U.S. Department of Education (2014), "states must ensure teachers and principals receive targeted training to develop classroom and school practices designed to engage all learners in more rigorous coursework and to help all students become college-and career-ready" (p. 1). States needed to make substantial investments to assist districts in providing targeted, highly-qualified professional development to ensure teachers are teaching effectively (Braun, 2011).

The assessment process of the CCSS provided timely feedback to secondary school students in which the results showed what content areas they had mastered (Jones & King, 2012). Timely feedback would benefit teachers since they could determine the need of the current class by providing students with immediate interventions in order to guide them to mastery. Timely feedback may also reduce the number of students required to take remedial courses at the university level. Moreover, teachers focus on depth of knowledge responses, problem-solving skills, and collaboration skills, to prepare students for the workforce or college.

### **Implementation of Reforms**

Historically educational reforms were made without the input of teachers which caused a top-down effect (McKinney & Westbury, 1975; Stenhouse, 1975).

Within the last 20 years politicians have called for more educational reforms (Payne, 2008). The NCLB, Race to the Top, and CCSS are all educational reforms that were primarily developed by politicians and state officials with little or no input from teachers. According to McDonnell and Weatherford (2013), CCSS were based off of a top-down national standards idea from 20 years ago.

In the past two decades of our nation's history, the federal government has imposed control over public schools under NCLB, Race to the Top, and CCSS (Mehta, 2013). When the federal government creates top-down reforms, teachers have less of a voice in the implementation process for educational innovations in their classrooms (McDonnell & Elmore, 1987). Gitlin and Margonis (1995) revealed educational innovations typically excluded the role of the teacher, did not provide teachers with time to collaborate with others, and did not perceive the importance the change would have made on teachers. Fullan (2007) claimed educational innovations worked when the process implemented included teachers in a meaningful and engaging manner regarding its development. It is important to involve teachers in the curriculum design process to provide them with opportunities and options to choose from during the reform process (Green, 1980; Stenhouse, 1975). Teachers are reluctant to change for several reasons. Some teachers believe there is no need for change since they agree with the current teaching models, teach in the manner they learned while receiving credentials, and believe their current practices worked (Greenberg & Baron, 2000; Fullan, 2001).

Teachers realize the CCSS are another top-down educational reform handed down to them from the federal government. Levin and He (2008) explained teachers' process new information based on their beliefs about teaching and learning, which determined their decisions and classroom actions. Teachers decide which instructional strategies to implement and topics to teach based on their own beliefs (Bandura, 2006; Chrysostomou & Philippou, 2010; Pajares, 2006; Richardson, 1990). According to Battista (1994) teachers' beliefs do not allow them to understand and accept the new curricula when the shift happens quickly with little prior knowledge. Hall and Hord (2011) expressed teachers' perceptions are important since they are the ones who decide the manner in which the educational innovations are implemented within their classrooms.

When the implementation of educational reforms occur, teachers are concerned with time management, resources, and technology integration (Overbaugh & Lu, 2009). Teachers worry it takes too much time to integrate technology into their lessons since they need to search for the resources themselves. In addition, many teachers are concerned their district lacked the required technology to support their classroom needs such as working laptops, up-to-date software, and adequate internet service. In addition to time management and limited resources, Gentry (2006) declared top-down reforms take the joy out of teaching, increased paperwork, and bring in the fear of failing. Olsen and Sexton (2009) reported top-down reforms place an enormous amount of pressure on teachers since the reform requires them to conform and change their instructional practices within the classroom.

Educational reforms in the United States were influenced by international tests such as Program for International Student Assessment (PISA), and Trends in International Mathematics and Science Study (TIMSS). According to Turgot (2013), the United States used international tests in the past to evaluate education and then created educational reforms such as NCLB, Race to the Top (RttT), and the CCSS to remain competitive. The PISA test results were interpreted differently by many people and involved several uncontrollable factors (Loveless & Brookings Institution, 2012; Tienken, 2010).

Reforms based on PISA results brought about many problems for teachers (Guskey, 2007; Kymes, 2004). Accountability measures negatively affected teachers' ethics and professionalism (Chester, 2005). Faulkner and Cook (2006) claimed teachers felt the top-down reforms were dictating their instruction and forcing them to use ineffective strategies. Moreover, teachers felt their teaching expertise was being challenged (Robbins, 2000). Teachers were required to be highly qualified under the NCLB reform. Under the CCSS reform teachers' evaluations are tied to student assessment results, which determines teacher quality and compensation (National Council on Teacher Quality, 2011). Darling-Hammond (1992) declared that accountability measures should not be based on testing, but through a continued focus on student needs. Moreover, standardized testing and accountability led to negative unintended actions such as cheating or "gaming the system" among some teachers and administrators who wanted to avoid being labeled as "failing" during the NCLB reform (Nichols et al., 2005).

According to the 2012 Brown Center Report on American Education, the CCSS would have minimal effect on increasing student academic achievement (Loveless, & Brookings Institution, 2012). Researchers established that educational policy innovations were difficult to put into practice through implementation (Cohen et al., 2007; Darling-Hammond, 1990). Additionally, researchers stated early interventions provided information and used the innovation effectively, but were not enough to support teachers (Adams, 2002; Casey & Rakes, 2002; James, Lamb, Householder, & Bailey, 2000; Mill & Tincher, 2003; Ward, West, & Isaak, 2002). Innovations for the classroom, set by policymakers were reshaped and often not implemented as intended (Darling-Hammond, 1990).

### **Teacher Perceptions of Reforms**

A dissertation study by McGurn (2014) focused on identifying teachers' Stages of Concern (SoC) about the CCSS. The researcher examined 145 teachers from grades K through 12 in the states of Iowa, Kansas, Missouri, Oregon, and Vermont. The researcher contacted respondents by email and asked them to take an on-line survey. The survey which used a 7-point Likert scale ranging from "irrelevant" to "very true of me now" aligned the CCSS to the SoC. The study found Cronbach alpha levels of internal reliability for the SoC ranged from .57 to .77.

The researcher converted the raw scores from the survey for identifying teachers' SoC about the CCSS to percentiles using a conversion table provided by George et al. (2006). George et al. (2006) created normed percentiles for each stage of concern based on their 1974 survey respondents composed of 830 elementary

teachers, high school teachers, and university faculty. McGurn (2014) used George et al.'s table to plot and graph the percentiles in aggregate and by subgroups to develop profiles of concern. The raw scale scores for each of the seven stages were produced by taking the sum of the responses from the five survey items belonging to each stage, a number between 0 and 35 each. These scores were then converted into percentiles by using the George et al.'s table. Then the researcher grouped the seven SoC into three groups, "Self" (stages 0-2), "Task" (stage 3), and "Impact" (stages 4-6).

The study revealed teachers were at the 74<sup>th</sup> percentile with regard to concern for the subscale of Self, the 15<sup>th</sup> percentile with regard to the subscale of Task, and at the 12<sup>th</sup> percentile for the subscale of Impact. The results indicated teachers were primarily focused on subscale of Self meaning themselves under Stage 0 (Awareness), Stage 1 (Information), and Stage 2 (Personal). The study showed teachers were not concerned about the CCSS in Stage 0 (Awareness). More teachers were concerned about how the implementation of the CCSS affected them personally (Stage 2, Personal) than the number who wanted to know more about the CCSS (Stage 1, Information). In addition, the scores demonstrated possible resistance to the implementation of the CCSS. The study also revealed teachers were not as concerned with Management, Consequences, Collaboration, and Refocusing, likely because they were still at the earlier SoC.

Within the same study McGurn (2014) also ran multiple one-way repeated-measures analysis of variance (ANOVAs) tests, which showed significant differences

in Stage 3 (Management),  $F(3, 141) = 5.62, p = .001$  and Stage 6 (Refocusing),  $F(3, 141) = 4.20, p < .01$  between teachers in different states. However, a post-hoc analysis and a cross tabulation revealed the presence of more responses from one state explained the significant differences. The distribution of percentiles reflecting the intensity of the SoC among high school teachers were 94<sup>th</sup> for Stage 0 (Awareness), 72<sup>nd</sup> for Stage 2 (Personal), and 69<sup>th</sup> for Stage 3 (Management). Among middle school teachers' percentiles were 78<sup>th</sup> for Stage 2 (Personal), 77<sup>th</sup> for Stage 3 (Management), and 75<sup>th</sup> for Stage 0 (Awareness). Elementary school teachers' distribution of percentiles were 67<sup>th</sup> for Stage 2 (Personal), 63<sup>rd</sup> for Stage 1 (Informational), and 60<sup>th</sup> for Stage 3 (Management). The study showed teachers were not concerned with Consequences, Collaboration, and Refocusing. The author ran an ANOVA which showed differences in Stage 0 (Awareness),  $F(2, 126) = 17.66, p = .0$  between grade levels taught. The post-hoc analysis revealed there was a significant difference between elementary and high school teachers,  $p = .00$ , in which the high school teachers were more concerned, and between middle school and high school teachers,  $p < .05$ , in which the high school teachers were more concerned.

The researcher included two open-ended questions in the on-line survey. She asked "How prepared do you feel about implementing CCSS?" and "What additional tools or training do you think would benefit you?" The 96 responses were rated by two researchers, and then the average was taken between the two raters. The results showed 67% of respondents felt prepared or somewhat prepared for the CCSS while

33% felt unprepared. The two most needed resources cited by participants were time and training.

McGurn (2014) also conducted five semi-structured interviews by telephone within the same study. Two researchers reviewed and coded the interview responses. Similar results were found between the identifiable SoC survey and the interview responses, validating teachers' concerns were primarily found between Stages 0-3, which indicated respondents were in the early stages of adoption.

A dissertation study by Balch (2014) examined the outcomes on identifying which of the 19 resistance factors in Harvey and Broyles's study (2010) were closely related to mathematics teachers' resistance to instructional change aligned with the CCSS, and determined the positive factors of the CCSS that contributed to their willingness to change instructional practices aligned to the CCSS. The researcher examined a group of 9<sup>th</sup> through 12<sup>th</sup> grade high school mathematics teachers in Bakersfield and Lancaster, California. The sample consisted of 128 mathematics teachers from a Bakersfield district and 44 mathematics teachers from a Lancaster district. The researcher contacted the respondents by an e-mail letter asking them to take an online survey using a 5-point Likert scale ranging from "not at all" through "to a great deal". The responses were collected anonymously on the 19 resistance factors. The scores on the resistance factors assessment were analyzed using descriptive statistics in which the central tendency (frequency and mean), variability (standard deviation), and a Two- Proportion z Test were calculated and analyzed.

The study revealed five significant resistance factors, which all fall under communication. These factors include ambiguity: in standards and/or the implementation process ( $M = 2.92, SD = 1.26$ ); differential knowledge: lack of necessary information to proceed ( $M = 2.90, SD = 1.34$ ); increased burdens: negative impact on time, money, energy or skills ( $M = 2.80, SD = 1.30$ ); chaos: belief that alignment will bring confusion, disorder or change process chaotic ( $M = 2.74, SD = 1.17$ ); and extremes of organizational structure: lack of sufficient procedures or because procedures created a burden ( $M = 2.64, SD = 1.23$ ). According to Balch (2014), the results showed that ambiguity was the most significant factor that contributed to the mathematics teachers' reluctance to change instructional practices to align to the CCSS. The results of the study suggested that communication was a key factor in contributing to teachers' reluctance to change instructional practices to align to the CCSS, since all of the previously stated five factors fall under communication. Balch (2014) ran a Two-Proportion z Test which was used to calculate differences in the responses between the two districts. The data showed the lack of involvement in crafting or developing the change were found to be statistically significant,  $p = .0029$ . This finding suggested there was resistance to change among teachers in one of the districts due to the fact that they were not personally involved in the change.

In a quantitative study, Ghods (2014) explored how teachers prioritize reform related to the CCSS in mathematics and the perceptions of teachers on the CCSS and their implementation of the CCSS. The sample consisted of 402 teachers who taught

kindergarten through fifth grade in Indiana, Illinois, and Michigan. The data were collected by using an online survey of 14 items using mainly closed-ended questions with a 7- point Likert Scale ranging from “being the least important” through “being the most important”. This study used an exploratory data analysis, which included frequency and percentage analysis, and descriptive statistics. In addition, the researcher ran an ANOVA.

The results of the study showed 62.5% of teachers were more likely to implement a reform if they believed in the reform and 58.5% of teachers valued reform. Therefore, these findings demonstrate that teachers need support and guidance in helping them believe in and value the reform prior to implementation. Additionally, 68.9% of teachers stated that having aligned material such as textbooks and workbooks would be helpful in implementing the CCSS. The order of importance of priorities cited by the study’s teachers from most to least important were beliefs (4.96), values (4.67), achievable (4.40), easily understood (4.09), support (3.62), motivation (3.43), and relatable (2.83).

Within the same study by Ghods (2014) ANOVAs were conducted to evaluate whether how teachers prioritize reform influenced their response to the question, “Do you implement the standards in your daily practice of mathematics?” The results indicated there were no significant differences in the mean score,  $F(6, 396) = 0.72, p = .63$ . This finding suggested that the method used by teachers in prioritizing reforms did not determine whether teachers implemented the standards in their daily practice of mathematics. Ghods also evaluated whether respondent reform priorities

influenced their response to the question, “Have you altered your methods of practice since the adoption of the CCSS?” The results indicated there were no significant difference in the mean scores,  $F(6, 396) = 0.84, p = .54$ . This finding showed the method used by teachers in prioritizing reforms did not determine whether teachers changed their methods of practice since the adoption of the CCSS.

Teachers are expected to implement the CCSS as designed. Education reforms, such as the CCSS, require teachers to change their methods of instruction. Fuller and others theorized teachers with and without teaching experience have different attitudes about teaching (Fuller, 1969; Fuller et al., 1974; Parsons & Fuller, 1974). Teachers have to obtain a clear understanding of what the CCSS are in order to properly implement them as mandated, something that may be impacted by previous teaching experience. The point of failure for education reforms are often based on the implementation phase (Fullan, 2007; Hess & McShane, 2013; Jerald, 2005; Tyack & Cuban, 1995). Understanding teachers’ feelings, beliefs, and perceptions regarding the CCSS implementation is vital since it assists with understanding how teachers support the change (Dunn & Rakes, 2010; Hall, 2013). Consequently, education reforms will continue to fail if teachers do not feel engaged and if their perspectives of classroom instruction are not respected (Craig, 2012; Fullan, 2007).

The report by McLaughlin et al. (2014), *Implementing Common Core State Standards in California: A report from the field*, focused on teacher perspectives of the CCSS implementation specifically on their views of how implementation was

occurring in their schools and districts. The researchers interviewed teachers in 10 County Offices of Education and 20 districts throughout California in the early stages of implementation of the CCSS in 2013. Teachers were concerned with the lack of time for professional development, for developing curricula, and for acquiring new materials aligned with the CCSS. In addition, the report found teachers were concerned that implementation of the CCSS would be difficult to accomplish due to the wide generalization and ambiguities associated with the CCSS.

A study by Fuller (2001) focused on changing teacher's current attitudes towards the implementation of reform or innovation. The researcher examined 53 K through 12<sup>th</sup> grade teachers in a Massachusetts School District who participated in the Partners Advancing the Learning of Math and Science (PALMS) training process for 6 years. The PALMS approach is a hands-on, inquiry based, cooperative learning approach in the classroom. The researcher collected data using survey responses on a 5-point Likert scale; the scores on the factors were analyzed using percentile ranking and frequency distribution. According to Fuller (2001) the results demonstrated that in order for implementation to become part of the daily teaching routines of teachers certain factors and supports needed to be put into place. The major factor which influenced the usage of PALMS was that the approach fit the teacher's personal philosophy of education.

Within the same study Fuller (2001) conducted an additional survey, which was given to 62 teachers in the same school district to determine how the innovation through the PALMS educational change initiative training process affected the

teaching and learning practices in their classrooms. The survey showed that 73.2% of teachers still indicated a desire for more training six years after the initial implementation of the PALMS approach. This finding demonstrated change was an ongoing process in which follow up training was required for teachers to feel comfortable teaching new strategies and approaches. The two major factors which influenced teacher's initial interest in PALMS were training and the approach fit the teacher's philosophy.

A study by Achinstein and Ogawa (2006) examined the outcomes on the influence of schools and district organizations on their teacher professional socialization since other research determined teachers' professional principles for resisting district mandated instructional practices were derived from their roots. Professional socialization refers to beliefs, values, behaviors, skills, knowledge, and perspectives that pre-service teachers and experienced teachers acquire and maintain (Lawson, 1983). Levels of compliance and resistance to change varied widely, some teachers precisely followed their district's curriculum in order to comply, others tried to find some middle ground, and others resisted any type of change to their curriculum (Pease-Alvarez & Samway, 2008).

Achinstein and Ogawa's (2006) sample was two novice teachers taken from the larger study of nine which stemmed off of a program of research at The New Teacher Center at the University of California, Santa Cruz, which examined 20 novice elementary teachers. The two novice teachers were selected since they chose to resist by not complying with the literacy programs adopted by their districts. The

participants were from different districts. The data were collected by using semi-structured interviews. The interviews were coded by using themes from the literature on teacher socialization. The results showed the first novice teacher, Sue, attempted to resist since she felt isolated and lacked support. Data from the interview reflects the district's emphasis on fidelity to teach the mandated program, which was reinforced with administrator walk-throughs and monitoring of teachers' pacing to ensure teachers were following the program. After two years Sue was released by the district (Achinstein & Ogawa, 2006).

In a quantitative portion of the same study, a survey was given to 19 novice teachers from the same school district in California where Sue was employed. The novice teachers completed a survey with a 6 point scale ranging from "strongly agree" through "does not apply". This study used descriptive statistics. The results of the study showed 68% of new teachers followed the district's literacy program, 36% reported that their own beliefs matched their school's literacy program, and 21% of the new teachers agreed that their school supported them in experimenting with different approaches to literacy instruction. These findings suggested 64% of new teachers' beliefs did not match their school's literacy program and 79% of new teachers did not feel supported in experimenting with different literary instruction.

The second novice teacher, Rob, felt compelled by his professional principals to teach literacy, which caused him to resist the districts' reading program. He believed in teacher independence and creativity. He felt his instruction was geared to

meeting students' individual needs. At that time, Rob was allowed to try different literacy approaches to the district's reading program.

In a quantitative portion of the same study, 22 novice teachers from the same school district in California as Rob were surveyed. This study used descriptive statistics with a 6 point scale ranging from "strongly agree" through "does not apply". The results of the study showed 49% of teachers followed the district's reading program, 27% felt the reading program did not support their own beliefs, and 49% claimed the school culture supported trying different literacy approaches. However, this all changed with the new superintendent who focused on fidelity and full implementation of the district's reading program. Rob left the district for a district that gave more flexibility to teachers. According to Achinstein and Ogawa (2006) this study revealed instances of resistance based on professional principles.

### **Teacher Perceptions of Change**

Overbaugh and Lu (2009) explored the SoC as framed by CBAM, from teachers implementing instructional technology within the curriculum. The researcher examined 377 PK through 12<sup>th</sup> grade Virginia teachers who took one or more grant-funded courses and completed three surveys, which included a pre-survey, post-survey, and follow up survey. A television station that sponsored the Consortium for Interactive Instruction offered either on-line PBS Teacherline or face-to-face technology immersion courses in order to increase participants' technical competence and assist in creating curricula with technology. In order to identify teachers' levels of concerns in technology implementation and measure over time the

adoption of technology, CBAM's SoC was used as an instrument. There are seven types of concerns that the teachers may have experienced by implementing technology in their instruction.

The Stages of Concern Questionnaire (SoCQ) used was altered slightly from the original to reflect technology terms. The SoCQ consisted of 35 items with an 8-point scale (0-7), in which 7 represents a very high concern and 0 a very low concern. All of the participants were required to complete an online survey before the class began, at the end of the class, and three to six months after the class ended. The SoCQ was sent online through Inquisite survey software. In addition to the survey, 51 participants volunteered for an interview after the surveys were completed. NVivo (qualitative data analysis computer software) was used to code and revise the qualitative data. Then the quantitative data and the qualitative data were triangulated. Furthermore, an ANOVA test, a pairwise comparison, and a paired sample *t*-test were conducted to measure the change in the participants' levels of concern for each of the seven SoC.

The results of the ANOVA in the study by Overbough and Lu (2009) indicated there were significant differences on all seven SoC in regard to the pre-survey, post-survey, and the follow-up survey towards teachers' concerns on technology change within their instruction. Differences were noted for the Awareness stage (I am not concerned about the technology innovation), Wilks'  $\Lambda = .89$ ,  $F(2, 375) = 21.91$ ,  $p < .001$ ,  $\eta^2 = .11$ ; Information stage (I would like to know more about the technology innovation), Wilks'  $\Lambda = .64$ ,  $F(2, 375) = 104.74$ ,  $p < .001$ ,

$\eta^2 = .36$ ; Personal stage (How will using this technology innovation affect me?), Wilks'  $\Lambda = .77$ ,  $F(2, 375) = 56.30$ ,  $p < .001$ ,  $\eta^2 = .23$ ; Management stage (All of my time is used on finding materials), Wilks'  $\Lambda = .86$ ,  $F(2, 375) = 30.74$ ,  $p < .001$ ,  $\eta^2 = .14$ ; Consequence stage (How can I have a larger impact on using innovation for my students?), Wilks'  $\Lambda = .96$ ,  $F(2, 375) = 8.51$ ,  $p < .001$ ,  $\eta^2 = .04$ ; Collaboration stage (How can I relate to what my peers are doing and Refocusing?), Wilks'  $\Lambda = .94$ ,  $F(2, 375) = 12.33$ ,  $p < .001$ ,  $\eta^2 = .06$ ; and Refocusing stage (I have some ideas that may work better), Wilks'  $\Lambda = .96$ ,  $F(2, 375) = 7.65$ ,  $p < .001$ ,  $\eta^2 = .04$ . The mean scores showed teachers' concerns from most to least were Informational (104.74), Personal (56.30), Management (30.74), Awareness (21.91), Collaboration (12.33), Consequences (8.51), and Refocusing (7.65).

Within the same study by Overbaugh and Lu (2009), a follow-up pairwise comparisons and a paired sample *t*-test were conducted on all seven SoC between two surveys, which revealed significant mean differences for six SoC between the pre-survey and post-survey. The concerns with differences were Information (4.58), Personal (4.22), Management (3.33), Awareness (1.64), Collaboration (-1.31), and Refocusing (-1.07). In addition, significant mean differences were found for four SoC between the pre-survey and the follow up survey: Information (4.97), Personal (4.42), Management (1.65), and consequences (1.45). There were also significant mean differences found for five SoC between the post-survey and the follow up survey: Consequence (1.02), Collaboration (1.47), Refocusing (.93), Awareness (-1.70), and Management (-1.68). The study also revealed the results for Management

showed a significant mean difference between all three surveys. These findings suggested teachers were concerned with time spent on searching for materials geared to technology to include within their instruction. Teachers' concerns with time management were based on the time it took to find appropriate computer programs and software for their students, as well as having access and availability to computer labs or devices. Also, teachers were concerned that their districts' technology was old, slow, and incompatible with new educational software. Additionally, teachers were concerned that their districts had no laptops, printers, video cameras, and software necessary to facilitate the use of technology at their schools. Finally, teachers were concerned about teaching students how to appropriately and effectively use technology.

A study by Chamblee, Slough, and Wunsch (2008) using CBAM's SoC focused on changes in high school mathematics teachers' concerns about integrated math activities used graphing calculators in their classrooms. The researcher examined 22 Texas high school mathematics and science teachers who participated in a yearlong professional development program to improve student achievement in mathematics and science. The survey was given on the first day and the final day of a two week summative workshop. The survey used the SoCQ composed of 35 item Likert-scale which consisted of eight levels of responses. The survey answer responses ranged from 0, "irrelevant to me" through 7, "very true to me now". The survey data for the SoCQ calculated the mean stage scores, total concern scores, and

an ANOVA. In addition, the mean scores were presented as percentile ranks by using peak stage score analysis.

According to Chamblee et al. (2008) the initial percentile holistic stages scores showed, from high to low, Awareness (81), Information (80), Personal (76), Collaboration (68), Consequences (48), Management (47), and Refocusing (42). Teachers stated they were knowledgeable on using graphing calculators themselves, but not for instruction. The results showed teachers were not concerned about implementation, but wanted to learn more about effective methods in using graphing calculators within their instruction. Additionally, the results suggested that teachers were concerned about how the implementation would affect them. Teachers were willing to work with others to gain more knowledge on using the graphing calculator within their instruction under the collaboration stage. However, teachers were concerned about the amount of time it would take to implement graphing calculators into their instruction. The final holistic stage scores showed, from high to low, Information (84), Awareness (77), Management (77), Personal (76), Refocusing (73), Collaboration (72) and Consequences (54). The findings suggested teachers were still concerned with knowing more and the time it would take them to implement graphing calculators within their instruction.

Within the same study by Chamblee et al. (2008) an ANOVA was conducted on all seven SoC between the initial survey and final survey in which the results showed no significant mean differences for Management (2.97); Refocusing (1.86), Awareness (.77), Collaboration (.64), Information (.27), Consequence (.2), and

Personal (.04). The findings demonstrated that the levels of concerns by teachers using graphing calculators within their instruction remained the same despite the intervention. Therefore, teachers' concerns on spending their time finding resources and finding ideas to assist them in implementing the use of graphing calculators within their instruction remained high. Teachers' concerns were focused on curricular change and their teaching (Chamblee et al., 2008).

To analyze the situations under which educational innovation would succeed Van den Berg and Ros (1999) utilized the CBAM with teachers in the Netherlands. The purpose of the study was to determine the concerns of teachers and the role these concerns played in the educational innovation process. Four research groups focused on the educational implementation of adaptive teaching, and an adapted version of the seven SoCQ was used.

The study showed there were different stages and attitudes from teachers based on the implementation process. Van den Berg and Ros (1999) found the introduction of a large-scale project still produced high levels of concern in teachers even though more than three years had passed since its implementation in 40% of schools. Additionally, Van den Berg and Ros (1999) found concerned teachers did not want to accept the implementation of the educational innovation. Teachers were concerned about the amount of work involved in which little change would be noted, they were not given enough time to prepare for the innovation, they did not know when the innovation was working, and they were concerned the innovation would not be implemented by other teachers. These feelings of concern were minimized by

providing information and training to assist teachers with implementing an educational innovation. The results found by Van den Berg and Ros (1999) were linked to the change process which included adopting an educational innovation, implementing an educational innovation at an early or late stage, and institutionalizing an educational innovation such as the CCSS.

Professional development program assessment in vocational education and training (VET) was studied by Saunders (2012) who examined CBAM responses. The researcher surveyed 27 VET teachers who taught in colleges within Western Australia, and were recruited from a group of 35 VET teachers in the Instructional Intelligence professional development program. Seventeen of the respondents participated for all four years, four participated for three years, and six participated for two years in a systemic change professional development program to extend their instructional practices. Respondents were asked to complete an online survey composed of 35 Likert scale questions which ranged from (0): “irrelevant”, (1-2): “not true of me now”, (2-4): “somewhat true of me now”, and (5-7): “very true of me now” in order to determine the SoC. The scores were converted into percentiles by taking the sum of each of the seven raw scale scores, a number between 0 and 35 each, and then using the table that George et al. (2006) created for percentiles for each stage of concern based on their 1974 study. In addition to completing the survey, the participants in Saunders’s (2012) study took part in a focused interview, which the researcher used to determine the LoU.

Saunders (2012) used peak and combination of highest and second highest SoC by averaging the scores and converting them in percentiles. The survey findings revealed a peak at Stage 5 (Collaboration), where teachers scored at the 74<sup>th</sup> percentile in terms of their concern about collaborating with other teachers in their use of the professional development program to extend their instructional practices. The second highest concern was Stage 2 (Personal), where they scored at the 15<sup>th</sup> percentile with regard to how the professional development program would affect them. The study showed the majority of the teachers were focused on the subscale of Impact (consequence, collaboration and refocusing), which indicated teachers moved past concerns with regards to the subscales of Self (Stages 0-2), and Task (Stage 3).

The same study also revealed the subscale of Impact which develops between three to five years of innovation implementation (Hall & Hord, 2006). The study revealed the percentiles for teachers' LoU for Refinement was 52, Routine was 41, and Integration was 7. The study also revealed teachers made changes during the program and created a routine to improve their instructional practices. The study demonstrated teachers practiced what they learned.

The concerns of U.S. secondary teachers about the implementation of Learning Management Systems (LMS) by applying CBAM was investigated quantitatively by Lochner, Conrad, and Graham (2015). The participants were teachers from Arizona who taught online, blended courses or traditional classroom instruction using LMS. The researchers randomly selected 206 teachers who volunteered to take the survey by email. The survey consisted of 35 statements,

which were converted to percentiles by using the table provided by George et al. (2006) to obtain the percentile rank. According to Lochner et al. (2015), the study found U.S. secondary teachers' concerns about the implementation of the LMS to be the highest at Stage 0 (Awareness) scoring at the 81<sup>st</sup> percentile followed by Stage 3 (Management) scoring at the 47<sup>th</sup> percentile, Stage 2 (Personal) scoring at the 45<sup>th</sup> percentile, Stage 1 (Informational) scoring at the 43<sup>rd</sup> percentile, Stage 6 (Refocusing) scoring at the 30<sup>th</sup> percentile, Stage 5 (Collaboration) scoring at the 22<sup>nd</sup> percentile, and Stage 4 (Consequence) scoring at the 11<sup>th</sup> percentile. The study revealed teachers were not concerned with implementing the LMS since Stage 0 (Awareness) scored the highest. However, the Stage 3 (Management) results revealed teachers were concerned about managing their time while using the LMS. The study also revealed at Stage 2 (Personal), teachers were concerned about the personal effects of using an LMS, but at the same time those at Stage 1 (Informational) wanted to learn more about LMS.

The process of change among teachers who participated in a yearlong (summer 2003-2004) Teacher Quality Grant staff development project of algebraic thinking and implementation of the innovation program was studied by Tunks and Weller (2009). Tunks and Weller (2009) utilized CBAM's SoC to gather data. Teachers attended workshops and met with university staff from the mathematics and education departments. The participants were 10 fourth grade teachers. The project staff surveyed participants in December 2003 and in May 2004 with the CBAM's

SoCQ, using the previously mentioned methods for scoring and converting to percentiles.

The December CBAM's SoC revealed the percentile for the process of change in teachers' concerns in their participation in the program to be the highest at Stage 3 (Management) scoring approximately at the 70<sup>th</sup> percentile, Stage 1 (Informational) scoring approximately at the 68<sup>th</sup> percentile, Stage 2 (Personal) scored approximately at the 66<sup>th</sup> percentile, Stage 0 (Awareness) scored approximately at the 65<sup>th</sup> percentile, Stage 6 (Refocusing) scored approximately at the 60<sup>th</sup> percentile, Stage 5 (Collaboration) scored approximately at the 54<sup>th</sup> percentile, and Stage 4 (Consequences) scored approximately at the 42<sup>nd</sup> percentile. The results suggested teachers were concerned with Management, Informational, Personal, and Awareness, which represented the subscales of Self (Stages 0-2) and Task (Stage 3). In the same study the CBAM's SoC revealed the process of change in teachers' concerns to be the highest at Stage 6 (Refocusing) which scored approximately at the 73<sup>rd</sup> percentile, Stage 5 (Collaboration) scoring approximately at the 68<sup>th</sup> percentile, Stage 2 (Personal) at the 66<sup>th</sup> percentile, Stage 0 (Awareness) scoring at the 63<sup>rd</sup> percentile, Stage 1 (Informational) scored approximately at the 63<sup>rd</sup> percentile, and Stage 4 (Consequences) at the 60<sup>th</sup> percentile, Stage 3 (Management) which scored approximately at the 53 percentile. The results showed teachers' concerns shifted towards Consequences, Collaboration, and Refocusing which represented the subscale of "Impact" (Stages 4-6). The study demonstrated teachers were focused on results and impact of their participation in the program.

Qualitative data were also collected from the same 10 participants, who were interviewed at the end of the program by the project staff. Moreover, the researchers utilized monthly observation visits, and individual interviews with project staff to determine the LoU in CBAM. The first question “How did teachers’ concerns about the LoU of the innovation evolve during the course of the professional development project?” revealed five of the teachers progressed to Routine in the LoU, since they began to see a connection between state assessments and the lessons shown during the summer workshops. The other five teachers remained in the Personal concerns stage since they were concerned about the state test and other items. The five teachers who made the shift to Impact showed the strongest growth in LoU across time. One teacher felt he could not implement the innovation while the last four teachers needed time to adjust to the newly adopted text series for deeper use of the program change and using the new text. The second question “What changes in teachers’ perceptions and practices arose as a result of the innovation?” revealed all 10 teachers showed growth in their understanding of algebra. These findings suggested teachers learned from the professional development, but their actual concerns were not resolved.

### **Summary**

This chapter discussed recent reform movements and factors that have prevented those reforms from achieving stated goals. In addition, this chapter presented and discussed studies that examined teacher perceptions of reform movements and teacher perceptions of change. Teacher perceptions of reforms are

critical to the way teachers shape and implement the CCSS. The studies above demonstrated that communication is a significant factor in assisting with teacher perceptions of reform change and implementation. Teachers want a clear understanding of what is expected of them in the educational reform. As the studies above demonstrated, ambiguity and not being personally involved or engaged in the change could lead to teacher resistance in implementing the new reform. Additionally, the above studies demonstrated teachers need to believe in and value the reform to implement it. Finally, lack of time for professional development and acquisition of aligned materials for the new reform were concerns among teachers during the implementation process. Therefore, teacher perceptions are vital to the implementation of the reforms and would likely be an important factor in the implementation of the CCSS. Chapter III presents the methodology utilized in this study.

## CHAPTER III

### METHODOLOGY

This chapter describes the methods used to study teacher perceptions of the CCSS for kindergarten to 12<sup>th</sup> grade. This chapter describes: (a) the research design, (b) the population and sample, (c) research methods, (d) the instruments, (e) data analysis, and (f) limitations.

#### **Research Design**

The research questions investigated in this study examined the perceptions of teachers in relation to the CCSS and its implementation.

1. What are teacher perceptions of the Common Core State Standards?
2. What are teacher perceptions of their participation in the implementation of the Common Core State Standards?

This explanatory sequential mixed-methods design was initiated with a quantitative component followed by a qualitative element (Creswell, 2003). Mixed methods were used to provide greater certainty within the information found by using both qualitative and quantitative approaches to clarify, refine, and build on the results from each other (Creswell, 2003; Patton, 202; Vogt, Gardner, & Haeffele, 2012). The first phase involved acquiring quantitative data by surveying teachers selected from a school district in the Central Valley of California. This information was then used as a guide to develop the interview questions. The second phase of the study collected the qualitative data through interviews in order to further examine the study's

research questions. The qualitative phase of the study used a grounded theory approach to ensure results were grounded in the data (Glesne, 2011).

### **Sample**

Teachers from California schools were the target population for this study. The sample was drawn from a school district in the Central Valley of California. In the 2015-16 academic school year, this school district was composed of 23 schools with a total population of approximately 13,220 students (California Department of Education, 2015). The district consisted of 13 elementary schools, three junior high schools, two high schools, one continuation school, one alternative school, and three charter schools. This district was purposely selected since it adopted the CCSS three years before implementation was mandated.

In 2015-16, the student ethnicity for this school district was 72.3% Hispanic, 17.7% White, 5.1% Asian, and 4.9% other (California Department of Education, 2015). The two primary languages spoken by the English Learners in this school district were Spanish (29.4%) and Punjabi (1.1%) (California Department of Education, 2015). The school district consisted of 4,251 English Learners, which made up 32.2% of its student population (California Department of Education, 2015). This rate of whose primary language was not English was higher than the 25.4% rate among all schools in the county (California Department of Education, 2015). Additionally, the district consisted of 10,638 students who qualified for free or reduced price meals, which comprised 80.5% of the school population (California Department of Education, 2015). The rate of free or reduced price meals is higher

than the 66% of students county-wide who qualified for free or reduced meals (California Department of Education, 2015).

District-wide there was a total of 566 teachers (California Department of Education, 2013). The school district was composed of 14.7% Hispanic teachers compared to 15.8% who were Hispanic teachers in the county (California Department of Education, 2013). Finally, 80% of teachers in the district were White compared to 77% of the teachers in the county who identified as White (California Department of Education, 2013).

According to the district's assistant superintendent, the school district began preparation for implementation of the CCSS in August of 2011 (personal communication, January 11, 2016). Teachers and administrators attended at least one of the 18 full days of professional learning programs held throughout August and September of 2011. Professional learning was provided to teachers according to grade levels and subject areas. The purpose of the paid time was to provide information to assist teachers in understanding the development of the standards, understanding the standards' written format, and understanding the shift from curriculum based instruction to standards based instruction. Every year after 2011, professional learning opportunities occurred numerous times to support the implementation of the standards. Professional learning included workshops, staff meetings, lesson learning, summer academies, developing and implementing formative assessments based on individual standards, and instructional coaches' guidance to develop, implement, and reflect upon lessons.

In addition, the assistant superintendent claimed the new curriculum, which was completely digital, was implemented for grades K through 12 in mathematics, and in grades K through 12 with a 1: 1 digital device model in which every student received a tablet (K-1) or a Chromebook (2-12). Moreover, the district worked to enhance the new English language development (ELD) standards and focused on literacy standards for grades 7 through 12. Teachers were expected to implement the CCSS using the new technology and new curriculum.

Prior to soliciting participants to be involved in this study, I received approval from the California State University Stanislaus Institutional Review Board (IRB) to conduct an online survey and the interviews (see Appendix A). Teachers who volunteered to participate in the online survey read the online consent letter before the survey was administered (see Appendix B). Teachers who volunteered to participate in the interview portion of data collection signed an informed consent letter (see Appendix C) before the interview was conducted.

The samples were drawn from a list of elementary, middle, and high school teachers in the selected district meeting the following conditions: (a) taught at this district since August 2011 and (b) taught English language arts or mathematics. Since the CCSS tests English language arts and mathematics, it was important to obtain the perceptions of teachers who teach those subjects. Teachers meeting these conditions were given the opportunity to voluntarily participate in this mixed-methods study.

### **Survey Sample**

In order to conduct the survey the assistant superintendent of the district directly emailed the teachers at all sites. The survey included a filter which asked questions to eliminate teachers who did not meet the two selection criteria which were stated previously. The survey filters eliminated approximately 20% of the population who did not teach English language arts or mathematics as part of their teaching load. Additionally, there was an attrition rate of 35% over the three years the study was conducted (personal communication, March 11, 2016). Therefore, approximately 236 teachers out of 556 teachers as of 2011-2012 school year (California Department of Education, 2015) met the criteria for participation in the survey.

### **Interview Sample**

On the survey teachers were given the option to volunteer for the interview by clicking a link which recorded their contact information in Google Docs, so that these data would remain separate from their survey responses thus retaining the anonymity of the survey data. The initial data collection plan was to interview two elementary school teachers, two junior high school teachers, and two high school teachers from those who volunteered. The survey did not produce enough recruits to conduct interviews as planned. Therefore, the assistant superintendent of education directly emailed all teachers in the district on my behalf with my message. My message included a letter and my email address. The letter introduced me and detailed the purpose of the research study.

## Research Methods

Quantitative data for this study were collected using the internet survey tool, Qualtrics. The survey was sent out in mid-February of 2016. Permission was given by the assistant superintendent of education for me to write a message which was then forwarded via email by her to all teachers in the district. My message included a letter and the survey link. The letter introduced me and detailed the purpose of the research study. The letter was an attempt to make a personal connection with the teachers in order to increase the response rate (Childers & Skinner, 1996).

A reminder notice was sent out to non-respondents by the assistant superintendent of education after a week since there was not a large enough response rate generated from the first invitation. A response rate of 60% was the goal; however, a satisfactory rate was deemed at approximately 40% completed surveys (Vogt, 2007).

The qualitative data for this study were collected via interviews which I conducted. Eight teachers were individually interviewed. This data collection format allowed me to collect data from the teachers in a manner where they could openly discuss their perceptions with regard to the CCSS without fear of reprisal. Each interview was between 30 minutes to 50 minutes in duration. The interviews were conducted during late March of 2016.

The interviews were conducted either off campus or in the teacher's classroom after school. All of the interviewees were given the location option in order to secure their trust, comfort level and honesty. The interviews were recorded

for the purpose of accuracy and then were sent out to be transcribed. Transcripts were shared with participants to ensure that their statements were accurately portrayed (Creswell, 1998; Doyle, 2007; Merriam, 1998).

### **Instruments**

This study was based on an explanatory sequential mixed-methods approach, which used a survey and interviews for data collection.

#### **Survey**

I modified the survey instrument used by Linda McGurn (2014). McGurn's study purpose was to identify teachers' SoC about the CCSS; her study was carried out prior to implementation of the CCSS. McGurn (2014) used an online version of the CBAM SoCQ and modified it slightly by replacing some of the wording to align with the focus of her study. The original instrument copyright was owned by Southwest Educational Development Laboratory/American Institutes for Research, thus, copyright permission was requested and received. The validity and reliability of the instrument were established through use and testing in many studies and assessments of concerns (Dunn & Rakes, 2009; Hall et al., 1986; Loucks & Hall, 1979; McGurn, 2014). The items on McGurn's instrument align with the SoC. Some of McGurn's items needed to be modified for the current study since the CCSS were implemented at the sample district for 3 years. In addition, items were added to further explore perceptions of the CCSS and teachers' roles during implementation. Demographic items were also added. See Appendix D for a copy of the licensing

agreement, See Appendix E for the survey, and Appendix F to see how the survey items align with the SoC.

The CBAM reflects concerns and proposes that the readiness of the individual for an innovation is determined by the SoC they experience (Hall, 2013). The study by Van den Berg and Ros (1999) found Cronbach alpha ranging from .74 to .90 on the seven scales within the instrument when they examined a study originally conducted by Van den Berg and Vandenberghe (1981). Internal consistency of the scales ranged from .69 to .90 in another study that Van den berg and Ros (1999) conducted, this time using the data from Span and van Veldhuizen (1985). Van de Grift and Houtveen (1988) conducted another reliability study on the CBAM, with alpha levels on the scales ranging from .64 to .89. Similarly, Van de Grift and Houtveen (1988) found alpha levels ranging from .63 to .87. There was minimal deviation in scale alpha levels across the four studies. Therefore, the CBAM has been shown to be a reliable instrument for use in this study.

I conducted a pilot test to establish content validity of the survey. This was completed by administering the survey at a neighboring school district within the Central Valley. The pilot was administered to two groups of teachers on different days and at different school sites. The first group consisted of four middle school teachers and the second group consisted of three elementary school teachers. The survey was modified for clarity purposes based on the comments and recommendations made by the teachers. The teachers were encouraged to take notes

during the survey and to discuss their comments about the instrument with me after the survey.

Prior to collecting quantitative data for this study, I tried to establish trust with the participants by connecting with them via email through my letter describing the study. Sharing this information and assuring teachers that I would maintain all of their responses confidentially and anonymously was designed to encourage teachers to respond truthfully, which contributed to the reliability of the responses.

### **Interviews**

The information from the survey was used to better support and develop the interview questions. I conducted semi-structured interviews, with guiding questions established and piloted prior to the interviews (Glesne, 2011). However, the structure was fluid to probe based on what participants shared (Glesne, 2011). The interview questions are included in Appendix G.

### **Data Analysis**

The quantitative data collected from the survey were first converted to raw scores from the identifying teachers' SoC about the CCSS. The raw scale scores for each of the seven stages were produced by taking the sum of the responses from the five survey items belonging to each stage, a number between 0 and 35 for each item. These raw scores were then converted to percentiles using a conversion table provided by George et al. (2006). George et al. (2006) created normed percentiles for each SoC based on their 1974 survey respondents composed of 830 elementary

teachers, high school teachers, and university faculty. I used George et al.'s table to plot and graph the percentiles in aggregate to develop profiles of concern.

To search for trends related to teacher perceptions of the CCSS quantitative data received from the surveys were examined by using the Statistics Package for the Social Sciences (SPSS) v. 22. An alpha level of .05 was used for all inferential statistics. SPSS was used to conduct Chi-Square Tests. Chi-Square Tests were used to determine whether the proportions of individuals who fall into categories of variables were equal to hypothesized values (Green & Salkind, 2014). The analysis was used to test whether there were differences in responses to survey items based on gender, teaching experiences or grade level taught. Additionally, SPSS was used to run descriptive statistics (Green & Salkind, 2014). Descriptive statistics were used to show the overall mean for each response, along with the standard deviation of each item. Lastly, SPSS was used to run ANOVAs to determine if there were differences in SoC levels based on gender, years of teaching experience or grade range taught.

The qualitative data collected from the surveys and the interview questions were examined by using a computer software program, Dedoose. Moreover, I utilized an external collaborator to assure trustworthiness in the analysis of the qualitative data. The qualitative data from the interviews were analyzed for common themes and coded (Creswell, 2003), and then were examined for patterns related to teacher perceptions of the CCSS. A code tree was initially created based on a preliminary examination of the data as consistent with a grounded theory approach

(Charmaz, 2002; Glesne, 2011) and then data were coded accordingly. Themes were extracted after all of the codes were applied.

### **Limitations**

Selection bias was a possible threat to the study's validity since teachers who volunteer for the interviews could be the most outspoken. It is possible that these teachers' viewpoints were not that of the majority. This could possibly produce bias or erroneous data (Glesne, 2011). Another bias was that some teachers lack self-confidence in implementing the CCSS may have deterred them from volunteering for the interview process.

As a researcher, I was aware that I may carry some bias which may influence my interpretation of interview data. I was a teacher with over 15 years of experience during the time of the study. The first educational reform I experienced was NCLB and the second educational reform was the CCSS. As a result, I had my own perceptions of the new educational reform. Therefore, in the interview process I restated what I understood and sought clarification from each interviewee to ensure that I did not influence the interpretation of the data.

To further control for my own bias, I did not teach in the school district where the study was conducted. This may be beneficial since the participants might be more willing to be truthful and to volunteer information than they would be for an internal researcher. Since the interviewees did not know me they may have felt that their answers would remain confidential and anonymous. However, not teaching in the school district where the study was conducted could be detrimental to the analysis

since I did not have first-hand knowledge of the school district's policies, practices, and implementation processes that may influence teachers' perceptions of the CCSS.

### **Summary**

This chapter described the methods used to study teacher perceptions of the CCSS and its implementation for kindergarten to 12<sup>th</sup> grade. The research design was described as an explanatory sequential mixed-methods study beginning with a quantitative component which was supported by a qualitative element. The study also described the targeted population for the sample who were teachers from the Central Valley in California. Quantitative data were collected by using a survey and qualitative data were collected through semi-structured interviews. The final part of this chapter described data analysis procedures. Results are presented in chapter IV.

## CHAPTER IV

### RESULTS

Findings of this investigation with K through 12<sup>th</sup> grade teachers on their perception of the CCSS and its implementation are presented in this chapter. This investigation seeks to address two research questions. The first question seeks to identify teacher's perceptions of the Common Core State Standards. The second question seeks to identify teachers' perceptions of their participation in the implementation of the CCSS. This chapter describes: (a) a brief description of the survey participants, (b) analyses, and (c) findings as they relate to the two research questions in my study.

#### **Survey Participants**

According to California Department of Education (2015), there were approximately 556 teachers employed by the sample district during the 2011-2012 school year. Participants were required to have taught at the district since 2011 or before. Additionally, the participants had to have taught either English language arts or mathematics. Approximately 445 teachers met the criteria of teaching English language arts or mathematics. An attrition rate of 35% over the past three years (personal communication, March 11, 2016) resulted in approximately 236 teachers being available to sample from. After an invitation to participate in this investigation was sent via email there were 47 teachers who responded to enough of the questions to make their responses viable. There was a response rate of approximately 20%.

The survey responses showed participants were fairly evenly distributed in terms of teaching experience, see Table 3. Responses by grade level taught showed more responses from elementary than secondary teachers and from more female than male teachers.

Table 3  
*Demographics of Survey Participants (N = 47)*

	Frequency	Percent
Teaching Experience, in years:		
4 to 9	11	23.4
10 to 15	14	29.8
16 to 21	12	25.6
22 +	10	21.3
Grade Level Taught:		
Elementary	37	78.7
Junior High	4	8.5
High School	6	12.8
Gender:		
Male	5	10.6
Female	42	89.4

### Quantitative Analysis

The first phase of the study collected the responses from the online survey delivered via Qualtrics. The data were then analyzed using SPSS. This study sought to identify teachers' SoC with regard to their perceptions of the CCSS through the lens of CBAM. The quantitative data received from the survey were converted to raw scores for each of the seven SoC, which were produced by taking the sum of the responses from the five survey items belonging to each stage. These raw scores were then converted to percentiles using a conversion table provided by George et al. (2006). George et al.'s 1974 survey included 830 respondents, which was used as a base to create normed percentiles for each SoC, as previously mentioned. The seven

SoC are Stage 0, Awareness; Stage 1, Informational; Stage 2, Personal; Stage 3, Management; Stage 4, Consequences; Stage 5, Collaboration; and Stage 6, refocusing. Stages 0-2 are referred to as Self; Stage 3 is referred to as Task and Stages 4-6 are referred to as Impact.

SPSS calculated the means and standard deviations of each of the SoC with regard to teacher perceptions of the CCSS. In addition, results were converted into percentiles to identify teacher perceptions of the CCSS based on CBAM's SoC norms. These results were then analyzed using ANOVAs to identify teachers' SoC based on years of teaching experience and grade level taught. Finally, Chi-Squares were run on survey items not part of the CBAM to determine differences among teacher perceptions of the CCSS based on years of teacher experience and grade level taught.

### **Findings**

Descriptive statistics were calculated to determine the overall mean and the standard deviation of each of the 35 items on the SoCQ, see Table 4. In addition, the overall mean and the standard deviation for each of the seven SoC (Stages 0-6) were calculated. Totals for each stage could range from 0 to 35 after values on the five responses were summed. The results indicated the means of teacher concerns about the CCSS, from highest to lowest, were Stage 5, Collaboration; Stage 4, Consequences; Stage 6, Refocusing; Stage 1, Informational; Stage 3, Management; Stage 0, Awareness; and Stage 2, Personal. The mean results suggested teacher concerns were primarily focused on Collaboration, Consequences, and Refocusing,

the highest of seven SoC focusing on Impact. Table 5 summarizes the means and standard deviations for each of the stages.

Table 4  
*Overall Means and Standard Deviations of Survey Items Related to Teacher Perceptions of the CCSS by Item (N = 47)*

Item	<i>M</i>	<i>SD</i>
1. I am concerned about students' attitudes towards CCSS.	4.12	2.21
2. I now know of some other approaches that might work better than the CCSS.	4.28	1.95
3. I am more concerned about another change in my district or school site than I am about the CCSS.	4.56	2.46
4. I am concerned about not having enough time to organize myself each day because of the CCSS.	5.22	2.40
5. I would like to help other faculty in their use of CCSS.	4.42	2.09
6. I have a very limited knowledge of CCSS.	2.48	1.04
7. I would like to know the effect of the CCSS on my professional status.	3.60	1.80
8. I am concerned about conflict between teaching what interests me and having to teach the CCSS.	3.24	1.74
9. I am concerned about refining my teaching of CCSS.	5.10	2.00
10. I would like to develop working relationships with both our faculty and outside faculty with regard to the CCSS.	5.02	2.05
11. I am concerned about the effectiveness of the CCSS on my students.	5.10	2.35
12. I am not concerned about CCSS at this time.	3.92	2.49
13. I would like to know who makes decisions about the implementation of the CCSS.	3.94	2.19
14. I would like to discuss using the CCSS.	3.76	1.97
15. I would like to know about resources that could help me deliver the CCSS.	5.94	1.94
16. I am concerned about my inability to manage all that the CCSS require.	4.88	2.36
17. I would like to know how my teaching is supposed to change as a result of the CCSS.	4.02	2.15
18. I would like to familiarize other departments or persons with the progress related to the CCSS.	3.34	1.81
19. I am concerned about evaluating my impact on students.	4.70	2.13
20. I would like to revise the CCSS method.	3.68	2.03
21. I am preoccupied with things other than CCSS.	4.60	2.12
22. I would like to modify our use of CCSS based on the experiences of our students.	2.07	4.29
23. I spend little time thinking about CCSS.	3.52	1.99

24. I would like to excite my students about the CCSS.	5.64	1.87
25. I am concerned about time spent working with nonacademic problems related to CCSS.	3.64	2.03
26. I would like to know what CCSS will require in the future.	5.35	2.20
27. I would like to coordinate my efforts with others to maximize CCSS effects.	5.84	1.81
28. I would like to have more information about time and energy commitments required by CCSS.	4.51	2.22
29. I would like to know how other faculty are implementing the CCSS.	5.96	1.92
30. Currently, other priorities prevent me from focusing my attention on CCSS.	3.04	1.65
31. I would like to determine how to supplement, enhance or replace CCSS.	4.90	2.01
32. I would like to use feedback from students to change the CCSS.	3.84	1.99
33. I would like to know how my role will change when I am Teaching the CCSS.	3.44	2.04
34. Coordination of tasks and people related to the CCSS are taking too much of my time.	4.10	2.34
35. I would like to know how CCSS is better than what we had before.	4.14	2.46

The item raw score total results for each stage were converted into percentiles by using George et al.'s table (2006) and were then plotted to compare the overall intensity of the participants against the normed 1974 responses. The percentile scores were then used to reveal the intensity of concern at each stage, which created a profile that provides interpretations of the results. Higher percentiles reflect greater levels of concern than do the lower percentiles. The data showed teacher concerns were more intense at Stage 0 (97), Stage 1 (80), and Stage 3 (80). See Figure 1 for results.

The high Stage 0 (Awareness) score suggested that teachers were very aware of the CCSS. The high Stage 1 (Informational) score revealed teachers wanted to obtain more information about the CCSS. The high Stage 3 (Management) score

indicated teachers had concerns about being able to successfully balance their responsibilities as a result of the CCSS implementation. The comparison of Stage 3 percentile (80) to Stage 2 (Personal) percentile (70) revealed management concerns related to the CCSS were stronger than the concern of how the CCSS would affect the participants personally.

Table 5  
*Overall Means and Standard Deviations, by SoC*

Stage	<i>M</i>	<i>SD</i>
Stage 0: Awareness	19.32	5.84
Stage 1: Informational	21.45	7.01
Stage 2: Personal	19.17	8.27
Stage 3: Management	20.62	8.09
Stage 4: Consequences	23.11	7.32
Stage 5: Collaboration	24.57	7.02
Stage 6: Refocusing	22.19	7.90

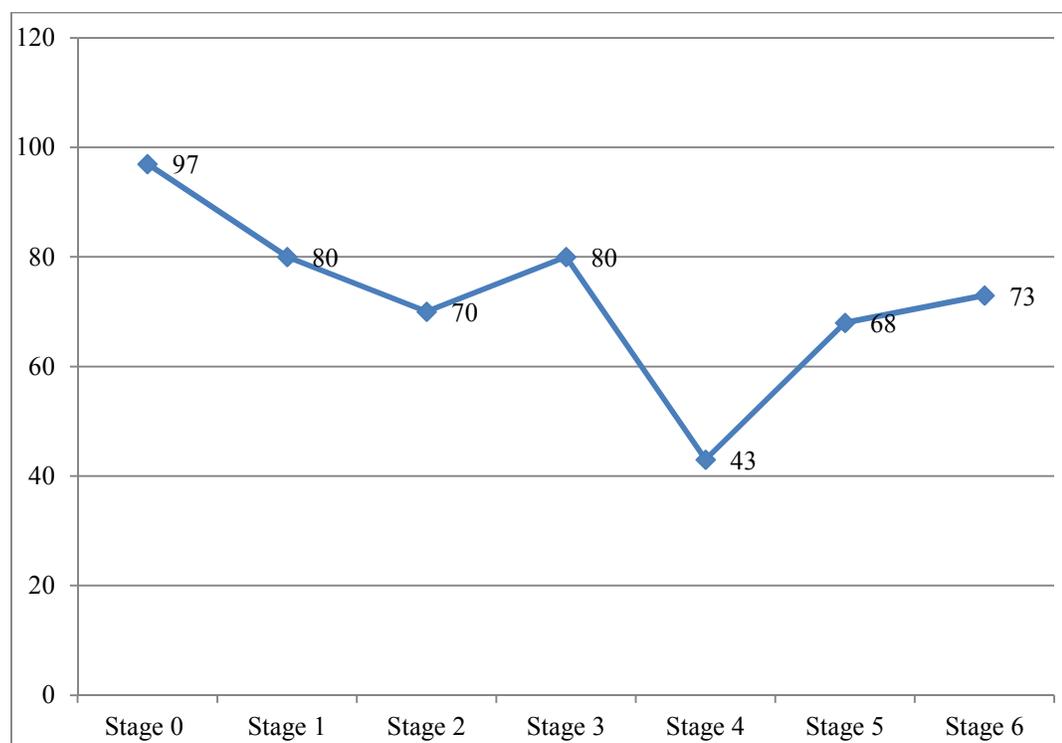


Figure 1. The overall intensity of participants by SoC.

The raw score results of teachers' SoC were then compared based on years of teaching experience (Figure 2). The results indicated similar patterns of intensity across years of experience.

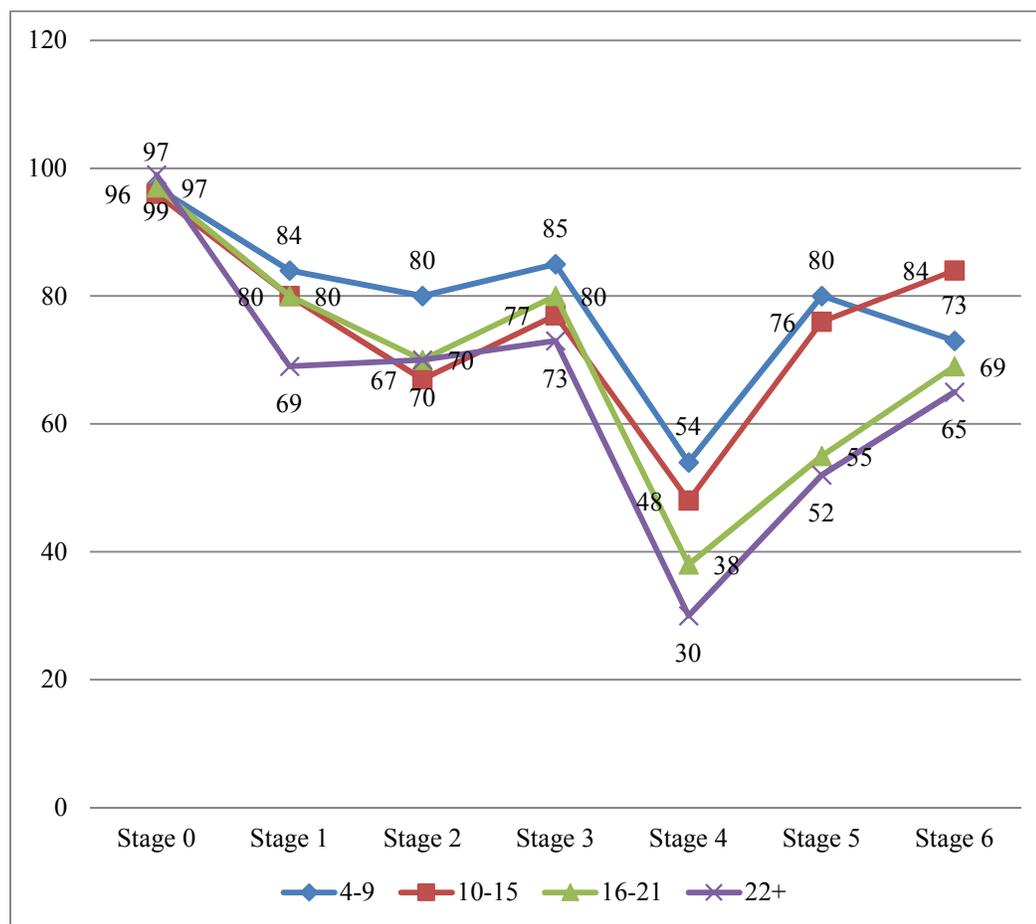


Figure 2. Teachers' SoC based on years of teaching experience.

Teachers' SoC based on grade levels taught were also compared (Figure 3). Teachers at the junior high levels revealed the highest intensity of concerns throughout all of the stages, except for Stage 1. In contrast, teachers at the high school levels indicated the lowest intensity of concerns throughout all of the stages, except for Stage 5.

The raw score results were processed to identify teachers' SoC intensity based on gender (Figure 4). These results should be viewed cautiously since there were only five male participants.

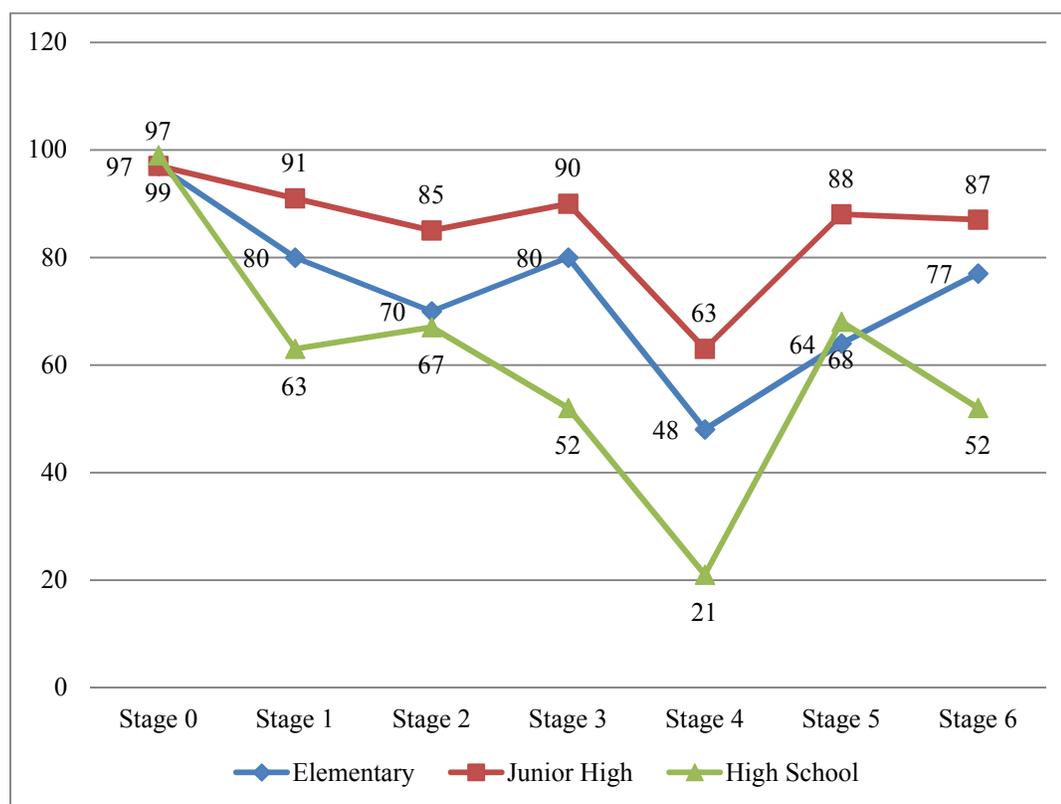


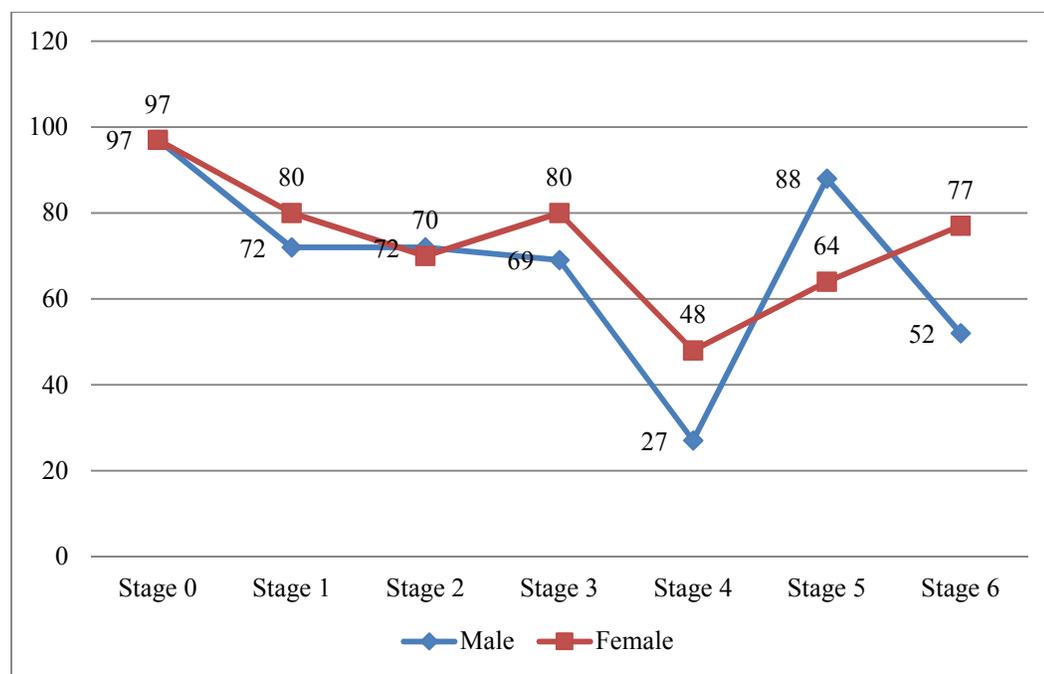
Figure 3. Teachers' SoC based on grade level taught.

Beyond items tied to the CBAM itself, additional items were asked on the survey about teacher perceptions of the CCSS. The results are displayed in Table 6. Means on each item could range from 0 to 7. Results indicated teachers, in general, felt comfortable, capable, and confident in teaching the standards to students who would benefit from the CCSS.

A series of one way Analysis of Variances were run to determine whether there was a difference in the mean on teachers' SoC of the CCSS based on years of

teaching experience or grade level taught. Table 7 shows the results. The results revealed there were no significant differences in the ANOVA tests at each stage that were due to teaching experience or grade level taught.

Chi-Square contingency tables were calculated to determine whether responses to the additional items on the survey differed based on years of teaching experience or grade level taught (Table 8). None of the results were significant.



*Figure 4.* Teachers' SoC based on gender.

Descriptive statistics were calculated to answer the second research question of this study, which asked about teacher perceptions of their participation in the implementation of the CCSS. See Table 9 for results.

Teacher perceptions of their participation in the implementation of the CCSS were compared based on years of teaching experience and grade level taught by

running a series of Chi-Square contingency tables. The Chi-Square results indicated there were no significant differences (Table 10).

Table 6  
*Means and Standard Deviations of Teacher Perceptions of the CCSS*

Item	<i>n</i>	<i>M</i>	<i>SD</i>
37. I do not believe my students will benefit from the CCSS.	47	2.77	1.76
38. I feel capable of teaching the CCSS.	47	6.21	1.74
40. I am concerned about student outcomes on the CCSS exams being tied to my evaluation.	46	4.87	2.56
42. Overall I agree with the CCSS.	47	5.51	1.82
43. I feel comfortable in teaching the CCSS.	46	5.83	1.68
44. I believe I am teaching the CCSS effectively.	47	5.47	1.61

Table 7  
*ANOVA Results Examining SoC based on Teaching Experience and Grade Level Taught (N = 47)*

	<i>F</i>	<i>p</i>	$\eta^2$
Stage 0: Unconcerned			
Teaching Experience	0.39	.76	.03
Grade Level Taught	0.60	.55	.03
Stage 1: Informational			
Teaching Experience	0.33	.81	.03
Grade Level Taught	3.33	.05	.15
Stage 2: Personal			
Teaching Experience	0.47	.71	.04
Grade Level Taught	2.57	.10	.12
Stage 3: Management			
Teaching Experience	0.26	.85	.02
Grade Level Taught	2.58	.09	.12
Stage 4: Consequences			
Teaching Experience	0.54	.66	.04
Grade Level Taught	2.27	.12	.11
Stage 5: Collaboration			
Teaching Experience	1.34	.28	.10
Grade Level Taught	0.34	.71	.02
Stage 6: Refocusing			
Teaching Experience	0.32	.81	.03
Grade Level Taught	2.34	.11	.11

Table 8  
*Chi-Square Comparisons of Participants' Responses Regarding the Difference in Teacher Perceptions of the CCSS by Teaching Experience and Grade Level Taught*

Item	Independent Variable	<i>n</i>	$\chi^2$	<i>V</i>	<i>p</i>
37. I do not believe my students will benefit from the CCSS.	Teaching Experience	47	19.04	.37	.21
	Grade Level Taught		9.23	.31	.51
38. I feel capable of teaching the CCSS.	Teaching Experience	47	19.70	.37	.35
	Grade Level Taught		7.58	.28	.82
40. I am concerned about student outcomes on the CCSS exams being tied to my evaluation.	Teaching Experience	46	19.61	.38	.55
	Grade Level Taught		16.19	.42	.30
42. Overall I agree with the CCSS.	Teaching Experience	47	18.35	.36	.43
	Grade Level Taught		6.40	.26	.90
43. I feel comfortable in teaching the CCSS.	Teaching Experience	46	9.85	.27	.94
	Grade Level Taught		7.43	.28	.83
44. I believe I am teaching the CCSS effectively.	Teaching Experience	47	21.96	.40	.23
	Grade Level Taught		9.63	.32	.65

### Qualitative Analysis

The second phase of the study utilize qualitative data, which were examined though the grounded theory approach. The data collected from semi-structured interviews with eight teachers were analyzed and coded using a computer

Table 9  
*Means and Standard Deviations of Teacher Perceptions of their Participation in the Implementation of the CCSS*

Item	<i>n</i>	<i>M</i>	<i>SD</i>
36. I feel teacher involvement in the implementation of the CCSS has been adequate in our district.	46	5.28	2.14
39. I was given plenty of opportunities to be involved with the implementation of the CCSS in my district.	46	4.91	2.10
41. I am concerned about my involvement in the implementation process of the CCSS.	47	3.62	2.02
45. I would have preferred to be more involved in the implementation process of the CCSS in my district.	47	3.89	2.22

Table 10  
*Chi-Square Comparisons of Participants' Responses Regarding Difference in Teacher Perceptions of their Participation in the Implementation of the CCSS by Teaching Experience and Grade Level Taught*

Item	Independent Variable	<i>n</i>	$\chi^2$	<i>V</i>	<i>p</i>
36. I feel teacher involvement in the implementation of the CCSS has been adequate in our district.	Teaching Experience	46	24.52	.42	.27
	Grade Level Taught		12.56	.37	.56
39. I was given plenty of opportunities to be involved with the implementation of the CCSS in my district.	Teaching Experience	46	13.53	.31	.89
	Grade Level Taught		15.40	.41	.35
41. I am concerned about my involvement in the implementation process of the CCSS.	Teaching Experience	47	19.21	.37	.57
	Grade Level Taught		14.57	.39	.41
45. I would have preferred to be more involved in the implementation process of the CCSS in my district.	Teaching Experience	47	18.51	.36	.62
	Grade Level Taught		8.39	.30	.87

software program, Dedoose after first creating a code tree to begin analysis. Then the coded data were examined for common themes and patterns related to teacher perceptions of the CCSS. The teachers selected to participate in the semi-structured interviews taught English language arts or mathematics in grade levels K through 12 with teaching experiences ranging from four years to 21 years in the sample district. See table 11 for participant demographic information.

Teacher perceptions of the CCSS were mostly positive among interviewed participants. However, teacher perceptions of their participation in the implementation of the CCSS were divided between positive and negative. Four key themes were derived from the collected data: student benefits, district's choice, district support, and state implementation.

Table 11  
*Demographics of Interview Participants*

Participant	Years of Teaching Experience	Grade Level Taught
Participant 1	10-15	Elementary
Participant 2	10-15	Elementary
Participant 3	4-9	Junior High
Participant 4	10-15	Elementary
Participant 5	16-21	High School
Participant 6	4-9	High School
Participant 7	4-9	Elementary
Participant 8	4-9	Junior High

### **Student Benefits**

Student benefits was a key theme revealed from the collected interview data. Student benefits in this analysis refer to an improvement of student learning and preparation for the future. Participants discussed their perceptions of the CCSS as having a positive effect on their students learning. Teachers believed students benefited from the new standards since students are given real world problems to solve, expected to explain their answers, be critical thinkers, and be problem solvers. Teachers believe all of these skills will be valuable to students in their everyday life. When participants discussed the benefits of the CCSS, the majority spoke about the improvement they observed in their students. One teacher expressed, “It has allowed our students to be critical thinkers and problem solvers and they have to approach

things very differently.” Participants also discussed the changes students had to make from what they were used to and what is now expected. One teacher stated, “The CCSS focus more on understanding the concept and explaining how you got your answer...and you apply more real world situations. So I feel that has helped students to grow more.”

The majority of the participants perceived the CCSS as benefiting students in many ways. The benefits most stated are that students would be able to apply what they have learned in the real world, the workplace, and even in everyday life. A teacher said, “I think it opens up a whole different avenue of opportunities for students even like at the workplace...I mean these standards really lend themselves to like typical real world applications.” Additionally, teachers were excited to see students explaining their answers which lead students to become better speakers. Also, participants expressed it was good for students to understand that there was not just one right answer, as long as they were able to explain and support the answer they got. Teachers indicated students are also benefiting from the CCSS by early exposure to informational text in reading as well as to academic language. A teacher stated, “They don’t know any different and then they learn it...they are learning this high academic language and so, they are going to be well prepared for first grade.” Finally, some respondents felt that more writing was challenging to students, but it was seen by teachers as a benefit.

### **District's Choice**

The concept of implementing the CCSS three years prior to the state mandate in the district was the choice made by the administrators, which was a theme discussed by the participants. Seven of the eight participants stated they initially learned about the CCSS through their district personnel. The majority of the participants felt it was a good decision by their district to begin implementation early and saw it as a positive action. A teacher with 15 years of teaching experience claimed, "For us, we were pre-informed and we started implementing early. I think it was a good call. This district was proactive in that they knew it was coming and so they were trying to get teachers ready for that." Moreover, a participant from the high school agreed that early implementation was a good decision. The participant commented,

It was just something that we would learn in department meetings. It was something that, you know, our district was kind of at the forefront of it. We were kind of on top of it. So I think time wise I think it has been handled pretty well.

The majority of teachers felt their district made the right choice to implement the CCSS earlier than mandated. A participant with 5 years of teaching experience expressed praise for the district. The participant stated,

Our district is very, very, very good at kind of staying ahead of the curve on things like this. They are very good at it. That's why we implemented them

so long ago. They are very, very adept of kind of understanding state and central programs.

The majority of the participants voiced that their district did an adequate job of introducing the CCSS despite not having a full understanding of the standards at the time. One teacher said, “Like they did the best that they could. They introduced it to us...I felt they did the best they could.” A teacher from the high school with 19 years of teaching experience concurred, “They were bringing us bits and pieces whenever they would find information, when they first started to hear the rumbling about it and would present us with what they knew.” Participants also appreciated that the district slowly introduced the CCSS giving the teachers time to adapt to change. One teacher voiced her thoughts by expressing,

The district started just slowly introducing them to us, so it wasn’t just dropped on our lap, so I thought it was really well rolled out to us. It just...I felt like we had enough time to absorb it and get to know it.

Moreover, a teacher with 5 years of teaching experience mentioned, “Our principal and administration wanted us to kind of just try things out. They said don’t be afraid to try because we are going to be able to learn for ourselves the first year of actual implementation.” Overall, teachers expressed that the district did an adequate job exposing them to the CCSS before they were mandated.

### **District Support**

The interview data also revealed district support as a theme. District support in this analysis refers to the improvement of teacher knowledge and learning through

professional development, trainings, professional learning communities (PLC), peer collaboration, and the use of instructional coaches for guidance relative to the CCSS. In addition, district support also refers to providing teachers with resources and additional time needed to create a curriculum that is aligned with the CCSS before the state implementation. The majority of the interviewed teachers expressed positive feelings towards the district's support for professional development, training, PLCs, peer collaboration, and the use of instructional coaches for guidance relating to the CCSS. One teacher stated, "I worked with my team on a regular basis and we did a lot over the course of these past years." This same teacher expressed, "Instructional coaches were there to guide us." Another teacher claimed, "I mean everybody was included in the trainings. And if you wanted you could use your coach." An elementary teacher stated, "They had trainings on the CCSS to train us on how to use them."

A high school teacher with 5 years of teaching experience remarked, "We did a really good job just working together, helping each other, like we have our coach, the coach would help us quite a bit." This same teacher also praised the ability to learn from each other. The teacher said,

We formed this very comfortable group of, you know, being able to share what we have, to share our experiences of what we tried in the classroom and what didn't work. We're learning what we learned from our first year doing it, what to change for our second year.

Another teacher from the high school with 19 years of teaching experience voiced the importance of collaboration during the implementation of the CCSS and mentioned,

I think peer collaboration has been very beneficial. You know other teachers have amazing ideas and I have been stealing their ideas. The idea that we have been allowed to work more and more together with our peers and share ideas and especially for the new teachers they have been trained in the CCSS and so they are bringing in their ideas and they are also picking the brains of the veteran teachers...It has been very beneficial for us working with peers.

An elementary teacher with 15 years of teaching experience, mentioned gaining experience with using technology in the classroom, "We used technology working with Google Chrome and the Teacher Classroom, which has been really good because it really streamlines things and so it makes collaboration really easy." A teacher from the junior high stated, "We have planning days and we talk about the CCSS. We make sure that we were covering the major standards through each quarter."

Although the majority of the participants appreciated the additional professional development many were frustrated by the lack of time provided to acquire resources and develop lesson plans.

The majority of the interviewed teachers expressed negative feelings towards the manner in which the district supported teachers through the implementation of the CCSS regarding resources and additional time needed to create a curriculum aligned with the CCSS before the state's implementation date. Many participants shared their frustration when they were struggling and scrambling to find resources they needed.

One teacher mentioned, “So we are kind of left on our own to find resources which is frustrating.” Another teacher stated, “I felt most of my planning went in finding the right resource.” Even for more experienced teachers finding resources was a struggle.

A teacher with 9 years of teaching experience remarked, “I wish there was a lot more resources, all our curriculum was teacher based, like teacher created. Some useful resources from the beginning would have eased a lot of our workload as far as the development and the implementation.” Another teacher with 5 years of teaching experience expressed,

There weren't many resources online that gave us good lessons to really go off of. We wanted more resources than that. And so, now there's a lot more out there so we can use those, but I wished we would have had more assistance with that beforehand.

A teacher with 6 years of teaching experience claimed,

We'll get on websites from other districts...they have it paced out, they have guides for how to unlock the CCSS. Our district does not have that, we don't have pacing guides, and we don't have a reference for how to unpack a standard. I feel like our district has to work on that.

Another teacher agreed and said, “Then we have to scramble and use other districts' resources to figure out how to teach that standard.”

All participants felt the district needed to provide more time for teachers to develop lessons aligned with the CCSS since they had limited resources. One participant stated,

The time given to actually generate these new lessons and to really figure the stuff out and like create something, there is very little of that. There was an immense amount of time spent just talking about, looking at the differences, very little time on how are you going to change your lesson.

Moreover, several participants were concerned about not having enough time from the district to create lessons to implement the CCSS effectively. One teacher expressed, “We had to make the pacing guides ourselves. And then we work together to decide how that lesson’s going to go, but not for every standard. We don’t have time to do it for every standard.” The same participant further clarified that the district did provide some time but just not enough and mentioned, “When we have lesson study days, we collaborate with our team, we take a standard and we actually create a lesson for that standard together, but again, I mean we can only do that with so many standards.”

Generally, participants expressed they needed more time to collaborate with other teachers. A teacher said, “When we met with our grade level, and by the time we got together to discuss it was time to dismiss. So it would be good to have a half day to meet and collaborate, not just one hour. It wasn’t effective as it could have been because we really didn’t have time to get into the meat of the issue.”

Many participants voiced concerns about the use of their non-work time to implement the CCSS effectively. One teacher expressed working on the implementation during the time that they should not be expected to work.

You're doing nights, you're doing lunches, and you're doing anytime you can make a solid lesson. But there's never enough time to develop your own lessons like that. It is extremely time consuming and you know the district has its instructional norms.

Another teacher commented, "I mean I guess they assume that it's going to be done on our time." Finally, another teacher mentioned, "The teacher...it's expected that the teacher do the research and go online."

### **State Implementation**

The majority of the teachers voiced negative feelings towards the manner in which the state implemented the CCSS in California. In this study, state implementation refers to the manner in which the state informed, released, and mandated the CCSS. All of the participants felt that the state did a poor job implementing the CCSS since the implementation caused confusion. One elementary teacher expressed her concerns about the confusion and disconnect the state created between the CCSS and curriculum by not providing curriculum aligned with the CCSS. The teacher explained, there is a misconception that the CCSS are curriculum, but they are not. Another elementary teacher noted, "I heard of all the... there's parents and individuals that are really angry about the CCSS." In addition, a junior high teacher voiced his concerns with the low level of knowledge parents have about the CCSS, "There is a lot of misinformation out there. I mean an insane amount of misinformation about the CCSS. So I have had parents talk to me and are really upset about it."

Participants also voiced their concerns about the approach the state took to implement the CCSS since the state seemed unprepared. An elementary teacher expressed that the state did an inadequate job of communicating about the CCSS, “I just think that the state had an idea that they wanted to use the standards and I don’t think it was planned out before they rolled it out to everybody.” Participants also believed the CCSS were confusing and were not clearly stated. One participant shared, “The state just kind of said, here are the standards, now you figure it out.” Another teacher claimed, “It was a frustrating process getting bits and pieces instead of having it all ready to go. It was just the way that the CCSS were handled nationally.” One high school teacher explained that the terminology and vocabulary the CCSS used were sometimes confusing, making it more difficult to figure out what the standard wanted the students to achieve.

Participants were also concerned that the state did not provide adequate resources. One teacher highlighted this concern, “We’re developing our own and that took a lot of cooperation and time since it is a little trickier to align your curriculum to the CCSS because there isn’t clear curriculum out there.” A teacher with 19 years of teaching experience mentioned, “The resources have been one of the big struggles as well. I am going back to old files for stuff that I can use.” A teacher with 5 years of teaching experience noted the lack of contemporary resources, “So on the internet there aren’t many resources available that were helpful, because everyone had their interpretation of what the standards were. People would say they were CCSS, but they weren’t.” The lack of curriculum was expressed by another teacher, “So, I think

the state did not have a plan when they rolled it out to us as to what we were going to use for curriculum, what were going to be our resources?” Since there was a lack of resources, teachers feared there would be a negative impact on student learning.

Several participants were concerned about the negative effect the CCSS would have on their students because of the way the state implemented the standards. A junior high teacher with 9 years of teaching experience stated, “I feel the transition could have been a lot easier. I see our students being affected the most. It is completely new to them, they were used to being taught in a certain way, learning in a certain way.” Lastly, an elementary teacher stated,

I don't think it's really helping the kids more than what we were doing before because we are trying to scramble to come up with things for kids to do for those standards. I think it hurt our kids, the way the state rolled it out.

Teachers expressed that had the state provided curriculum and resources student learning would have been less affected and teachers would have felt more prepared to teach in a manner that would achieve the CCSS.

### **Summary**

Chapter IV presented the results of this explanatory sequential mixed methods study as they related to the study's two research questions. The qualitative data were examined through the grounded theory approach. The quantitative analyses were derived from the data collected by the online survey through Qualtrics. The data were then analyzed using SPSS to calculate the means and standard deviations. Also CBAM's SoC were calculated using percentiles as noted by George et al. (2006).

Teacher perceptions of the CCSS were the most intense at Stage 0, Stage 1, and Stage 3. Then the SoC were analyzed based on years of teaching experience, which showed a similar pattern of intensity throughout all of the stages. Last of all, SoC was examined based on grade levels taught, which also found a similar pattern of intensity throughout all of the stages. Responses to survey questions were not impacted by years of teaching experience or grade level taught.

The qualitative data were derived from the semi-structured interviews as they related to the study's two research questions. Dedoose was used to analyze and code data, which were examined for common themes and patterns. Key themes developed from the data collected from participant interviews that contributed to teacher perceptions of the CCSS and their perceptions of their participation in the implementation of the CCSS were: student benefits, district's choice, district support, and state implementation. Chapter V includes a discussion of the results.

## CHAPTER V

### DISCUSSION, IMPLICATIONS, AND CONCLUSIONS

This chapter will (a) summarize research findings, (b) discuss the results, (c) describe the limitations of the study, and (d) discuss recommendations for future research.

#### **Summary of Findings**

##### **The Quantitative Phase**

The mean results of teacher perceptions about the CCSS were the highest at Stages 4-6 (Impact): Collaboration (Stage 5), Consequences (Stage 4), and Refocusing (Stage 6). Using the CBAM as a way of understanding concerns, teacher perceptions of the CCSS were all at or above the 80th percentile at the stages of Awareness (Stage 0), Informational (Stage 1), and Management (Stage 3). The SoC were then analyzed based on years of teaching experience, which found similar patterns of intensity throughout all of the stages. Finally, when examining SoC based on grade levels taught, the levels of intensity throughout all of the stages, in general, were highest among junior high teachers and lowest among the high school participants. This finding was based off of a low number of participants.

Additional survey items that were not tied to CBAM's SoC asked respondents about their perceptions of the CCSS. The results showed teachers, in general, were comfortable teaching the CCSS with no statistically significant differences in responses according to years of teaching experience based on the ANOVA and Chi-

Square tests. Teachers were also asked about perceptions of their participation in the implementation of the CCSS. The results showed teachers, in general, had favorable impressions regarding implementation of the standards. These results did not vary due to years of teaching experience or grade level taught, which were consistent with the findings of the Chi-Square tests.

### **The Qualitative Phase**

Semi-structured interviews were conducted during the qualitative phase in order to better understand teacher perceptions of the CCSS and their perceptions of their participation in the implementation of the CCSS. The data collected were analyzed and coded. Then the coded data were examined to obtain key themes: student benefits, district's choice, district support, and state implementation.

Teacher perceptions of the CCSS were positive with regard to student benefits, a theme related to student learning and preparation for the future. The majority of the teachers expressed students were academically improving by learning required skills needed to become critical thinkers and problem solvers. Additionally, teachers indicated the CCSS increased proficiency in reading informational texts for elementary, junior high, and high school students. Teachers believed students would be better prepared for the workplace and in everyday life since students are being exposed to an increased amount of informational text early on. Teachers also felt students were being exposed to academic vocabulary throughout all grade levels which was also perceived as a benefit.

Another key theme which emerged was reaction to the district's choice to implement the CCSS three years prior to the state mandate, a choice made by the administrators. The majority of the teachers voiced positive comments about the decision the district made to implement the CCSS prior to the state mandate. Many teachers appreciated that the district gave them time to slowly adapt to the new reform. Teachers expressed appreciation because the CCSS were not just dropped on them.

The interview data also revealed a key theme of district support through professional development, trainings, PLCs, peer collaboration, and the use of instructional coaches. The majority of the teachers voiced positive comments about the district's support with regard to teacher improvement related to the CCSS. Teachers appreciated all of the professional development for the CCSS provided by the district. Many teachers requested the assistance of the coaches for guidance relative to the CCSS. In addition, many teachers felt they learned from each other through professional development.

District support also refers to providing teachers with needed resources and additional time to create curriculum aligned with the CCSS before the state implementation, something interviewed teachers felt was below expectations. Teachers expressed that the district did not meet their expectations for support in this area. Teachers felt that they struggled and scrambled to find resources aligned with the CCSS, which were not provided by the district. Additionally, all of the interviewed teachers expressed their concerns about the lack of time with their grade

level colleagues to create curriculum that was aligned with the CCSS. Finally, teachers felt the district expected them to use their own non-work time to develop curriculum that was aligned with the CCSS.

State implementation was the last key theme that emerged from the interviews. All of the teachers expressed negative comment about the manner in which California implemented the CCSS. The majority of the teachers expressed that the state-wide launch of the CCSS caused confusion which led to misinformation when the CCSS were implemented. Moreover, teachers believed the state did not have a plan for implementing the CCSS. Some teachers also felt student learning was negatively impacted at the beginning of the implementation since resources aligned with the CCSS were not provided by the state.

### **Discussion of Findings**

#### **Teacher Perceptions of the CCSS**

This study used CBAM's SoC to understand and examine teacher concerns with an educational reform and its implementation. Teacher perceptions of the CCSS were considered most intense at the stage of Awareness (Stage 0) scoring at the 97<sup>th</sup> percentile, Informational (Stage 1) scoring at the 80<sup>th</sup> percentile, and Management (Stage 3) scoring at the 80<sup>th</sup> percentile. The results revealed teachers were aware of the CCSS, but were not as concerned about them as they were with something else (George et al., 2006). Teachers at the selected district were working hard to implement not only the CCSS, but also implementing a 1:1 student to computer ratio. At the time of the study, teachers were more concerned about properly using the new

technology and understanding the new digital curriculum than they were about the CCSS. Since teachers had implemented the CCSS three years prior to the study but were in year one of the 1:1 implementation, this finding intuitively made sense; the CCSS were simply part of the normal teaching routine for teachers in this district.

The results suggested teachers wanted to know more about the CCSS. According to the interpretation from George et al. (2006) the results did not indicate the level of knowledge the teachers possessed regarding the CCSS, just that they still wanted to learn more. Willingness to continue to expand their knowledge is a positive reflection on the district's implementation efforts. The results also demonstrated teachers were concerned about their ability to successfully balance their responsibilities as a result of the CCSS implementation. However, this finding may have been influenced by the 1:1 adoption and not be a result of the CCSS.

The George et al. (2006) document assisted in the interpretation of the “positive one-two split,” the relationship between the score of Stage 1 at the 80<sup>th</sup> percentile and the score of Stage 2 at the 70<sup>th</sup> percentile. The fact that the Stage 1 score was more intense than the score of Stage 2 indicated that teachers had a positive perspective and did not fear how the CCSS affected them personally. These findings further demonstrated that teachers were open to and willing to learn more about the CCSS. George et al. (2006) also discussed the importance of interpreting the stage of Refocusing (Stage 6) if the concerns “tail up” seven to 10 percentiles from Stage 5. The findings revealed that the Collaboration (Stage 5) to Refocusing (Stage 6) “tail up” was only five percentiles, which are not considered detectable since there was a

slight “tail up”. These findings suggested that teachers may have ideas about changing the implementation process or the current situation regarding the CCSS. At the time of the study, teachers had used the innovation for three years, therefore they knew what worked and what needed to be changed with the implementation process in their district. The finding also supported teachers concerns about the subscale of Task (Stage 3) since teachers expressed frustrations about management concerns specifically the need for additional time and resources with regard to the CCSS in order to move forward to the subscale of Impact (Stages 4-6).

The raw score results of teachers’ SoC were compared based on years of teaching experience, revealing similar patterns of intensity regardless of experience. These findings suggested teachers, overall, had positive impressions of and were comfortable teaching the CCSS since the results did not vary based on years of teaching experience. In other words, novice and veteran teachers responded to the new innovation in similar ways.

However, at the stage of Consequences (Stage 4) and at the stage of Collaboration (Stage 5) there was more than a 20 percentile difference between teachers with four to nine years teaching experience and teachers with 22 years or more of teaching experience. Examining the data further revealed novice teachers expressed high levels of concern throughout all of the SoC except for Stage 4. The more veteran teachers showed high levels of concern only for Stages 0 through 3. Therefore, novice teachers were still more concerned at the subscale of Task (Stage 3) but were beginning to move toward the subscale of Impact (Stages 4-6), while veteran

teachers were still at the subscale of Task (Stage 3) and had not moved forward to the subscale of Impact. The finding suggested the district needs to support teachers with additional time and resources with regard to the CCSS in order for teachers to move forward to the subscale of Impact (Stages 4-6). This is an important factor since teachers would move to the upper stages where they would focus on the results and impact the innovation would have on their students (Loucks-Horsley, 1996).

The raw score results of teachers' SoC were compared based on grade levels taught, which revealed similar patterns of intensity throughout the K-12 range. Across all grade levels, results showed that teachers had advanced beyond the subscale Self (Stages 0-2), were at the subscale Task (Stage 3), and seemed to be moving towards the subscale Impact (Stages 4-6).

While teachers across all levels viewed the CCSS favorably, there was more than a 20 percentile difference between junior high teachers and high school participants at Stage 1 (Informational), Stage 3 (Management), Stage 4 (Consequences), and Stage 5 (Collaboration). These findings suggested the high school teachers perceived the CCSS more positively than the junior high teachers, resulting in the low levels of concerns across the indicated stages (George et al., 2006). There could also be another explanation in which junior high teachers were still more concerned at the subscale of Task (Stage 3), but moving toward the subscale of Impact (Stages 4-6), while high school teachers were still at the subscale of Task (Stage 3) and had not moved forward to the subscale of Impact (4-6). Teachers were provided with several years of implementing the CCSS. However, during their third

year of implementation teachers were given new curriculum which was completely technology based. Therefore, teachers were now trying to figure out how to enhance the CCSS with technology. It is possible that teachers are now worried about teaching the CCSS through technology. My explanation is supported by Chamblee et al.'s (2008) findings, which revealed teachers were not concerned with the implementation, but with effective methods in using graphing calculators and with the time it took to implement graphing calculators within their instruction even though they were knowledgeable in using the graphing calculators themselves. These findings intuitively make sense since survey and interview data suggested teachers felt capable of teaching the CCSS, comfortable with teaching the CCSS, and overall agreed with the CCSS. Additionally, the findings regarding the stages were also supported by the interview data, which reported teachers needed additional time and resources with regard to the CCSS in order for teachers to move from the subscale of Task (Stage 3) to the subscale of Impact (Stages 4-6). The responses from the subscale of Impact also demonstrated low-levels of concerns.

The district slowly introduced the CCSS, which gave the teachers time to learn about and understand what the CCSS entailed and how the standards would impact them and their students' learning. As a result, teachers in this study expressed low levels of concerns for Stage 2, Personal and Stage 4, Consequences. Weiss's theory of change model (1995) suggested that administrators need to facilitate knowledge and awareness of new initiatives, which the district did. Moreover, the manner in which the district introduced the CCSS to the teachers assisted with teacher

buy-in. This finding is also supported by Battista (1994) who stated teachers' beliefs do not allow them to understand and accept new educational reforms when the shift happens quickly with little prior knowledge. Since the shift occurred slowly and the district provided information about the CCSS over multiple years, teachers were able to understand and accept the CCSS. Teachers' beliefs about teaching and learning influenced how they processed the new information about the new standards (Levin & He, 2008), which could have impacted results earlier in the implementation process. However, by the end of three years of implementation, there appeared to be little variation in how teachers perceived the reform.

Respondents in the sample were clustered at the CBAM Impact subscale (Stages 4-6, Collaboration, Consequences, and Refocusing). Teachers were no longer concerned with how the CCSS were affecting them personally; instead they were more concerned with issues related to time management and the creation of effective teaching and learning environments aligned with the CCSS (George et al., 2006). Results of the survey indicated that overall teachers agreed with the CCSS, that they felt capable of teaching the CCSS, and that they were comfortable with teaching the CCSS. These findings were likely a result of the manner in which the district introduced the CCSS to the teachers. The district allowed teachers the time to become familiar with and understand the CCSS three years prior to the state mandate. These favorable impressions are perhaps even more important to the success of the CCSS than they appear to be upon initial investigation. Hall and Hord (2011) declared teacher perceptions of the CCSS were important since it is teachers who

decide the manner in which the CCSS are implemented in their classrooms. The fact that teacher perceptions of the new reform were so favorable likely reflects their willingness to implement them with fidelity.

McGurn's (2014) study was conducted with teachers who were at different stages of implementing the CCSS ranging from zero to two years compared with the current study, which was at three years. In McGurn's study, teachers were at the subscale of Self (Stages 0-2), which was understandable since teachers were at the early stages of implementation. McGurn's findings according to George et al. (2006) confirmed a "negative one-two split" meaning the score for Stage 2 was higher than the score for Stage 1. This suggested teachers might have had doubts about and may resist the CCSS, and that they may be negative and closed towards the information regarding the CCSS.

McGurn's (2014) results suggested teachers were concerned about the effects the CCSS would have on them, doubted the CCSS, were unwilling to seek information about the CCSS, and possibly displayed negative attitudes towards the CCSS (George et al., 2006). These results indicated teachers in her study were not well informed about the CCSS, they were not given meaningful professional development with regard to the CCSS, and teachers were not given enough time to adjust and accept the shift. The results of McGurn (2014) contrast with the results from the current study, which examined results after three years of CCSS implementation in which teachers were no longer concerned with the subscale of Self, and were at the subscale of Task (Stage 3), and beginning to move towards the

subscale of Impact (Stages 4-6). Loucks-Horsley (1996) stated the implementation of an educational reform in a classroom takes anywhere from three to five years. This suggested timeline is supported by the current study.

The present study and McGurn (2014) both demonstrated there were no significant differences between teachers' SoC and years of teaching experience, which suggested teachers, regardless of teaching experience, perceived the CCSS similarly. It seems that external factors were more influential in teacher perceptions than were internal factors. For example, the present study and McGurn (2014) both demonstrated that teachers felt they needed more resources, which included more time to properly implement the CCSS, more training to learn from peers with regard to the CCSS, and be provided with a curriculum aligned with the CCSS.

McDonnell and Weatherford (2013) acknowledged the CCSS were created to prepare students for college or the workforce. Results from both the survey and interviews from the present study suggested teachers perceived the standards to address those goals. Teachers noted increased collaboration among students and evidence of students increased speaking, critical thinking, and problem solving skills. Because the district had adequately introduced the CCSS to teachers who were able to slowly learn and understand what the CCSS entailed, teachers had time to make the shift to the new approach, accept it, and adapt to the new reform. The CCSS focus on skills, rather than specific content, combined with teachers' positive perception of the standards, which they believed to have a positive impact on students, suggested

teachers have been able to combine their personal beliefs about teaching and learning into classroom practice (Battista, 1994; Levin & He, 2008).

### **Teacher Perceptions of their Participation in the Implementation of the CCSS**

The quantitative and qualitative results indicated teachers felt they were adequately involved and had plenty of opportunities to participate in the implementation of the CCSS in their district. These findings resonated with the theme of district support since teachers were involved and participated in the implementation through teacher improvement. Teachers felt the district did an adequate job of keeping up with innovation. Therefore, teachers did not seem surprised when their district informed them of the implementation of the new reform. Teachers were grateful that the district slowly introduced them to the CCSS. Also, teachers felt the district gave them time to absorb, and understand the CCSS, a theme supported by Battista (1994) who stated teachers' beliefs do not allow them to understand and accept new educational reforms when the shift happens quickly with little prior knowledge.

Teachers expressed that the district more than adequately supported them through teacher improvement and professional development. O'Neill and Thomson (2013) claimed educators need to comprehend and receive on-going training on the CCSS in order to effectively implement them, teachers positive regard for the districts' support indicated that the district excelled in this area. However, teachers expressed that the district did not provide sufficient resources and time to prepare for the CCSS implementation. This issue was not unique to the study since multiple

researchers have indicated that teachers perceived they were not provided with enough information or support to implement a new innovation effectively (Adams, 2002; Casey & Rakes, 2002; James, Lamb, Householder, & Bailey, 2000; Mill & Tinchler, 2003; Ward, West, & Isaak, 2002).

Fullan (2007) stated educational innovation worked when the implemented process included teachers in a meaningful and engaging manner. In addition, scholarly literature suggests the importance of involving and including teachers in the curriculum design process by providing them with choices and options during the reform (Green, 1980; Stenhouse, 1975). In the present study, the district engaged teachers in activities designed to familiarize them with the CCSS. The district provided professional development options from which teachers could choose instead of mandating a one-size-fits all approach. Teachers had opportunities to collaborate with their peers to design curriculum. Moreover, teachers believed the district's coaches were able to provide them with guidance aligning the CCSS to their teacher created curriculum. The data showed the district made several resources available to increase the likelihood that the conversion from California Standards to the Common Core Standards was successful.

Teacher concerns about the lack of time and lack of or insufficient curricular resources paralleled findings from Overbaugh and Lu (2009). Although teachers appreciated the time the district provided for them to learn about the CCSS, teachers soon realized what was provided was not enough time to create a teacher based curriculum, especially when teachers had to generate their own instructional

resources. While this sentiment was expressed by the majority of respondents, a few teachers appreciated the freedom of teaching the CCSS without a curriculum forced upon them. The district would be wise to continue providing teachers with time for teachers to obtain the right resources and to align their curriculum with the CCSS. Additionally, the district should continue to provide teachers with opportunities to learn through professional development, peer collaboration, and support from coaches. Teachers need time to dig into the newly purchased curriculum or to continue creating curriculum in order to effectively deliver the CCSS to their students.

Some teachers are leaving the subscale of Task (Stage 3) with a degree of frustration because they lack time and resources to support this shift. District support needs to be fully addressed in order for teachers to maintain steady progress towards the subscale of Impact (Stages 4-6): Collaboration (Stage 5), Consequences (Stage 4), and Refocusing (Stage 6). It takes three to five years to fully implement an educational reform in the classroom and even then teacher concerns may still emerge, which will need to be addressed for proper implementation to occur (Loucks-Horsley, 1996).

While teachers' perception of the district's involvement in the implementation of the CCSS was positive, many teachers believed there was a lot of misinformation and lack of planning for the implementation of the CCSS at the state level. This is a common negative response by teachers that top-down reforms are not planned effectively (McDonnell & Elmore, 1987). While developers of the CCSS sought

teacher input, teachers did not have a choice about implementation once the state decided to participate in the new reform. Teachers felt the CCSS were confusing because of the terminology and vocabulary used, which made it more difficult to understand the intent of the standards and how to effectively deliver it to their students. The feelings of confusion were not unique to the present study. Weiss (1995) declared that those (such as the state) tasked with carrying out complex initiatives are often unclear about the innovation and do not make the necessary preparations for the change to reach long term goals. Others claimed educational policy innovations were challenging to perform through implementation (Cohen, Moffitt, & Goldin, 2007; Darling-Hammond, 1990). Cohen and Moffitt (2009) suggested the probability of shortcomings may be due to the lack of supports for teachers and students during the implementation process, not because of the CCSS directly. The results of this study support the findings of Cohen and Moffitt (2009).

### **Limitations of the Study**

There were several limitations of this study. This study was limited to teachers in kindergarten through twelfth grades from one school district in the Central Valley in California. The study was not extended to other districts since this was the only district in the Central Valley that implemented the CCSS three years before the state mandate. This study was limited to participants who taught at the district as of 2011 and who taught English language arts or mathematics. Teachers hired after 2011 and those who taught subjects other than English language arts or mathematics were not included in the study because they were not required to implement the CCSS

on the same timeline. Additionally, teachers who left the district between 2011 and 2016, a substantial amount, were also not included. These restrictions on the sample impacted the sample size, which could negatively affect the generalizability of the study.

Another limitation was the timing of the survey. Data collection commenced during contentious contract negotiations which resulted in some teachers being unwilling to do anything they perceived as extra. Since the invitation to participate was delivered through a district administrator's account, participation rate may have been negatively impacted. Moreover, the district required teachers to submit a team project due in April 2016, so teachers were working hard to complete it (personal communication, March 11, 2016). Their involvement in the project may have negatively impacted their willingness to participate in the study.

According to George et al. (2006), the use of CBAM to judge, screen or evaluate participant concerns is a limitation; CBAM should be used as a diagnostic tool to measure participant concerns with an innovation. It is extremely likely that teacher perceptions of their participation in the implementation of the CCSS at this district are very different from teachers in other districts within the Central Valley in California and beyond. Finally, the 20% response rate makes it difficult to generalize the entire district.

### **Recommendations for Future Research**

This study should be replicated with a larger sample of participants from several districts that have implemented the CCSS for three to four years. In addition,

it is recommended that further research should include collecting data from the same participants using the SoC questionnaire at the beginning and the end of every school year during a two-year period and then analyze the differences. The study may provide valuable insight to support teachers throughout the implementation of an innovation. Finally, a study with a focus on participants who teach electives and subjects not tested under the CCSS, but who are now required by the CCSS to include writing within their lessons would be valuable. It would provide insight on the perceptions of this group of teachers and the support they may require to properly implement the CCSS.

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## APPENDICES

## APPENDIX A

## IRB APPROVAL LETTER WITH A MODIFICATION



California State University, Stanislaus  
 Institutional Review Board  
 One University Circle, MSR 160  
 Turlock, CA 95382

(209) 667-3493  
 Fax: (209) 664-7048  
 IRBAdmin@csustan.edu

**IRB BOARD MEMBERS**

*Susan M. Neufeld, Ed.D., CHAIR*  
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*Jeffrey Bernard, Ph.D.*  
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 Advanced Studies

*Connie Pires*  
 Community Member

*Shauna Young, Ed.D.*  
 Research & Sponsored Programs

*Julie Johnson, JD*  
 Campus Compliance Officer

**IRB Administration**  
*Joyce Bell*  
 UIRB Administrator

February 16, 2016

Gabriela Sanchez  
 6262 Nathan Court  
 Arwater, CA 95301

Re: Protocol #1516-086

Dear Gabriela,

*Congratulations.* Your research has been approved via Expedited review and can be conducted as detailed in your research protocol, "**Teacher Perceptions of the Common Core State Standards.**"

This designation is for one year and will expire on February 15, 2017. If you have any questions regarding this designation, please contact the IRB Administrator at (209) 667-3493.

Please Note:

Human subjects research liability protection from the university only covers IRB-approved research by faculty, students, and employees of CSU Stanislaus. If your employment or student status changes during the year or if you make changes to your methods, subject selection, or instrumentation, please discontinue your research and notify the IRB to obtain the appropriate clearances.

If any research participant experiences a serious adverse or unexpected event during or following participation, please notify the IRB Administrator immediately.

Best regards,

A handwritten signature in black ink that reads "Susan M. Neufeld".

Susan M. Neufeld, Ed.D., Chair

cc: Dawn Poole



California State University, Stanislaus  
 Institutional Review Board  
 One University Circle, MSR 160  
 Turlock, CA 95382

(209) 667-3493  
 Fax: (209) 664-7048  
 IRBAdmin@csustan.edu

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*Debra Millar, MSN, RN, APHN-BC*  
 Nursing

*Dawn Poole, Ph.D.*  
 Advanced Studies

*Connie Pires*  
 Community Member

*Shawna Young, Ed.D.*  
 Research & Sponsored Programs

*Julie Johnson, JD*  
 Campus Compliance Officer

**IRB Administration**

*Joyce Bell*  
 UIRB Administrator

April 12, 2016

Gabriela Sanchez  
 6262 Nathan Court  
 Atwater, CA 95301

Re: Protocol #1516-086

Dear Gabriela,

We have received your request to modify your recruitment strategy for your research protocol, "**Teacher Perceptions of the Common Core State Standards.**" Your request has been approved as submitted.

As a reminder, approval to conduct this research expires on February 15, 2017. If you anticipate that additional time will be needed to complete your research, please apply for a renewal at least 30 days prior to the expiration date.

If you have any questions regarding this designation, please contact the IRB Administrator at (209) 667-3493.

Please Note:

Human subjects research liability protection from the university only covers IRB-approved research by faculty, students, and employees of CSU Stanislaus. If your employment or student status changes during the year or if you make changes to your methods, subject selection, or instrumentation, please discontinue your research and notify the IRB to obtain the appropriate clearances.

If any research participant experiences a serious adverse or unexpected event during or following participation, please notify the IRB Administrator immediately.

Best regards,

A handwritten signature in black ink that reads "Susan M. Neufeld".

Susan M. Neufeld, Ed.D., Chair

cc: Dawn Poole

APPENDIX B  
ONLINE CONSENT

California State University, Stanislaus  
Gabriela Sanchez  
[gabrielasanchez007@yahoo.com](mailto:gabrielasanchez007@yahoo.com)

Teacher Perceptions of the Common Core State Standards

You are being asked to participate in a research study that is being done to fulfill requirements for a Doctoral degree in Educational Leadership at CSU Stanislaus. We hope to learn about teacher perceptions of the Common Core State Standards (CCSS) and teacher perceptions of their participation of the implementation of the CCSS. The survey will take approximately 10-15 minutes to complete and can be completed online at your computer.

There are no anticipated risks to you for your participation. Surveys will be completed anonymously, and data will be examined only in aggregate form. The survey will end with an invitation to participate in an interview related to the study; if you choose to include your contact information, it will be recorded in a Google Docs form so that it remains separate from your survey responses.

It is possible that you may not directly benefit from participation in this study. However, the study will add to the body of knowledge regarding teacher perception of and involvement in educational reform.

Your participation is voluntary. You can choose to not participate, and you can choose to skip any items. Your responses will be kept strictly confidential, and digital data will be stored in secure computer files. If you have a question or would like to request a summary of this study's results, you can contact me at [gabrielasanchez007@yahoo.com](mailto:gabrielasanchez007@yahoo.com).

If you have any questions regarding your rights and participation as a research subject, please contact my faculty advisor, Dr. Dawn Poole (209) 667-3495 or the IRB Administrator by phone (209) 667-3494 or email [IRBAdmin@csustan.edu](mailto:IRBAdmin@csustan.edu). Please feel free to print a copy of this consent page to keep for your records.

Clicking the "Next" button below indicates that you are 18 years of age or older, and indicates your consent to participate in this survey.

## APPENDIX C

## INFORMED CONSENT

Dear Participant:

You are being asked to participate in a research study that is being done to fulfill requirements for a Doctoral degree in Educational Leadership at CSU Stanislaus. We hope to learn about teacher perceptions of the Common Core State Standards and teacher perceptions of their participation in the implementation of the CCSS three years after the standards were adopted. If you decide to volunteer, you will be asked to answer questions related to CCSS implementation in your district. I will conduct individual interviews with six to ten teachers from the selected district interviews will last approximately 45 minutes and will be conducted either in your classroom or another location that you request.

There are no anticipated risks to you for your participation. While the interviews will be audio recorded so that they can be transcribed accurately, your name will not be included with the transcript.

It is possible that you may not directly benefit from participation in this study. However, the study will add to the body of knowledge regarding teacher perception of and involvement in educational reforms.

The information collected will be protected from all inappropriate disclosure under the law. All data will be kept in a secure location. Information will be kept confidential.

Your participation is voluntary and you may withdraw at anytime with no penalty. If you have any questions about this research study please contact me, Gabriela Sanchez, at [gabrielasanchez007@yahoo.com](mailto:gabrielasanchez007@yahoo.com) or my faculty advisor, Dr. Dawn Poole at [dpoole@csustan.edu](mailto:dpoole@csustan.edu).

If you have any questions regarding your rights and participation as a research subject, please contact the IRB Administration by phone (209) 667-3493 or email [IRBAdmin@csustan.edu](mailto:IRBAdmin@csustan.edu).

Sincerely,  
Gabriela Sanchez

I have read and understand the information provided above. All of my questions, if any have been answered to my satisfaction. I consent to take part in this study. I have been given a copy of this form. In addition to agreeing to participate, I also consent to having the interview audiotaped recorded.

Signature of Participant: \_\_\_\_\_ Date: \_\_\_\_\_

APPENDIX D  
COPYRIGHT PERMISSION



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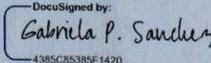
Please fill out, sign, and return copy to American Institutes for Research, Attn: Kim O'Brien; 1120 E. Diehl Road, Suite 200; Naperville, Illinois 60563-1486; [kobrien@air.org](mailto:kobrien@air.org).

American Institutes for Research in the Behavioral Sciences (hereinafter called the "grantor") grants the undersigned, Gabriela Sanchez, student, California State University Stanislaus (hereinafter called the "applicant"), nonexclusive license to reprint the following (hereinafter called "the selection"):

**Title and Credit Line:** George, A. A., Hall, G. E., & Stiegelbauer, S. M. (2006). *Measuring implementation in schools: The Stages of Concern Questionnaire*, Appendix A, pages 79–82. Austin, TX: SEDL. A revised PDF version was uploaded in 2014 and is accessible at <http://www.sedl.org/pubs/catalog/items/cbam21.html>.

**The undersigned agrees:**

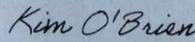
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**Date:** 04/04/2016      **Signature of Applicant:**    
DocuSigned by:  
4385C85385F1420

**Printed Name:** Gabriela Sanchez

**Address:** 6262 Nathan Court  
Atwater Ca 95301

**Permission on the foregoing terms  
American Institutes for Research**

**Date:** April 5, 2016      **By:** 

---

1120 E. Diehl Road, Suite 200, Naperville, IL 60563-1486 | 630.649.6700 | [www.air.org](http://www.air.org)

APPENDIX E  
SURVEY QUESTIONNAIRE

Tell me about yourself	Circle all that apply
A. Have you been teaching since August 2011 or before?	Yes      No
B. Do you teach at least one of the following? 1) self-contained elementary, 2) mathematics at the junior high or high school level, 3) English language arts at the Junior high or high school level.	Yes      No
C. How many years of teaching experience do you have?	4-6    7-9    10-12 13-15   16-18   19-21 22-24   25+
D. Which age group best describes the school at which you serve? (grade level)	Elementary   Junior high High school
E. What is your gender?	Male      Female

## STAGES OF CONCERN QUESTIONNAIRE

0	1	2	3	4	5	6	7
Irrelevant	Not true of me now		Somewhat true of me now			Very true of me now	

Please answer the questions below.

Circle one number for each item.

1. I am concerned about students' attitudes towards CCSS.	0	1	2	3	4	5	6	7
2. I now know of some other approaches that might work better than the CCSS.	0	1	2	3	4	5	6	7
3. I am more concerned about another change in my district or school site than I am about the CCSS.	0	1	2	3	4	5	6	7
4. I am concerned about not having enough time to organize each day because of the CCSS.	0	1	2	3	4	5	6	7
5. I would like to help other faculty in their use of CCSS.	0	1	2	3	4	5	6	7
6. I have a very limited knowledge of CCSS.	0	1	2	3	4	5	6	7
7. I would like to know the effect of the CCSS on my professional status.	0	1	2	3	4	5	6	7
8. I am concerned about conflict between teaching what interests me and having to teach the CCSS.	0	1	2	3	4	5	6	7
9. I am concerned about refining my teaching of CCSS.	0	1	2	3	4	5	6	7
10. I would like to develop working relationships with both our faculty and outside faculty with regard to the CCSS.	0	1	2	3	4	5	6	7
11. I am concerned about the effectiveness of the CCSS on my students.	0	1	2	3	4	5	6	7
12. I am not concerned about CCSS at this time.	0	1	2	3	4	5	6	7
13. I would like to know who makes decisions about the implementation of the CCSS.	0	1	2	3	4	5	6	7
14. I would like to discuss using the CCSS.	0	1	2	3	4	5	6	7
15. I would like to know about resources that could help me deliver the CCSS.	0	1	2	3	4	5	6	7
16. I am concerned about my inability to manage all that the CCSS require.	0	1	2	3	4	5	6	7
17. I would like to know how my teaching is supposed to change as a result of the CCSS.	0	1	2	3	4	5	6	7

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0	1	2	3	4	5	6	7
Irrelevant	Not true of me now		Somewhat true of me now			Very true of me now	

18. I would like to familiarize other departments or persons with the progress related to the CCSS.	0	1	2	3	4	5	6	7
19. I am concerned about evaluating my impact on students.	0	1	2	3	4	5	6	7
20. I would like to revise the CCSS method.	0	1	2	3	4	5	6	7
21. I am preoccupied with things other than CCSS.	0	1	2	3	4	5	6	7
22. I would like to modify our use of CCSS based on the experiences of our students.	0	1	2	3	4	5	6	7
23. I spend little time thinking about CCSS.	0	1	2	3	4	5	6	7
24. I would like to excite my students about the CCSS.	0	1	2	3	4	5	6	7
25. I am concerned about time spent working with nonacademic problems related to CCSS.	0	1	2	3	4	5	6	7
26. I would like to know what CCSS will require in the future.	0	1	2	3	4	5	6	7
27. I would like to coordinate my efforts with others to Maximize CCSS effects.	0	1	2	3	4	5	6	7
28. I would like to have more information about time and energy commitments required by CCSS.	0	1	2	3	4	5	6	7
29. I would like to know how other faculty are implementing the CCSS.	0	1	2	3	4	5	6	7
31. I would like to determine how to supplement, enhance, or replace CCSS.	0	1	2	3	4	5	6	7
32. I would like to use feedback from students to change the CCSS.	0	1	2	3	4	5	6	7
33. I would like to know how my role will change when I am teaching the CCSS.	0	1	2	3	4	5	6	7
34. Coordination of tasks and people related to the CCSS are taking too much of my time.	0	1	2	3	4	5	6	7
35. I would like to know how CCSS is better than what we had before.	0	1	2	3	4	5	6	7

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## TEACHER PERCEPTION OF CCSS QUESTIONNAIRE

36. I feel teacher involvement in the implementation of the CCSS has been adequate in our district.	0	1	2	3	4	5	6	7
37. I do not believe my students will benefit from the CCSS.	0	1	2	3	4	5	6	7
38. I feel capable of teaching the CCSS.	0	1	2	3	4	5	6	7
39. I was given plenty of opportunities to be involved with the implementation of the CCSS in my district.	0	1	2	3	4	5	6	7
40. I am concerned about student outcomes on the CCSS exams being tied to my evaluation.	0	1	2	3	4	5	6	7
41. I am concerned about my involvement in the implementation process of the CCSS.	0	1	2	3	4	5	6	7
42. Overall I agree with the CCSS.	0	1	2	3	4	5	6	7
43. I feel comfortable in teaching the CCSS.	0	1	2	3	4	5	6	7
44. I believe I am teaching the CCSS effectively.	0	1	2	3	4	5	6	7
45. I would have preferred to be more involved in the implementation process of the CCSS in my district.	0	1	2	3	4	5	6	7

Thank you for completing the survey.

I would like to conduct individual interviews with several teachers from the selected district about the implementation of the CCSS. Interviews will last approximately 45 minutes. If you are willing to participate in an interview, please click the link below, which will take you to a Google Form so that your contact information can be recorded separate from your survey responses. If you click the link, it does not obligate you to participate in the interview.

## APPENDIX F

## ITEM STATEMENTS ALIGNED TO THE STAGES OF CONCERN

Item	Statement of Concern
Stage 0	
3	I am more concerned about another change in my district or school site than I am about the CCSS.
12	I am not concerned about CCSS at this time.
21	I am preoccupied with things other than CCSS.
23	I spend little time thinking about CCSS.
30	Currently, other priorities prevent me from focusing my attention on CCSS.
Stage 1	
6	I have a very limited knowledge of CCSS.
14	I would like to discuss using the CCSS.
15	I would like to know about resources that could help me deliver the CCSS.
26	I would like to know what CCSS will require in the future.
35	I would like know how CCSS is better than what we had before.
Stage 2	
7	I would like to know the effect the CCSS on my professional status.
13	I would like to know who makes decisions about the implementation of the CCSS.
17	I would like to know how my teaching is supposed to change as a result of the CCSS.
28	I would like to have more information on time and energy commitments required by CCSS.
33	I would like to know how my role will change when I am teaching the CCSS.
Stage 3	
4	I am concerned about not having enough time to organize myself each day because of the CCSS.
8	I am concerned about conflict between teaching what interests me and having to teach the CCSS.
16	I am concerned about my inability to manage all that the CCSS require.
25	I am concerned about time spent working with nonacademic problems related to CCSS.
34	Coordination of tasks and people related to the CCSS are taking too much of my time.

Source: Adapted from *The stages of Concern Questionnaire* (George, Hall, & Stiegelbauer, 2006, pp.27, 28)

Stage 4	
1	I am concerned about students' attitudes toward CCSS.
11	I am concerned about the effectiveness of the CCSS on my students.
19	I am concerned about evaluating my impact on students.
24	I would like to excite my students about the CCSS.
32	I would like to use feedback from students to change the CCSS.
Stage 5	
5	I would like to help other faculty in their roles of CCSS.
10	I would like to develop working relationships with both our faculty and outside faculty with regard to the CCSS.
18	I would like to familiarize other departments or persons with the progress related to the CCSS.
27	I would like to coordinate my efforts with others to maximize CCSS effects.
29	I would like to know how other faculty are implementing the CCSS.

Stage 6	
2	I now know of some other approaches that might work better than the CCSS.
9	I am concerned about revising my teaching of CCSS.
20	I would like to revise the CCSS method.
22	I would like to modify our use of CCSS based on the experiences of our students.
31	I would like to determine how to supplement, enhance, or replace CCSS.

Source: Adapted from *The stages of Concern Questionnaire* (George, Hall, & Stiegelbauer, 2006, pp.27, 28)

No Stage	
	Teacher Involvement in Implementation
41	I am concerned about my involvement in the implementation process of the CCSS.
36	I feel teacher involvement in the implementation of the CCSS has been adequate in our district.
45	I would have preferred to be more involved in the implementation process of the CCSS in my district.
39	I was given plenty of opportunities to be involved with the implementation of the CCSS in my district.
	Effectiveness of CCSS
44	I believe I am teaching the CCSS effectively.
37	I do not believe my students will benefit from the CCSS.
	Comfort Level in Teaching CCSS
38	I feel capable of teaching the CCSS.
43	I feel comfortable in teaching the CCSS.
	Teacher Perception
42	Overall I agree with the CCSS.
40	I am concerned about student outcomes on the CCSS exams being tied to my evaluation.

APPENDIX G  
INTERVIEW QUESTIONS

Before the interview I confirmed with the interviewees that they taught at the selected district since August 2011 or before, and taught English language arts or mathematics.

These questions serve as a guide:

1. Tell me about your teaching background:
  - What is your gender?
  - How many years of teaching experience do you have?
  - Which age group best describes the school at which you serve? (grade level)
2. How did you find out about the CCSS? How did you receive information regarding the CCSS implementation at your school? How do you feel about the way you learned about the standards? How did you feel about how the standards were going to be implemented?
3. Describe the implementation process of the CCSS by your administration? Describe how you were included in that process. How adequate do you feel the level of teacher participation was in the process of implementing the CCSS?
4. How have you worked with other teachers in your school to align your curriculum with the CCSS?

5. Describe your experiences with time during the implementation of the CCSS.
6. Describe your experiences with peer collaboration during the implementation of the CCSS.
7. Describe your experiences with resources during the implementation of the CCSS.
8. What are your perceptions of the CCSS?
9. Describe how your perceptions of the CCSS affected how you implemented them in your everyday instructional practice.
10. How has the CCSS impacted your students?
11. Do you think students will be impacted differently by the CCSS in the future and why?
12. Is there anything you would like to share with regards to the CCSS?