

## FOCUS GROUP FINDINGS



# Focus Group Findings

Montgomery County Public Schools Curriculum Review

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## FOCUS GROUP FINDINGS

# EXECUTIVE SUMMARY

### Protocol

Fifty-two focus groups and interviews were conducted at 20 Montgomery County elementary and middle schools with 324 educators in late October and early November 2017. The purpose of the focus groups was to listen to and document the voices of teachers, principals, instructional coaches, and curriculum staff regarding MCPS Curriculum 2.0. A total of 2,441 comments from the focus groups were transcribed into an online database, where they were tagged and analyzed by seasoned educators and curriculum developers.

### Results

Negative comments on the curriculum outnumbered positive comments six to one. Participants commented most often on the **strength** of the curriculum; its **suitability** to the needs of students; the **extent** and pacing of the curriculum; the **depth** of the materials and of the learning; the **clarity** and consistency of the materials; the **alignment** among its parts, with other subjects and standards, and with the district assessment programs; the **usability** of the online platform; the role of **technology** in learning; the role of **testing** in the curriculum; the **professional development** needed to implement the curriculum; and the best **sources** of curriculum materials.

### Findings

Teachers follow Curriculum 2.0, but they do not find it adequate to the needs of their students. They report that the curriculum materials do not provide enough support for struggling students, nor enough challenges for advanced students, nor the practice necessary for deep understanding. Teachers must supplement what the district provides with materials that they find or create themselves. They find the pacing of the curriculum and testing too rapid — the curriculum expects them to teach more lessons than there are teaching days in the school calendar. Teachers find the curriculum's online interface difficult to use. Many of the materials are unclear and poorly defined, and often misaligned with the assessments. They report that the curriculum does not take advantage of digital technologies, and that the required testing regime is excessive, not useful to them, and takes time from teaching and learning. They suggest that whatever curriculum is planned for the future be developed collaboratively with professional publishers, district specialists, and teachers.

# PROTOCOL

## Focus Groups

We conducted 52 focus groups with 324 educators in 20 Montgomery County Public Schools and the central office between October 30 and November 15, 2017. Participants included 272 teachers and 20 principals from 14 elementary schools and 6 middle schools, as well as 32 central office staff. A list of focus groups, locations, and dates is attached as Appendix A.

## Purpose

The purpose of the focus groups was to listen to and document the voices of teachers, principals, instructional coaches, and curriculum staff regarding the MCPS Curriculum 2.0. The focus groups were designed to shed light on the key research questions:

- How does the taught curriculum differ from the formal curriculum? Why?
- How do teachers view the curriculum? Why?
- Does the formal curriculum meet the needs of teachers and students?

## Questions

Each focus group began with a statement of its purpose and its ground rules. Relevant sections of the consent form were read aloud by the focus group leader, and signed by a witness after consent was obtained.

Questions to guide the teacher focus Groups included:

- To what extent are you using the MCPS (ELA) (Math) Curriculum 2.0? Why?
- What other materials do you use? Why?
- How do you plan your lessons?
- What do you think of MCPS Curriculum 2.0?
  - What do you see as its strengths and weaknesses?
  - How might it be improved?
  - How are your students responding to the curriculum?
  - Which ones seem to have trouble with it?
- How would you describe the usability of the online platforms of Curriculum 2.0?
- What professional development have you had with regard to MCPS Curriculum 2.0?

- How has it been helpful?
- What hasn't been helpful?
- What professional development do you need to fully implement MCPS Curriculum 2.0?

Questions to guide the Principal interviews included:

- To what extent is your school using the MCPS (ELA) (Math) Curriculum 2.0? Why?
- What other materials does your school use? Why?
- What do you think of MCPS Curriculum 2.0?
  - What do you see as its strengths and weaknesses?
  - How might it be improved?
  - How are your students responding to the curriculum?
  - Which ones seem to have trouble with it?
- How would you describe the usability of the online platforms of Curriculum 2.0?
- What professional development have your teachers had with regard to MCPS Curriculum 2.0?
- What professional development do your teachers need to fully implement MCPS Curriculum 2.0?

Questions to guide the central office curriculum staff focus group included:

- To what extent do MCPS teachers use the MCPS (ELA) (Math) Curriculum 2.0? Why?
- What other materials do they use? Why?
- What do you think of MCPS Curriculum 2.0? How might it be improved?
- How would you describe the usability of the online platforms of Curriculum 2.0?
- What professional development have MCPS teachers had with regard to MCPS Curriculum 2.0?
- What professional development do MCPS teachers need to fully implement MCPS Curriculum 2.0?

Questions to guide the Office of the Chief Technology Office focus group included:

- What's been the teacher feedback on the usability of the online Curriculum 2.0?
- To what extent do MCPS teachers access the MCPS online Curriculum 2.0?
- What do you think of MCPS Curriculum 2.0? platforms? How might they be improved?
- What was the rationale for choosing Google Sites, Google Docs, and SharePoint as online delivery platforms for Curriculum 2.0?

## Method

The focus group leader typed participants' responses to these questions on a tablet computer, whose display was reflected on a large-screen projector. Participants could read the transcriptions, and ask the focus group leader to correct them as necessary to better represent their comments. Each comment was immediately uploaded to a secure private database on the cloud, in compliance with the research protocols approved by the Johns Hopkins University Institutional Review Board.

## Editing

Upon completion of each focus group the focus group leader edited the comments for grammar, syntax and clarity. A total of 2,441 comments were captured, comprising 41,020 words, somewhere between the length of *The Lion the Witch and the Wardrobe* and *The Great Gatsby*.

## Common Aspects

Upon completion of the full series of 52 focus groups, the comments were analyzed to identify common aspects. This was accomplished through close reading by LEC staff, as well as by data-mining algorithms that identified and quantified frequent words and phrases. From this inductive process LEC identified 11 aspects of the curriculum most commonly mentioned by focus group participants. These aspects are:

- **Strength** - How complete, comprehensive, solid is the curriculum.
- **Suitability** - How well the curriculum matches students' needs.
- **Depth** - How deep is the learning and the material.
- **Extent** - The amount of curriculum material.
- **Clarity** - How well organized and defined is the curriculum.
- **Usability** - How easy to use is the online platform.
- **Alignment** - How well the curriculum matches the standards, the rest of the curriculum, and the tests.
- **Testing** - How the MCPS assessment programs fit in with the teaching and learning of the curriculum.
- **Technology** - Use of appropriate technologies by students, digital and otherwise.
- **Source** - Whether materials come from Curriculum 2.0, outside sources, or the teacher's own work.
- **Professional Development** - How their professional development prepares them for the curriculum.

## Tagging

After the eleven aspects of Curriculum 2.0 were identified, LEC staff tagged each of the 2441 comments in the database as follows:

- Whether it was negative, neutral, or positive.
- Whether it pertained to Math, English Language Arts, or both.
- Which aspects of the curriculum it pertained to.

## Analysis

Interactive online database query tools were used to sort, count, compare, and quantify comments from the focus groups. Some of these [tools are available for your use](#) online at the LEC cloud server. Contact [Jim Lengel](#) for a username and password, if you wish to try these tools.

## RESULTS

Overall, the negative comments on the curriculum outweighed the positive by 6 to 1. From teachers, the ratio was eight to one, and from principals four to one.

	<u>Negative</u>	<u>Neutral</u>	<u>Positive</u>
<b><u>Teachers</u></b>	<u>1258</u>	<u>83</u>	<u>148</u>
<b><u>Principals</u></b>	<u>509</u>	<u>74</u>	<u>136</u>
<b><u>Central Office</u></b>	<u>150</u>	<u>42</u>	<u>44</u>
<b><u>All</u></b>	<u>1917</u>	<u>199</u>	<u>328</u>

Table 1: Number of Comments by Type of Participant, + or -. *Click a cell to read the comments.*

Word-count analysis of the negative comments finds among the top 20 most frequent words to include *teachers, need, more, time, and materials*. Oft-repeated comments included:

- *It's a challenge for us to provide enrichment or application in math. There's too much to cover, no time to enrich.*
- *Teachers spend too much time looking for resources to differentiate for high flyers and low performers.*
- *ESOL supports need to be included in each seed lesson.*

The negative to positive ratio on the math curriculum comments mirrored the overall results at 6:1, while the ELA ratio was 5:1.

	Negative	Neutral	Positive
<b><u>Math</u></b>	<u>403</u>	<u>25</u>	<u>68</u>
<b><u>English Language Arts</u></b>	<u>340</u>	<u>23</u>	<u>70</u>

Table 2: Focus Group Comments by Subject, + or -. *Click a cell to read the comments.*

Frequent words in the math comments included *students, need, more, practice, and gaps*. Also mentioned frequently among the negative comments on the math curriculum were *algebra, grade, and time*.

Aspects of the curriculum that were mentioned most by focus group participants are shown in Table 3.

Aspect	Description	Comments	Negative	Neutral	Positive
<b>Strength</b>	How complete, comprehensive, solid	<u>1145</u>	<u>936</u>	<u>65</u>	<u>144</u>
<b>Suitability</b>	How well it matches students' needs	<u>970</u>	<u>787</u>	<u>60</u>	<u>123</u>
<b>Extent</b>	The amount of material and lessons	<u>754</u>	<u>603</u>	<u>53</u>	<u>98</u>
<b>Depth</b>	How deep is the learning and the material	<u>609</u>	<u>533</u>	<u>26</u>	<u>50</u>
<b>Clarity</b>	How well organized and defined	<u>522</u>	<u>464</u>	<u>24</u>	<u>34</u>
<b>Alignment</b>	To standards, itself, and the tests	<u>318</u>	<u>229</u>	<u>26</u>	<u>63</u>
<b>Usability</b>	How easy to find and use online	<u>311</u>	<u>262</u>	<u>9</u>	<u>40</u>
<b>Prof. Dev.</b>	Teacher training and preparation	<u>285</u>	<u>235</u>	<u>14</u>	<u>36</u>
<b>Technology</b>	Use of appropriate technologies	<u>185</u>	<u>137</u>	<u>12</u>	<u>36</u>

Aspect	Description	Comments	Negative	Neutral	Positive
<b>Testing</b>	Role of assessment in learning	<u>178</u>	<u>160</u>	<u>5</u>	<u>13</u>
<b>Source</b>	District, teacher, or publisher	<u>25</u>	<u>15</u>	<u>9</u>	<u>1</u>

Table 3: Focus Group Comments by Aspect, + or -. *Click a cell to read the comments.*

The following pages take each aspect in turn and list some typical relevant comments from the focus groups.

## STRENGTH

*How complete, comprehensive, and solid is the curriculum?*

This aspect of the curriculum garnered the most comments (1,145) from focus group participants. Frequent words in these comments included *need, more, materials, and resources*. For example:

- *Curriculum 2.0 has lots of resources, but it's not comprehensive.*
- *Curriculum 2.0 needs a bigger variety of resources. They give me one, but I need to find four more, for the different levels of students.*
- *Having the curriculum is nice, it has good resources. But some are not relevant to students, such as a word problem with a man running 45 miles. This became a joke in my classroom. Teachers must adapt the curriculum to fit the needs of students.*
- *I look at the objective, then find my own resources, based on what my kids need. I focus on what the kids need to know.*
- *We need more resources that help teachers make the curriculum come alive - homework, projects, real world connections, all should be in the curriculum. Many purchased curricula have these built in.*
- *Teachers are working their behinds off, creating their own materials. We need a curriculum that provides what teachers need, a bank of resources that make sense.*
- *Parents and I want more projects to work on. Physics, magic, and other topics that combine subjects and apply them.*

Participants found the curriculum to be missing some essential elements. For example, in elementary math:

- *Curriculum 2.0 is preparing kids well EXCEPT they are missing number facts, that help patterns emerge later.*
- *Curriculum 2.0 is missing foundational skills, such as basic facts and place value.*
- *Our team saw the gaps in our students' understanding, so we pedaled back, threw out some indicators, and added new materials in order to build number sense.*
- *When Curriculum 2.0 was written, the objective was to go deeper, but some understandings are missing. If they can't add, we can't move forward.*
- *The Curriculum 2.0 in math provides little review of things learned before. The catch-ups and reviews are not included in Curriculum 2.0.*
- *Curriculum 2.0 concentrates too much on conceptual math. It does not provide enough practice to master and internalize the skills or to apply them.*
- *Curriculum 2.0 does not provide enough examples for practice.*
- *Not enough time for practice of skills. Practice is frowned upon. So we must make up our own practice materials.*

And in elementary English Language Arts:

- *Grammar vocabulary and practice are both missing in ELA Curriculum 2.0.*
- *The craft of writing is missing in Curriculum 2.0 - too much, too dense. Who starts first grade teaching adverbs?*
- *Our reading specialist helps us get back to the basics - helping a child understand what he reads. This is missing from Curriculum 2.0.*
- *Curriculum 2.0 is missing listening and speaking. We need permission to do it. These are important skills.*
- *We're missing social-emotional development in elementary school.*
- *There's a lack of resources to practice at reading level in ELA Curriculum 2.0.*
- *Bring back reading. Teach the skills of reading. A class to learn and practice reading strategies.*
- *Integrate writing, speaking, listening, and reading into the content.,*
- *The repetitive skill training in Curriculum 2.0 ELA has replaced the enjoyment of reading.*

Many participants mentioned a lack of resources for special education, ESOL, and students working below grade level.

- *Sample learning tasks lack guidance on modifying them for small groups or special education students.*
- *ELA Curriculum 2.0 assumes background knowledge which many students lack, especially ESOL and special education.*
- *Special education resources are difficult to find on the Curriculum 2.0 web interface, so the teacher has to create them on her own.*
- *We need to embed more scaffolding and differentiation into the curriculum. The rigor sometimes over-challenges sped or ESOL students.*
- *The sample learning tasks lack guidance on modifying them for small groups or special education students.*
- *The ESOL students are not ready. We need ideas on how to get them ready for each lesson, to build their background knowledge before the lesson.*
- *The ESOL supports need to be included in each seed lesson.*
- *The district needs to integrate ESOL into the curriculum, provide adaptations. Now we must do it ourselves.*

## SUITABILITY

*How well does the curriculum match students' needs?*

Participants voiced 970 comments on this aspect of the curriculum. Many concerned the mismatch between the curriculum resources and the developmental needs of students, especially in the early years. For example:

- *We use Curriculum 2.0 90% of the time kindergarten. Some of the writing lessons are not developmentally appropriate.*
- *First grade ELA is often not developmentally appropriate. For instance, it asks for students to write a fully-organized paragraph right off the bat at the beginning of the year, when all they did in kindergarten is write a single sentence. That's a big gap.*
- *Kindergarten is the ground floor of learning, the foundation — I like the integration we see in the kindergarten Curriculum 2.0, but the practice does not always match the principle. Many of the expectations in kindergarten are not developmentally appropriate.*
- *Examples of a developmentally inappropriate tasks:*

- *asking for a writing sample from kindergarten early in the year before writing has even been introduced.*
- *a Mac-p test for children with no English language.*
- *a computer-administered test for children with no experience with keyboard or mouse.*
- *We need to build curriculum based on the developmental needs and realities of students.*
- *90% of the time the questions in the lessons are above our students understanding, without scaffolding. We must build the scaffolds ourselves.*
- *The expectations ignore child development research, especially the cognitive developmental research founded on the principles of Piaget. The result is that progress through the curriculum is like Swiss cheese, full of gaps and holes in ELA and math.*

67 of the comments on suitability concerned ESOL students. Here are some examples:

- *Our ESOL population is growing, it has more than doubled from 11 to 26 percent in our school.*
- *ESOL students need more time to gain background knowledge.*
- *ESOL teachers had a hard time moving into this curriculum. It's good, but over complicated.*
- *We need more time for kids to process their revisions, to build vocabulary - so many are ESOL with little vocabulary.*
- *For ESOL students, many lessons are impossible because of the vocabulary used, which is not accessible.*
- *We must find a way to get ESOL kids talking more so they can participate. ESOL strategies need to be integrated into the curriculum directly.*
- *Many of the test items use texts and questions and instructions on grade level, which ESOL, special education, and many other students find incomprehensible, and thus cannot compete the test item.*
- *The experiential approach, meaningful to my ESOL kids, is the best way to teach. I was trained to use realia, go outside, look at a tree, and talk about it, to prepare for my ESOL students to deal with a text about an oak tree with the rest of the class. This approach is not included or allowed for in Curriculum 2.0 ELA.*
- *Curriculum 2.0 is not ESOL or special education friendly. It's difficult to navigate, and scaffolds are missing.*
- *To ask all first graders to write three sentences at the beginning of the year is absurd, especially for ESOL kids.*

## EXTENT

*The amount of curriculum material and lessons.*

Of the more than 700 comments on this topic, many spoke to the excessive number of indicators, lessons, and assessments. For example:

- *The speed of the curriculum, especially in compacted math, with five or six lessons per week, is more than can be done. And with many days taken up with testing, the supply of lessons far exceeds the number of teaching days .*
- *Sheer quantity is overwhelming for kids and students.*
- *Curriculum 2.0 was overwhelming, especially to new teachers. There's too much included for each week. Too many standards in each week. MCPS needs to focus and prioritize.*
- *The volume of both Math and ELA content is overwhelming. Both were designed for kids to think more deeply about the content, but neither has slowed down to allow for teachers to thoroughly teach.*
- *Too many math indicators, not enough time on any. Math has too many lessons per week.*
- *We are cramming in too many things into the ELA Curriculum 2.0. We are asked to give a grade for each of five topics to each student in each marking period.*

Others mentioned the pacing of the curriculum — the amount of and the speed with which the tasks, lessons, and assessments must be accomplished each week or marking period.

- *The IM curriculum calls for us to cover too many units. Instead of delving deeper, we just accelerated the pace. For many students this does not work. The pacing is unrealistically fast.*
- *In Math the progression of seed lessons is too difficult - kindergarteners must learn to count 1-20, and first graders 1-120, in the first two weeks. This is too fast paced.*
- *The pace of Curriculum 2.0 is too fast, provides no time for students who don't get it right away, especially in math.*
- *If you fall behind on pace, you get heat for not accelerating, even if the kids don't get it.*
- *My teachers can't slow down to allow for student understanding. Common Core is designed to go deeper, but that slows down the pace of Curriculum 2.0. This is very frustrating.*
- *The break-neck speed of Curriculum 2.0 prevents revisiting concepts throughout the year.*

- *We are supposed to use the William and Mary curriculum in ELA, in addition to all of Curriculum 2.0. How can I teach this plus Curriculum 2.0? There are not enough days in the school year to do this.*
- *Curriculum feels rushed - not enough time to develop concepts.*
- *The speed of the curriculum, especially in compacted math, with five or six lessons per week, is more than can be done. And with many days taken up with testing, the supply of lessons far exceeds the number of teaching days .*
- *Curriculum 2.0 Math is written as if everything was mastered by everyone in the grade before. It moves too quickly. If you don't know it you may not catch up.*
- *Slow down, don't shove so much in, scaffold, spiral, focus more on foundation skills.*

On the opposite tack, many comments observed that the curriculum did not include enough materials for some students or topics. For example:

- *Teachers use outside resources as well, because they feel there's not enough in Curriculum 2.0. They need to provide more practice. Teachers care and worry that their kids get it, and so must reinforce their work until they master the objective.*
- *The ELA writing Curriculum 2.0 does not provide enough opportunity for feedback.*
- *We create a lot of our own student materials for math, because Curriculum 2.0 does not provide enough.*
- *Teachers supplement Curriculum 2.0 - seed lessons don't provide enough practice. Teachers need more help, so they turn to online and print resources for more practice.*
- *Many of our students never get to mastery in math. Not enough practice, not enough recycling.*
- *Math does not provide enough problem solving.*
- *We need to differentiate in Curriculum 2.0 for both math and ELA - not enough choices of approach to meet kids needs.*
- *Advanced 6th grade materials are helpful, but they do not provide enough exemplars. I don't know what to expect in students' end products.*
- *My teachers are following the Curriculum 2.0 but they're challenged by the need for sufficient materials, especially in reading. The district does not provide enough materials for them to follow the curriculum as written. For example,*

*if there are only enough materials for one group at grade level, these materials are not available to next grade up for reinforcement or reteaching.*

## DEPTH

*How deep is the material and the learning?*

While a few comments spoke to the depth of the curriculum, such as:

- This middle school math team likes Curriculum 2.0 because it goes to deep understanding of math concepts.*
- The mathematical thinking and logic in Curriculum 2.0 math has benefitted kids.*
- We have common writing tasks aligned with common core, analysis, writing, argument, narrative.*
- Fifth grade ELA reading has some engaging content such as Pompeii and shipwrecks.*

*...most comments mentioned a lack of depth of learning. For example, in math:*

- We notice a lack of spiraling or reinforcement in math. Geometry and measurement are not developed well.*
- In Curriculum 2.0 Math we are just exposing topics to students, not going deeper, not going back. Compacted students' math skills are not as strong.*
- In Curriculum 2.0 math, we are not able to go deep. There's too much to cover.*
- Math in Curriculum 2.0 does not make the full circle with many topics. Topics are introduced, but seldom applied, related, or refreshed later.*
- Math in Curriculum 2.0 skips around without enough practice on any skill to lead to understanding.*
- This math doesn't allow students to do real-life problem solving - they don't struggle and figure out for themselves. There's no room for that kind of thing in Curriculum 2.0.*
- Students should work at tables, together in math. They should make models, they should use many tools. They should use math tools to notice, describe, and then determine how the world works through math.*
- We need more shooting of pumpkin projectiles in parabolas, more practical applications and problems that link math to the world around us. These extend and apply learning.*

And in language arts:

- *I worry that we are taking away the joy of reading. Reading that takes you to another place. Our curriculum requires too many low-level tasks, not enough story and meaning.*
- *Students are not used to open critical thinking. We have trained them to take a test, not to think for themselves.*
- *Curriculum 2.0 should not expect so much content... it is a mile wide and half inch deep.*
- *There is not enough time to engage in more meaningful multidisciplinary units.*
- *We have lots of leveled readers, but we are not using rich common literature.*
- *We should move toward common texts, both classic and modern. We want to see those classics in the hands of students, but also use them to get at the standards.*
- *Students need to read a text deeply and closely, learn how to approach and wrestle with a book.*
- *We adopted the Lucy Calkins writing program, because writing was lacking in Curriculum 2.0. We want to build writers, not just do tasks.*
- *We need to leave some of the cute stuff behind, and focus on discussion and reasoning among students. Engage them in curriculum tasks.*
- *Curriculum 2.0 has killed the love of reading. It contains few opportunities to read a good book and enjoy it.*
- *Curriculum 2.0 provides few opportunities for the class to read and discuss a text together to develop its meaning.*
- *Curriculum 2.0 provides few examples or lessons that enable students to do deep and fantastic things.*
- *The Curriculum 2.0 ELA is oriented to skills, to learning how to learn, rather than toward learning content and ideas. So we no longer read to get the story, but to practice the skills. ELA becomes devoid of feeling, ideas, or content.*
- *In Curriculum 2.0 ELA, the lessons seldom cause students to talk about or wrestle with the essence of the story or the book.*
- *Many of the poems in Curriculum 2.0 are silly, about topics such as spaghetti, with little deeper meaning. The themes of the poems are often meaningless and trivial. Curriculum 2.0 should provide good poems with solid themes.*
- *We spend our time practicing mechanical skills over and over, but don't often get to the end of the story or to its deeper meaning.*

- *Books such as Boxes for Katje, and Brave Irene, are in the curriculum, but only for three or four days, not enough time in ELA for a close reading or a deep exploration of themes and ideas.*
- *The county has moved away from reading the whole book. We read a book only to teach a skill. We focus on style, mood, language, connotation, the technical aspects of the book. This bothers me, students don't get the flavor of the story. It breaks my heart. My students tell me they don't like to read.*
- *My students read few classic works of literature. Only The Giver or Frederic Douglass Autobiography.*

## CLARITY

*How well organized and defined is the curriculum?*

One out of five of the comments from focus group participants mentioned the clarity of the objectives, tasks, and activities of the curriculum. For example:

- *Required lessons and sample items are mixed up, so I don't always know what's mandatory and what's optional.*
- *Sometimes Curriculum 2.0 starts in the wrong place. First grade word problems, for example, start with addenda unknown. We must often modify the order so it makes sense to students.*
- *There's a lot of confusion in ESOL. We have a canned ESOL curriculum that we are supposed to use. But they also tell us to teach Curriculum 2.0 to ESOL students directly. The leadership needs to articulate a clear message for ESOL, what to do with ESOL students at each ESOL level.*
- *Teachers need an overview of purpose, then opportunities to explore, then model teaching strategies.*
- *Teachers sometimes need a microwave curriculum, where you get what you need when you need it and can use it quickly.*
- *Curriculum 2.0 includes lots of resources on the side, but too many to review. Manage them for the teacher. Embed the resources into the core lessons.*
- *Teachers need to understand the WHY of the curriculum.*
- *Curriculum 2.0 today is an overwhelming collection of documents. It needs to be organized clearly around three parts: objective, activity, assessment.*
- *The constant revamping of the curriculum makes it difficult to teach. Teachers get it in pieces. They can't see the whole scope and sequence.*

- *Teachers need to see the whole year's work, and see how it all connects.*
- *Curriculum 2.0 needs a road map, a way to understand the larger flow. We need to look ahead easily.*
- *The terminology used is often unclear.*
- *Curriculum 2.0 is too technical, more advanced than what we are used to, not easy to use by teachers, with a writing style that is technical and opaque.*
- *Curriculum 2.0 needs a new format, in three parts — the objective, how to teach it, how to assess it. This format would be easier for many teachers.*
- *It is not always clear what they are asking me or the students to do.,*
- *The lessons are sketchy. They provide the objective, they give a sample, and that's it. They don't help you to teach.*
- *Much of the language and questions in ELA are repetitive and redundant. Is there really a difference between the main idea, the theme, the author's point, and author's point-of-view in a work?*
- *Curriculum 2.0 lacks an official mechanism to find mistakes, misalignments, and missing pieces, and then to notify folks and get them fixed. It's now done informally if at all.*
- *Curriculum 3.0 would have a clearly written scope and sequence, fewer words, a cleaner and simpler interface, loaded with resources (commercial or homegrown) for ESOL, SPED, and gifted.*
- *The wording of the middle school math assessments is confusing.*
- *The algebra formative assessments cannot be understood even by math majors.*

Mentioned often was the lack of access to and understanding of the curriculum by parents. For example:

- *Parents would like to see something like a textbook, where they can easily see what their children are doing, and help them out. With Curriculum 2.0 they find it hard to help their children.*
- *Parents can't figure out how the curriculum works, too many buzzwords, acronyms, and unusual vocabulary.*
- *Parents can be great partners in teaching, so they need to know what their students are learning.*
- *The parents are locked out from helping their children. They want something like a textbook so they know what's being taught.*

- *Parents need to know what's going on. This needs to be done centrally. Parents need to be able to see the curriculum.*
- *We need a more effective parent portal. With no planning, little communication, parents are lost in it.*
- *The curriculum is different from what parents are used to. With no textbook to reference, parents don't know how to help. Parents need to have access to the curriculum.*

## ALIGNMENT

*How well does the curriculum match the standards, the rest of the curriculum, and the tests?*

Of the 2,414 comments from the focus groups, 318 of them, about 13%, mentioned the alignment within the curriculum itself, with other subjects, and with the assessments. For example, within the curriculum itself:

- *Teachers don't often see how the rationale, the lesson activities, and the assessment connect to each other.*
- *Math in Curriculum 2.0 is like building blocks. The lower rows support those above. Yet Curriculum 2.0 provides no way to replace missing blocks. Once they fall behind, there's no way to catch up.*
- *Reading and writing are disconnected.*
- *ELA seed lessons in Curriculum 2.0 are not always aligned to the indicator,*
- *The curriculum is disjointed and not aligned, because the novice developers do not have the big picture.*
- *Reading is lacking. We need to align reading with English. The intervention programs don't always align with the curriculum, they are isolated from the other courses, and are not helpful, such as Read 180. We should embed reading, rather than add these band-aid programs.*
- *Written Math Curriculum 2.0 indicators explicitly call for building math facts... but the lessons do not reflect this.*
- *In Math, the Kindergarten leap to 1st grade is huge... for example the equal sign never introduced in kindergarten, but it's expected to be understood at the start of 1st grade.*
- *The sequence is geometry is not logical. For example, we are asked to find the missing angle of a triangle before we have proved the theorem about interior angles.*

With other subjects:

- *Curriculum 2.0 does not take advantage of multidisciplinary opportunities to tie into other disciplines.*
- *There is not enough time to engage in more meaningful multidisciplinary units.*
- *If we matched the reading texts with science and social studies content, we'd get a lot more accomplished.*
- *Any ways we can integrate with social studies and science is welcome.*
- *We need interdisciplinary coordination. Social studies and English don't connect — for example, while we teach World War II in literature, we teach the medieval period in social studies.*

With standards and other outside influences:

- *Should be more aligned with common core - use the same terminology where possible.*
- *The materials available for parents online are not properly aligned to the curriculum.*
- *It would be better if the MCPS indicator numbers matched Common Core numbers.*
- *Decide on what test your going to use first, then choose indicators that match the test, then design the curriculum to teach those indicators. Curriculum 2.0 did not do this.*
- *Why are we not just using the MD Common Core? Why do we have to have our own, locally grown and poorly organized curriculum?*
- *We lack a clear numeration of standards. It's loose right now. The coding is different for CCSS, Maryland, and MCPS standards.*

Alignment with the assessments:

- *Progress checks sometimes occur before teaching and mastery have happened.*
- *The district needs to align school improvement work with curriculum development.*
- *Map-P, a Kindergarten assessment, is required but not aligned with anything.*
- *We had to do an EMAT test, that did not match the curriculum. Curriculum 2.0 needs to align the curriculum with the tests.*
- *Sometimes the online assessments don't match the lesson. These need to be aligned better.*

- *We have confused teachers and schools with the MAP test. It is not aligned with our curriculum. Or with the standards.*
- *Our students struggle on some of the formative assessment. The curriculum does not align with them.*
- *Make sure the assessments are meaningful and useful. MAP gives a national comparison, but it does not align with our curriculum, and it doesn't give us much useful information.*
- *What's on the test and what's in the curriculum do not always line up. For example, Greek and Latin roots are on the test, but not in the curriculum.,*
- *Our curriculum does not match the Map-R. test The content of the test questions is often not in the curriculum, such as thesaurus. Same for the Map-p test.*
- *The questions on the Mclass test do not match any of the seed lessons in kindergarten.*
- *The measurement topic on the report card does not match the teaching. The reporting does not match the curriculum.*
- *The Map-m test is given three times a year, on computer, multiple choice. It does not match the assessments in our courses. It's time-consuming . It does not relate to our curriculum.*

## USABILITY

*How easy tis it to find and use curriculum materials with the online platforms?*

About 13% of the comments from focus group participants mentioned issues with the online platforms used by teachers to get their curriculum materials. For example:

- *Curriculum 2.0 includes an insane amount of information. But I must click 80 times to get what I need.*
- *The formats of the Curriculum 2.0 documents are not universal design. We can't embed the Curriculum 2.0 PDF files in our Promethean Flip Charts. And it takes many steps to make them useful. For example, with the Amtrak schedule used to teach time, I must first download it from Curriculum 2.0, then upload it to my Google Classroom, then push it out to my students' Chromebooks. And also print it. That's too many steps.*
- *Curriculum 2.0 is not user friendly. Staff has to click too many times to get to the root of the system.*
- *In Curriculum 2.0 it takes too many clicks to get to the center of the Tootsie-Roll Pop.*

- *They keep changing the platform, some material is on the old, some on the new. The online platform is very confusing. Clunky. Five clicks to get what you want. Too much scrolling.*
- *The confusion in platforms is difficult and irritating for teachers.*
- *The County has provided too many different platforms- Google Apps, MyMCPS Classroom, Instructional Center -- this confuses teachers.*
- *There's no place to start on the site. No organization. A ton of resources, but not easy to find. Not intuitive.*
- *Curriculum 2.0 is now accessible on three different places: New IC, old IC, science on Canvas. This is confusing and time consuming.*
- *They rolled out Curriculum 2.0 before it was ready. Digital is good, but it's cumbersome to use. Too many clicks. Unable to open. Some resources are not there.*
- *We see Curriculum 2.0 on two different platforms, one on my MyMCPS, one on the Google Drive. And they are not identical. We need to consult both to find what we need.*
- *For each item of Curriculum 2.0 we want to use, we must first find it, then download it to our device, then edit and modify it to fit the needs of our students, then print a copy, then take it to the copy machine for duplication, and finally distribute it to the class. Every day, every lesson, every teacher. There must be a better way.*
- *What we have now for platforms for Curriculum 2.0 is not the best. Google and Sharepoint for elementary ELA and math are not the best choices.*
- *For a new teachers, the layout and organization of the curriculum online platform is confusing and not easy to use.*

The need for editing and updating online curriculum content was mentioned by many. For example:

- *Many of the online resources and links are out of date in Curriculum 2.0.*
- *Many Curriculum 2.0 things online don't work, or don't make any sense. Many links take you to wacky places.*
- *The district needs to update Curriculum 2.0 every summer, to have every item screened and tested by teachers.*
- *Online Overview needs to be updated with links so they do not have to go back to old layout to get resources.*

Ideas for improving the online platform include:

- *Develop a personalized Teacher Curriculum dashboard, pre-populated for the curriculum(s) that the teacher actually teaches, and the calendar as well. So they don't have to search from scratch each time.*
- *Curriculum 2.0 should be organized into a digital binder, with all the things that a teacher would need easy to find.*
- *What we need is a CMS - Curriculum Management System -- personalized for teachers.*
- *The new science curriculum approach is easier to use. Much friendlier. Should all be on one platform.*
- *We want to move and develop Curriculum 2.0 to enable direct delivery of material to students' devices.*
- *The platform must be easy to use for our target audiences: 1 students, 2 teachers, 3 parents, 4 administrators 5 curriculum writers (in order of importance.)*
- *We envision the future curriculum in digital form. Kids walk around with a device, can get all curriculum materials on it. They work to solve authentic problems.*
- *A robust Learning Management System (LMS) may be the best choice for MCPS. Such as Canvas, which allows us to do what we need.*

## PROFESSIONAL DEVELOPMENT

*How does the professional development program prepare educators for the curriculum?*

***How do they do it now?***

- *There hasn't been much staff development from the district. We do much of this ourselves.*
- *We use our building professional development person to design this targeted professional development for teachers.*
- *For example, our teachers did not see the development of number sense in kindergarten, first and second grade.. So we did our own professional development to help them understand it.*
- *Professional development at our middle school is generous - there are three 45-minute blocks devoted to professional development every month. Of these, two are for professional development, and one is for collaborative planning.*
- *We have allowed teacher cohorts by subject and grade to work together for professional development at the school level. Teachers like this. It has worked well.*

- *To get ideas for supplanting Curriculum 2.0, we go to our teammates, our staff development teacher, our subject specialist. We text each other. That's how we get new ideas.*
- *Most of the professional development is given to the specialists, but they don't teach. Specialists get a ton of professional development. Teachers don't.*
- *Grades 1 to 5 at our school have extended planning time, that we scheduled in. We built a planning room. This is how we did the curriculum work.*
- *Much of the current professional development at our school centers around our school improvement plan, not around Curriculum 2.0. For example, how to design meaningful follow-up work.*
- *Our in-house Staff Development teacher is very supportive, and does co-planning with any teacher who needs it.*
- *Much of our County training is about testing, not about curriculum or teaching.*
- *We do have blocks for planning time and we meet sometimes once a week, once a month. But we have many meetings on non teaching tasks.*

### ***What do they need?***

- *Curriculum 2.0 is quality material, at a high level. It expects a lot, but not all teachers have the the skill or experience reach those expectations. They need more help on how to reframe and rephrase to get through to all students.*
- *I need more time to implement the curriculum in my school. Professional development days, release time, team collaboration.*
- *Professional development needs to focus on instruction, how to teach, and what does a well developed lesson looks like.*
- *Not enough training to allow all teachers to make the shifts in math instruction. Most elementary teachers are not strong in math, they need to develop more confidence.*
- *The teachers need planning time. That's the professional development that's most valuable to them, to sit together and plan with the specialists.*
- *We need to provide professional development to all levels - directors, principals, specialists, teachers -- if we expect this to work.*
- *We need video exemplar lessons as part of professional development.*

- *We need more materials and more professional development on how to work with kids who are behind, as well as those who are ready to move ahead.*
- *We need to learn culturally relevant instructional practices. Teachers need more skill in differentiation. How to I create an environment and a lesson that will work with all levels?*
- *My teachers need small group instructional strategies. They must be experts in differentiation.*

### ***How do they want it?***

- *Teachers need monthly professional development on curriculum.*
- *Professional development should focus on implementation in the classroom.*
- *Professional development needs to be available in different modalities, such as webinar, and online.*
- *We need to provide professional development on demand, digitally, with webinars and so forth.*
- *We are experimenting with a new outside published curriculum, Enrich Literacy. Teachers go for monthly sessions, as well as get visits from a support specialist. This is how Curriculum 2.0 should be done.*
- *Design professional development around the needs of the teachers. Ask them what they need.*
- *Teachers don't want to be pulled out of the classroom for professional development.*
- *Curriculum professional development should be done a year in advance, not the summer before the kids use it.*
- *Build professional development right into the curriculum. So that if you don't understand, you can learn it.*
- *Bringing in subs is not ideal with so much that needs to be covered - they cannot teach what the teacher is responsible for.*
- *The district used to offer voluntary professional development, three or four times a year. It was relevant, valuable, delivered by teachers, and voluntary. That's what we need going forward.*
- *Don't base our training on PowerPoint slides.*
- *Professional development should be applied to the classroom, discussed, brought back, and demonstrated.*
- *Rethink professional development so that is not just half-day presentations, but practical applications to the classroom, with follow up.*

## TECHNOLOGY

*How does the curriculum take advantage of technologies for learning, digital and otherwise?*

One hundred eighty five comments focused on the technologies used in the curriculum. For example, regarding the role of technology in the curriculum right now:

- *Curriculum 2.0 assumes a technology-free classroom. It's all designed around paper and pencil. Now we all have Chromebooks, but Curriculum 2.0 has not been revised even though we have requested it.*
- *Teachers are doing Curriculum 2.0 mostly on paper with pencils, not on the digital devices that our students have.*
- *Most of Curriculum 2.0 is paper and pencil tasks. Creative ideas are listed, but no one uses them because they are not evident.*
- *We use paper and pencil most often because the Chromebooks are not reliable, they break, they won't connect, and kids can't get on*
- *Curriculum 2.0 provides few good ways to use Chromebooks in the lesson - it's oriented to paper and pencil.*
- *Many Curriculum 2.0 online resources don't work on our Chromebooks.*
- *Resources don't work on all platforms.*
- *Curriculum 2.0 does not work on iPhone, iPad, and certain other devices.*
- *Many materials in Curriculum 2.0 do not convert correctly, for example Word documents don't convert well to Google Docs or to PDF, so we must do these conversions manually.*
- *We are 1-to-1 Chromebooks in grades 3-5. Training is minimal on integrating these. Technology has great potential, but we are left to figure it out ourselves.*
- *Students write, make slide shows, and so forth on the Chromebooks. We are looking at ways to move away from paper. But this is on our own work - Curriculum 2.0 does not include any of this.*
- *Everything in Curriculum 2.0 must be copied on the copier. This takes time. And paper.*
- *They use the Chromebooks for writing, but the student devices are not connected to Curriculum 2.0. They do Curriculum 2.0 mostly on paper. We would like to get away from paper.*

- *First graders had to take a test on Chromebooks, which most had never used. They can't drag and drop from the trackpad.*
- *Chromebook use is all at the lowest level - reading, writing, no projects or inquiry.*
- *Chromebooks landed in my classroom as a surprise, but I got no professional development for how to use them for teaching and learning.*
- *Curriculum 2.0 math has few technology-rich or engaging activities. And many of those do not work on our Chromebooks. In second grade, none work.*
- *Curriculum 2.0 provides few activities that use technology*

And regarding what they'd like to see:

- *Curriculum 2.0 needs more digital interactivity.*
- *Don't just digitize the paper curriculum. Rethink the whole instructional approach as you move digital.*
- *Curriculum 2.0 resources are all paper and pencil - we need more performance items, projects, songs, lyrics, and interactive approaches.*
- *Some teachers wish students could access their classwork from home and get rid of paper assignments.*
- *Curriculum 2.0 needs to incorporate flip charts into digital devices. All materials should work on all student devices.*
- *I wish kids could do work on their own devices - while they have access to shared carts of Chromebooks, they should each have their own.*
- *Technology platforms and choices should start from instruction. Tell us what you want instruction to look like, and we'll fill in the blanks, we'll provide the tools.*
- *We want to move and develop Curriculum 2.0 to enable direct delivery of material to students' devices.*
- *We envision the future curriculum in digital form. Kids walk around with a device, can get all curriculum materials on it. They work to solve authentic problems.*
- *Students should author, create, and publish with their digital tools. We attempted this in the inquiry projects.*

- *The curriculum needs to be designed to work with the technology. So we need to be one-to-one with devices for students.*
- *All students should have a device appropriate to their needs, to access the curriculum directly.*
- *Personal devices for each student would be better than the shared Chromebooks we have now.*
- *Use more online math tools such as NCTM Illuminations.*
- *We need apps and resources for students to communicate, through graphic novels, and movies, organized and used system wide.*
- *Imagine if our kids could download books onto their phones.*

## TESTING

*What's the role of assessment in the curriculum?*

Mentioned in 178 focus group comments, testing and assessment was a topic of much discussion. For example, regarding the number of assessments called for in the curriculum:

- *The number of assessments is daunting for all grades.*
- *We have many assessments of the elementary math curriculum: Map-P, Measures of Academic Progress, MWEA in K-2, MAP-P in 3-5, PARCC in 3-4-5, as well as our internal elementary math assessment tasks. Also Shared Progress Checks, on Performance Matters.*
- *We are spending too much time testing and not enough teaching.*
- *We just got a whole new batch of tests to administer to our students. I give six different types of tests in reading and math. That's too many, all measuring the same thing.*
- *With all the testing that we must administer, the days are over-scheduled, no time for extras.*
- *Kindergarten had two report cards a year, now they have four. We must give them a content and skill grade early in the year while they are still finding their cubbies.*
- *We are testing all the time, allowing less time for teaching.*
- *The day to day reality of the multiple assessments, their amount and types, is overwhelming to children.*

- *We schedule too many different types of assessment, at various intervals. These are disruptive events that take time from teaching.*
- *Curriculum 2.0 has way too much testing and progress checking for both ELA and Math - we don't have enough time to teach.*
- *There's too much testing - three common writing tasks, required progress checks, MAP-R three times per year (can be up to 5 days for needy kids), MAP-M three times a year.*

And concerning the timing and nature of the tests themselves:

- *Progress checks sometimes occur before teaching and mastery.*
- *It is hard to reconcile the student mastery approach, with the relative percentile approach used in PARCC and other assessments.*
- *Teachers need to see assessments in advance, so they know what they are aiming for.*
- *The performance system is clunky - PerformanceMatters is very difficult to use: grades disappear, students' assessments disappear.*
- *Students in kindergarten could not use the computer and mouse in their math test.*
- *Many of the test items use texts and questions and instructions written on grade level, which ESOL, special education, and many other students find incomprehensible, and thus cannot compete the test item.*
- *We are forced to use relative measures, not the mastery data that is truly useful.*
- *Teachers are stressed about the amount of data collection they must do. Levels, running records, written responses, progress checks, MAP test, EMAT, etc.*
- *The assessments the County chose for Curriculum 2.0 do not mirror the sound teaching of math. So we teach to a test that is not measuring what we want or what students need.*
- *For the written responses on the assessments, the wording in the directions is needlessly complex*

The ways in which assessments results are used for school improvement elicited several comments:

- *The data and achievement gap goals and grandiose statements about all students scoring above average are impossible to meet. Such as, Every child will be on grade level. This is impossible.*
- *At the school level we need more control over the timing of the assessments.*

- *They scrutinize our work based on the test scores. So we must pay attention to the tests more than to the students.*
- *Our school did not so well in reading test scores last year, based on a single test score. So now we must stay late once a month and look at our data with the director.*
- *We are told that all students must score above average. This is impossible.*
- *The push of the benchmarks is very frustrating to teachers who are busting their a\*\*es to engage their students.*
- *We have falsely correlated changes in MAP scores with progress in the curriculum.*
- *The district uses data like a hammer with us, seldom like a flashlight.*

## SOURCE

*Who produces curriculum materials: the district, the teacher, or the publisher?*

Many focus group comments provided advice on how best to source curriculum materials. Many explained the sources they turned to to find the materials that were missing in the district curriculum. For example:

- *We drive our instruction by the Curriculum 2.0 indicators, but we develop all the lessons and materials ourselves. Our own flip charts. Our own activities. We all supplement the Curriculum 2.0 materials with things we find or develop ourselves.*
- *Curriculum 2.0 does not provide an overall approach to reading, so we must develop it ourselves.*
- *Because we develop much of the curriculum material ourselves, it may be inconsistent across the district.*
- *We get supplements from Teachers Pay Teachers; we make them up ourselves; we use old stuff in the school; we use Pinterest to search for ideas for re teaching specific topics. We supplement from other districts' curriculum. We supplement with high-interest materials that make sense to our students.*
- *Other materials used include Common Core Lesson Book for reading and writing k-5, Big day for PreK, Jan Richardson books, Teachers Pay Teachers, small guided reading books, Reading A to Z, Lucy Calkins, ESOL resource books, ELA website.*
- *Source of math materials used include Teachers Pay Teachers, Common Core Worksheets, Pinterest blogs, Math Coach Corner, YouTube, BrainPop, Go Noodle, Illuminations, Ten Marks, ABCya, Prodigy.*

- We use Singapore Math and other things to enrich math instruction.
- Compared with the old prescriptive, scripted curriculum, Curriculum 2.0 was a breath of fresh air. We felt like caged birds all of a sudden freed. But the district gave us little time and professional development to develop our lessons so we could fly successfully.

Others suggested alternative sources and methods for curriculum development. Some propose improving the current curriculum, but with more involvement of teachers:

- The county put a lot of time into developing Curriculum 2.0 so it should be tweaked, not thrown out completely
- Next time, use a panel of grade-level teachers to contribute to and review the development of the curriculum.
- Let's put Curriculum 2.0 teaching ideas, contributed by teachers, into a district database.
- Developers don't have to live and breath Curriculum 2.0 so they have no idea how teachers need to use it. Developers should shadow a classroom teacher for a week to better understand what it takes to deliver Curriculum 2.0.
- There is a need to collaborate when we develop curriculum: teachers, curriculum folks, assessment people.
- We need intentional collaborative practices with ESOL and special education as we develop the written and taught curriculum, at both the school and central office levels.
- I sense a lack of creativity in the curriculum. We used to pay teachers to develop curricula. Now they expect us to post it for free.

Many suggested that curriculum is best developed by professional publishers:

- Always looking inward to ourselves for curriculum development is incestuous. We need an outside perspective.
- Why did we have to develop our own curriculum? We should look and see what's out there, and choose one. Or several.
- We should purchase, not develop curriculum, if there's something out there with high quality and vetted.
- I'd prefer we go to a professionally-developed curriculum, both digital and print, with all resources. Let the teachers teach.
- To make it better, get people with curriculum development expertise to develop the curriculum.

- *We need to purchase the curriculum resources, we have not the people or background to develop all the parts ourselves, write it, support it, implement it, and evaluate it.*
- *Look first at professional curriculum developers. Provide text and digital, packaged for everyone, directly available to students.*
- *I wish the county would look to established publishers. Since 1985, MCPS has always wanted to invent their own curriculum. It has not served students well.*
- *A fully developed reading program from a major publisher might be better for ELA. It's worth a try*
- *We would be open to adopting a published curriculum.*

Others suggested that a collaborative process be used to develop curriculum, combining professional publishers, MCPS staff, and teachers:

- *We have lost the culture of collaboration in curriculum development.*
- *We need a balance of self-developed and outside curriculum when we revise. A combination of outside and inside.*
- *We want to develop a curriculum that prepares them for this century. Let's call on the best specialists from outside, as well as the teachers from the inside, as they develop the curriculum.*

## FINDINGS

The results from the focus groups show that while schools and teachers are following Curriculum 2.0, most do not like it and find it inadequate to their students' needs. They report that the curriculum materials provide neither enough support for struggling students, nor challenges for advanced students, nor the practice necessary for deep understanding. Teachers must supplement what the district provides with materials that they find or create themselves. They find the pacing of the curriculum and testing too rapid — the curriculum expects them to teach more lessons than there are teaching days in the school calendar. Teachers find the online interface of Curriculum 2.0 difficult to use, many of the directions unclear and poorly defined, and often misaligned with the assessments. They report that the curriculum does not take advantage of digital technologies, and that the required testing regime is excessive, not useful to them, and takes time from teaching and learning. They suggest that whatever curriculum is planned for the future be developed collaboratively with professional publishers, district specialists, and teachers.

### Strength

*How complete, comprehensive, and solid is the curriculum?*

Focus group participants found the curriculum to be missing some essential elements. In elementary math, they report a lack of resources and time for students to practice and apply what they have learned. In elementary language arts, they bemoan the lack of reading, listening and speaking opportunities, and a focus on mechanical skills instead of stories and meaning. They report a lack of resources for special education, ESOL, and students working below grade level.

### **Suitability**

*How well does the curriculum match students' needs?*

Teachers and principals reported a mismatch between the curriculum resources provided and the developmental needs of their students, especially in the early years. They found many of the tasks and assessments inappropriate for their students. They found the materials unsuited to their ESOL students, because of the complex vocabulary and the assumption of background knowledge.

### **Extent**

*The amount of curriculum material and lessons.*

Focus group participants pointed to the excessive number of indicators, lessons, and assessments in the curriculum, too many tasks to cover in the time allotted in the school year. They report that the pacing of the curriculum — the amount of and the speed with which the tasks, lessons, and assessments must be accomplished each week or marking period — to get in the way of learning. At the same time, they observed that the curriculum did not include enough differentiated materials for some students or approaches. They say it is missing opportunities for practice, mastery, application, and reinforcement.

### **Depth**

*How deep is the material and the learning?*

While some focus group participants appreciated the attempt to build more deep learning into the curriculum, most were disappointed in the lack of opportunity for deep learning. In math they wished they had more practical applications and sustained practice in problem-solving. In English Language Arts, they bemoaned the lack of classic texts, and of the opportunity to read a book for its underlying story and meaning.

## Clarity

*How well organized and defined is the curriculum?*

Teachers and principals complain of the clarity of the objectives, tasks, and activities in the curriculum. They find the language unnecessarily technical and obtuse. They find the format of the lessons dense and not conducive to teaching. They ask for a comprehensive overview of the scope and sequence, a road map that lets them see the big curriculum picture. They point out the need for parents to be able to see and understand where the curriculum is going so they might help their children at home.

## Alignment

*How well does the curriculum match the standards, the rest of the curriculum, and the tests?*

Teachers and principals report frequent misalignments within the curriculum itself, with other subjects, and with the assessments. Indicators, lessons, and tasks often don't match, confusing students and teachers alike. They see little coordination among subject areas, and wish that the math and ELA curricula could share topics and activities with the science and math curricula. They would like the MCPS indicators use the same terminology and numbering as the Common Core State Standards. And they would like the content, language, and timing of the various assessments to mesh exactly with the curriculum sequence.

## Usability

*How easy is it to find and use curriculum materials with the online platforms?*

Focus group participants found many faults with the online platforms used by teachers to get their curriculum materials. They found the navigation difficult, requiring too many clicks to get to what they need. They noticed many inconsistencies between the various online platforms used to access Curriculum 2.0. They found the process of finding, downloading, editing, reformatting, printing, and copying materials to be onerous and wasteful of time and paper. They want to see the curriculum professionally edited, its links confirmed, and its content purged and renewed on a regular schedule. They would like to see a single online platform, well-organized, and available as appropriate to teachers, students, and students in digital form.

## Professional Development

### *How is teacher training and preparation for the curriculum?*

Teachers and principals find the professional development provided by the district to be inadequate to the effective implementation of Curriculum 2.0. They report that they provide their own professional development at the school level, a collaboration among teachers and specialists, of which some are quite proud. They are looking for continued professional development that focuses on teaching and learning, and especially on how to develop the higher and deeper levels of skill and concept understanding that their students need. They want to apply their new learning to their own classrooms, and discuss the results with their peers. And they want professional development available in several parallel forms, including on-line on-demand; hands-on in collaboration with fellow teachers; and at the district level.

## Technology

### *How does the curriculum take advantage of technologies for learning, digital and otherwise?*

Focus group participants report that Curriculum 2.0 takes little advantage of digital technologies, that it was conceived in a paper-and-pencil environment, and needs to be revised to reflect the technological tools available to students today. They find it difficult to make the curriculum materials work effectively on student Chromebooks, the connection to which the teachers must develop themselves. They bemoan the lack of training or advice on integrating the Chromebooks into the curriculum, and wish curriculum materials, where appropriate, be made available directly to students on their own devices. They yearn for a curriculum with more interactive tasks and activities that take advantage of digital apps and other technologies.

## Testing

### *What's the role of assessment in the curriculum?*

Focus group participants complained about the number of assessments called for in the curriculum. They find the tests redundant, repetitive, poorly-worded, misaligned with the curriculum, far too frequent, and only marginally useful to them. The class periods devoted to testing have increased, they say, to the point where less time is available for teaching. They report that the tests frustrate their students, often presenting topics that have not yet been taught, and employing unfamiliar vocabulary, confusing directions, and clunky technology. They find the focus on test-score data to be used in a punitive fashion by the district.

## Source

### *Who produces curriculum materials: the district, the teacher, or the publisher?*

Most of the teachers and principals in the focus groups reported that they turned to sources outside of Curriculum 2.0 to supplement its missing pieces. They found what they needed in textbooks from previous curricula, from online sources such as [Teachers Pay Teachers](#), [Engage New York](#), [Lucy Calkins Writing](#), or from materials they created themselves. Focus groups were split on the best way to develop curriculum going forward. Some propose improving the current Curriculum 2.0, but with more involvement of teachers. Others advocate adopting a professionally-developed and tested curriculum from outside MCPS. Most agreed that the best curricula are developed through a collaborative process among teachers, publishers, and curriculum experts.

## APPENDIX 1: LIST OF FOCUS GROUPS

### List of focus Groups

School	Level	Participants	Subject	Time	Date	# participants	# Principals	# MS teachers	# Elementary Teachers	# Central Office Staff
Ronald McNair	Elementary	Teachers	Both ELA and Math	8:30 - 9:30	October 30	13			13	
Ronald McNair	Elementary	Principal	Both ELA and Math	10:00 - 11:00	October 30	1	1			
Whetstone	Elementary	Teachers	Both ELA and Math	8:30 - 9:30	October 30	15			15	
Whetstone	Elementary	Principal	Both ELA and Math	2:30 - 3:30	October 30	1	1			
Parkland	Middle	Teachers	ELA	10:15 - 11:15	October 31	1		1		
Parkland	Middle	Teachers	Math	2:00 - 3:00	October 31	10		10		
Parkland	Middle	Principal	Both ELA and Math	10:30 - 11:30	October 31	1	1			
Central Office	Secondary	Central Office Staff	ELA	2:00 - 3:00	October 31	10				10
Central Office	Elementary	Central Office Staff	ELA	3:00 - 4:00	October 31	7				7
Strawberry Knoll	Elementary	Teachers	Both ELA and Math	7:30 - 8:30	November 1	15			15	
Strawberry Knoll	Elementary	Principal	Both ELA and Math	9:30 - 10:30	November 1	1	1			
Mill Creek Towne	Elementary	Principal	Both ELA and Math	11:30 - 12:30	November 1	1	1			
Mill Creek Towne	Elementary	Teachers	Both ELA and Math	3:40 - 4:40	November 1	15			15	
Candlewood	Elementary	Teachers	Both ELA and Math	7:40 - 8:40	November 2	13			13	
Candlewood	Elementary	Principal	Both ELA and Math	9:00 - 10:00	November 2	1	1			
Washington Grove	Elementary	Teachers	Both ELA and Math	8:05 - 9:05	November 2	15			15	
Washington Grove	Elementary	Principal	Both ELA and Math	10:00 - 11:00	November 2	1	1			
Stonegate	Elementary	Principal	Both ELA and Math	10:45 - 11:45	November 3	1	1			
Stonegate	Elementary	Teachers	Both ELA and Math	12:30 - 1:30	November 3	15			15	
Flower Valley	Elementary	Principal	Both ELA and Math	8:20 - 9:20	November 3	1	1			

## List of focus Groups

School	Level	Participants	Subject	Time	Date	# participants	# Principals	# MS teachers	# Elementary Teachers	# Central Office Staff
Flower Valley	Elementary	Teachers	Both ELA and Math	11:30 - 12:30	November 3	8			8	
Flower Valley	Elementary	Teachers	Both ELA and Math	12:30 - 1:30	November 3	7			7	
Dr Charles Drew	Elementary	Principal	Both ELA and Math	3:00 - 4:00	November 6	1	1			
Dr Charles Drew	Elementary	Teachers	Both ELA and Math	4:15 - 5:15	November 6	15			15	
Central Office	Elementary and Middle	Central Office	Technology	10:00 - 11:00	November 6	3				3
Central Office	Middle	Central Office	Math	3:00 - 4:00	November 6	5				5
Central Office	Elementary	Central Office	Math	4:00 - 5:00	November 6	7				7
Carderock Springs	Elementary	Teachers	Both ELA and Math	12:00 - 1:00	November 7	7			7	
Carderock Springs	Elementary	Principal	Both ELA and Math	3:00 - 4:00	November 7	1	1			
Olney	Elementary	Principal	Both ELA and Math	8:00 - 9:00	November 8	1	1			
Olney	Elementary	Teachers	Both ELA and Math	2:15 - 3:15	November 8	14			14	
Wheaton Woods	Elementary	Teachers	Both ELA and Math	8:00 - 9:00	November 8	10			10	
Wheaton Woods	Elementary	Principal	Both ELA and Math	9:30 - 10:30	November 8	1	1			
Cannon Road	Elementary	Teachers	Both ELA and Math	8:00 - 9:00	November 13	9			9	
Cannon Road	Elementary	Principal	Both ELA and Math	10:00 - 10:30	November 13	1	1			
Francis Scott Key	Middle	Teachers	ELA	10:10 - 10:45	November 13	6		6		
Francis Scott Key	Middle	Teachers	Math	11:05 - 11:40	November 13	6		6		
Francis Scott Key	Middle	Principal	Both ELA and Math	12:30 - 1:30	November 13	1	1			
Argyle	Middle	Teachers	Math	8:15 - 9:15	November 14	6		6		
Argyle	Middle	Principal	Both ELA and Math	9:15 - 10:00	November 14	1	1			
Argyle	Middle	Teachers	ELA	10:08 - 11:08	November 14	7		7		
William Farquhar	Middle	Principal	Both ELA and Math	12:30 - 1:30	November 14	1	1			
William Farquhar	Middle	Teachers	Math	11:30 - 12:20	November 14	6		6		



# **Teacher Survey**



**Report Prepared for Montgomery County Public Schools:  
Analysis of Teacher Survey, Curriculum 2.0**

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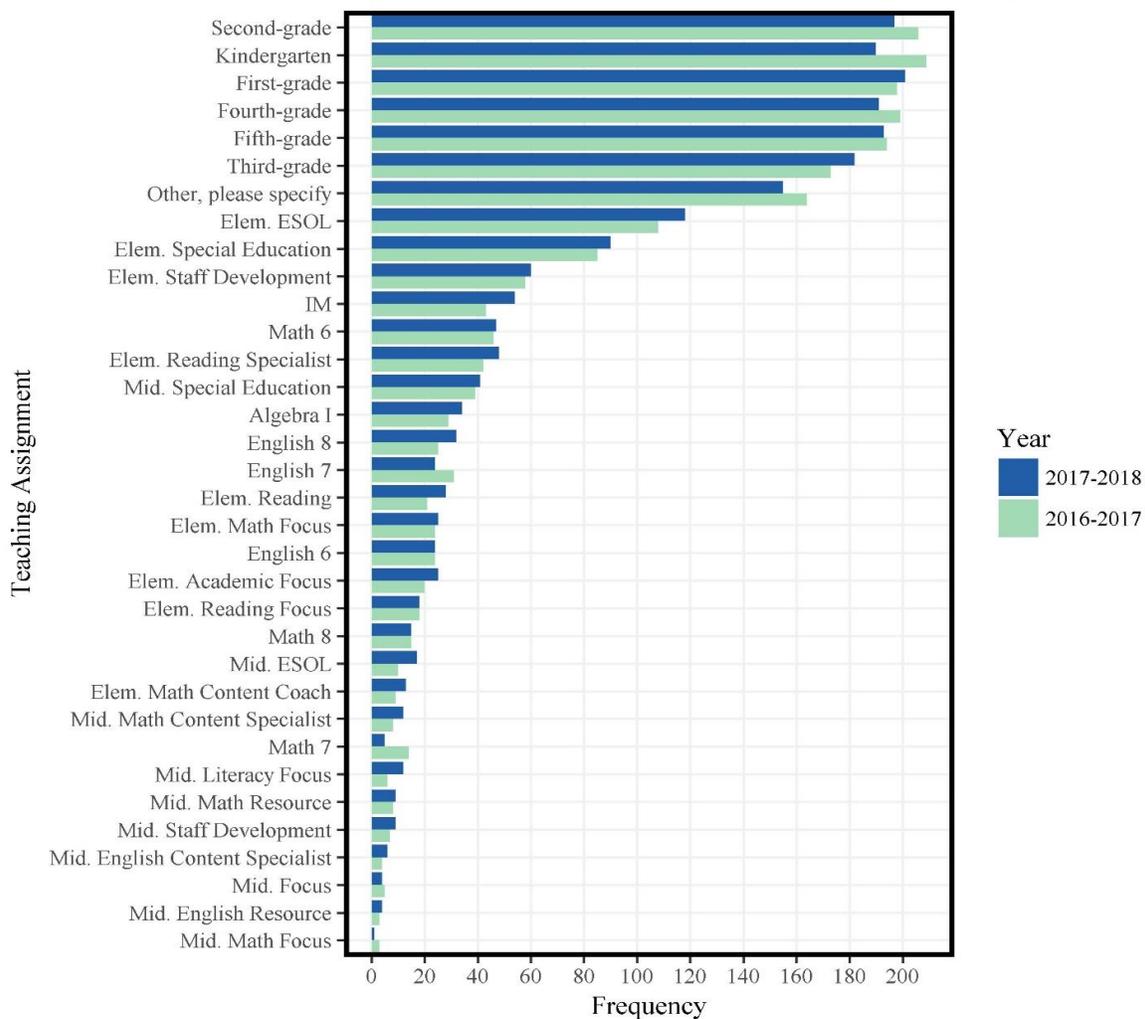
Johns Hopkins University

January 2018

## Introduction

The following presents findings pertaining to the Curriculum 2.0 survey administered by MCPS in the fall of 2018. The Curriculum 2.0 survey was administered to ELA and mathematics teachers in grades K-8 who had been teaching in MCPS for at least one full academic year. The survey was administered to 6,730 and completed by 1,852 teachers and specialists for a 27.5% response rate. Independent samples *t*-tests were conducted to explore potential differences between elementary school teachers ( $n = 1,477$ ) and middle school teachers ( $n = 243$ ). The reader should note that 132 respondents were excluded from the comparison due to the selection of “other” rather than a particular role. Those differences that were statistically significant and of practical importance are reported below. Frequencies and descriptive statistics for the full sample are presented in Appendix A. Due to the response rate of 27.5%, the following results need to be viewed cautiously.

Of the 1,852 teachers who completed the survey, slightly over half (56%) taught elementary school grades (K-5). Few respondents reported being Resource Teachers or Specialists (see Figure 1).



Respondents were allowed to make multiple selections if appropriate.

Figure 1. Reported teaching assignments.

Note: Respondents were allowed to make multiple selections if appropriate.

Regarding their entire teaching career, the respondents had taught an average of 15 years, and half of respondents reported having taught between 8 and 22 years. The remaining half of respondents indicated that they have been teaching outside of these parameters, in this case anywhere from 1 to 52 years. Half of respondents reported having taught in Montgomery County Public Schools for between 6 and 18 years, while the remaining 50% reported MCPS experience of 1 to 44 years. As to how long they have been teaching at their current grade level, half reported between 3 and 12 years, while the remainder indicated 1.5 to 40 years.

Of all respondents, half reported teaching between 5 and 15 English language learners per year, between 2 and 10 students with an individualized education plan, and between 1 and 8 students who were highly gifted. Of the remaining respondents, 50% reported teaching anywhere from 1 to 800 ELLs per year, between 1 and 200 students with an IEP, and 9 to 250 GT students. The average respondent taught 25 students per year, and half of respondents reported teaching between 20 and 35 students per year.

**Professional Development**

Teachers estimated the number of hours they participated in school-based and district-based professional development to support the use of Curriculum 2.0/MCPS English and Mathematics instructional resources (see Figure 2). In both mathematics and ELA, teachers participated in more school-based PD than they did district-based PD. Over half of all respondents reported participating in at least four hours of school-based professional development per year while less than half reported participating in more than four hours of district-based professional development.

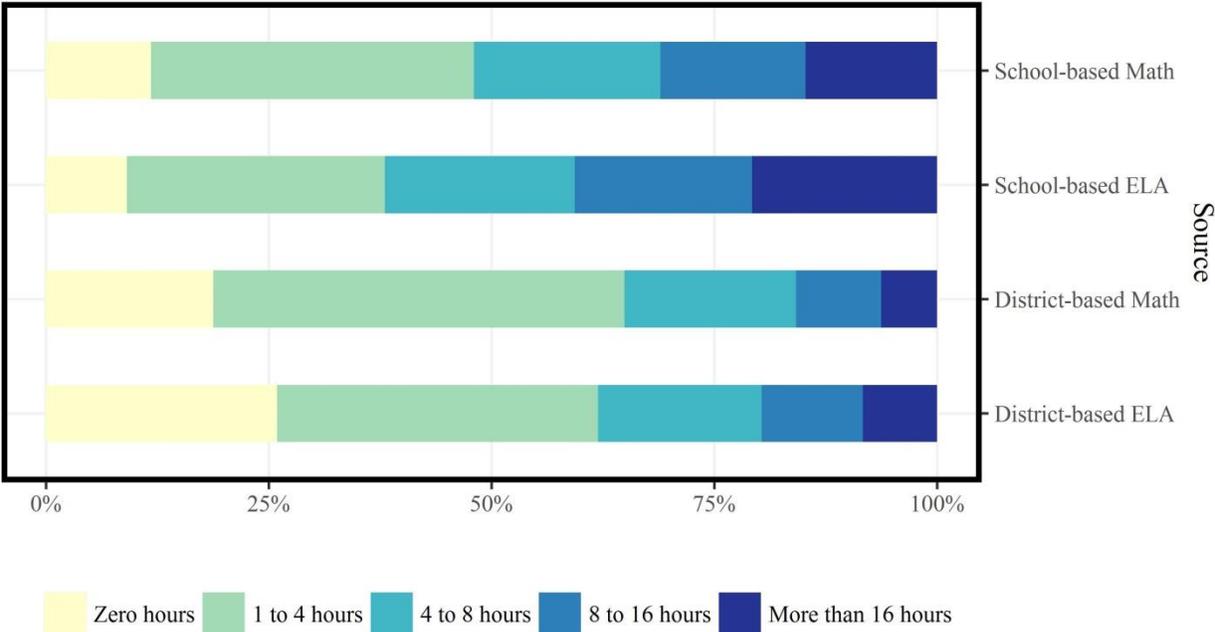
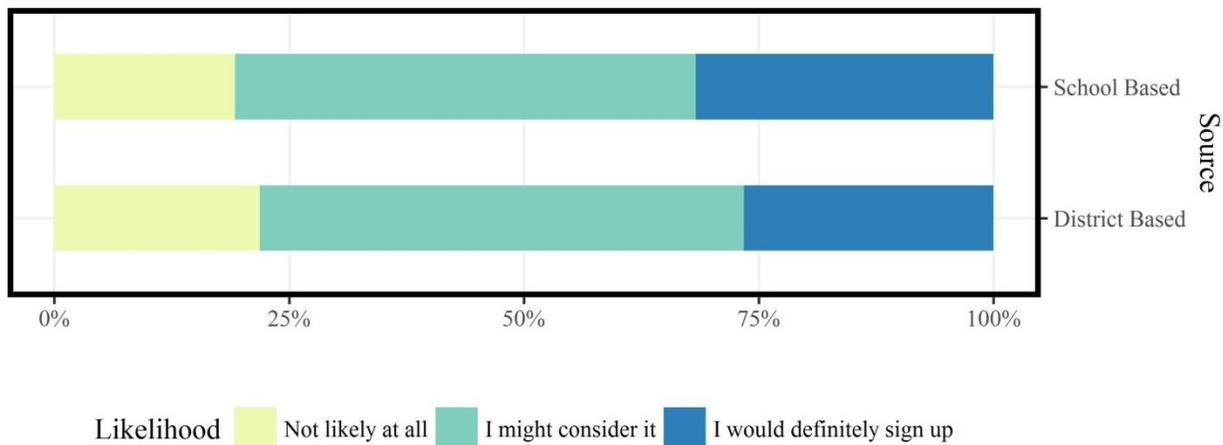


Figure 2. Reported participation in professional development to support the use of Curriculum 2.0

Approximately one-third of all respondents reported that they would definitely sign up for additional professional development, and fewer than one-fourth of all respondents reported they would be unlikely to sign-up (see Figure 3). School-based professional development was slightly more preferred by respondents than district-based. There was no opportunity to provide an explanation for this response, so it is difficult to know why these preferences exist.



*Figure 3.* Likelihood that respondents would sign up for additional professional development to support the use of Curriculum 2.0 resources.

## Curriculum Access and Use

Teachers were asked to indicate the frequency that they use the Instruction Center or Google Docs for various tasks (see Figure 4). The most frequently used items included Sample Learning Tasks or Common Tasks, Instructional Resources, and Indicators by Marking Period and Week, each of which had weekly or more frequent use by two-thirds of all respondents. Approximately half of all respondents report using Reading Toolkit, Professional Development Resources, and ESOL Resources rarely or never. Elementary school teachers reported significantly greater use than middle school teachers for ESOL resources (elementary:  $M = 2.86$ ,  $SD = 1.30$ ; middle:  $M = 2.61$ ,  $SD = 1.60$ ), instructional focus documents (elementary:  $M = 3.67$ ,  $SD = 1.31$ ; middle:  $M = 3.32$ ,  $SD = 1.38$ ), and professional development resources (elementary:  $M = 2.64$ ,  $SD = 1.31$ ; middle:  $M = 2.42$ ,  $SD = 1.46$ ).

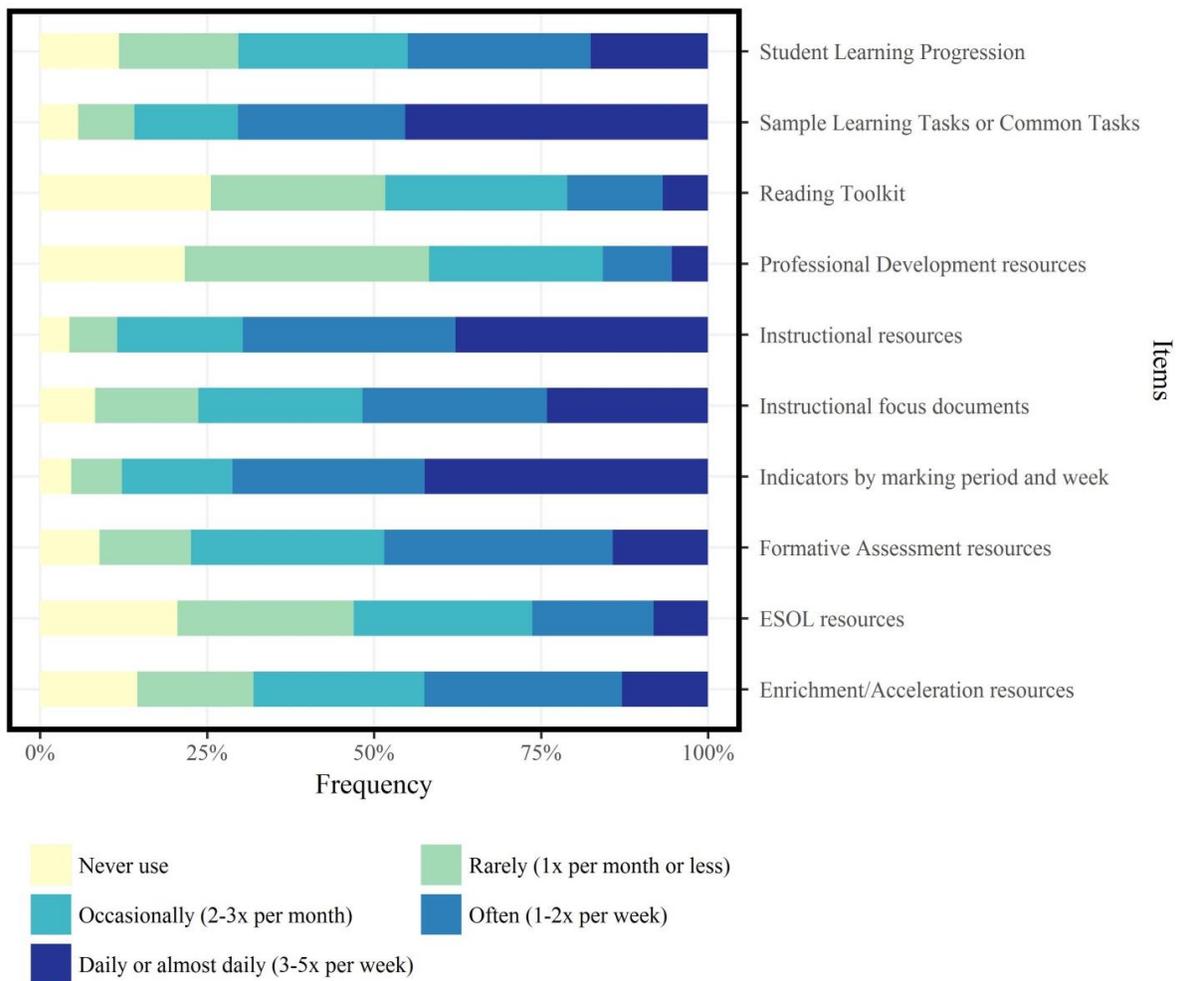


Figure 4. Frequency of use for the Instruction Center or Google Docs for various items.

As displayed in Figure 5, teachers most often reported using leveled reading texts (87% daily or almost daily) and materials they personally developed (90%) or personally selected from the Internet (79%) for ELA lessons. Curriculum 2.0 was reportedly used by 66% on a daily or almost daily basis. By comparison, International Baccalaureate and Ready Common Core received very limited use. Elementary school teachers reported significantly greater use than middle school teachers for Curriculum 2.0/MCPS English Curriculum (elementary:  $M = 3.91$ ,  $SD = 1.34$ ; middle:  $M = 3.51$ ,  $SD = 1.45$ ), materials personally selected from the Internet (elementary:  $M = 4.25$ ,  $SD = 0.97$ ; middle:  $M = 3.94$ ,  $SD = 1.18$ ), and trade books (elementary:  $M = 3.09$ ,  $SD = 1.73$ ; middle:  $M = 2.58$ ,  $SD = 1.65$ ). In contrast, middle school teachers ( $M = 2.01$ ,  $SD = 1.62$ ) reported significantly greater use than elementary school teachers ( $M = 1.42$ ,  $SD = 1.28$ ) for International Baccalaureate materials.

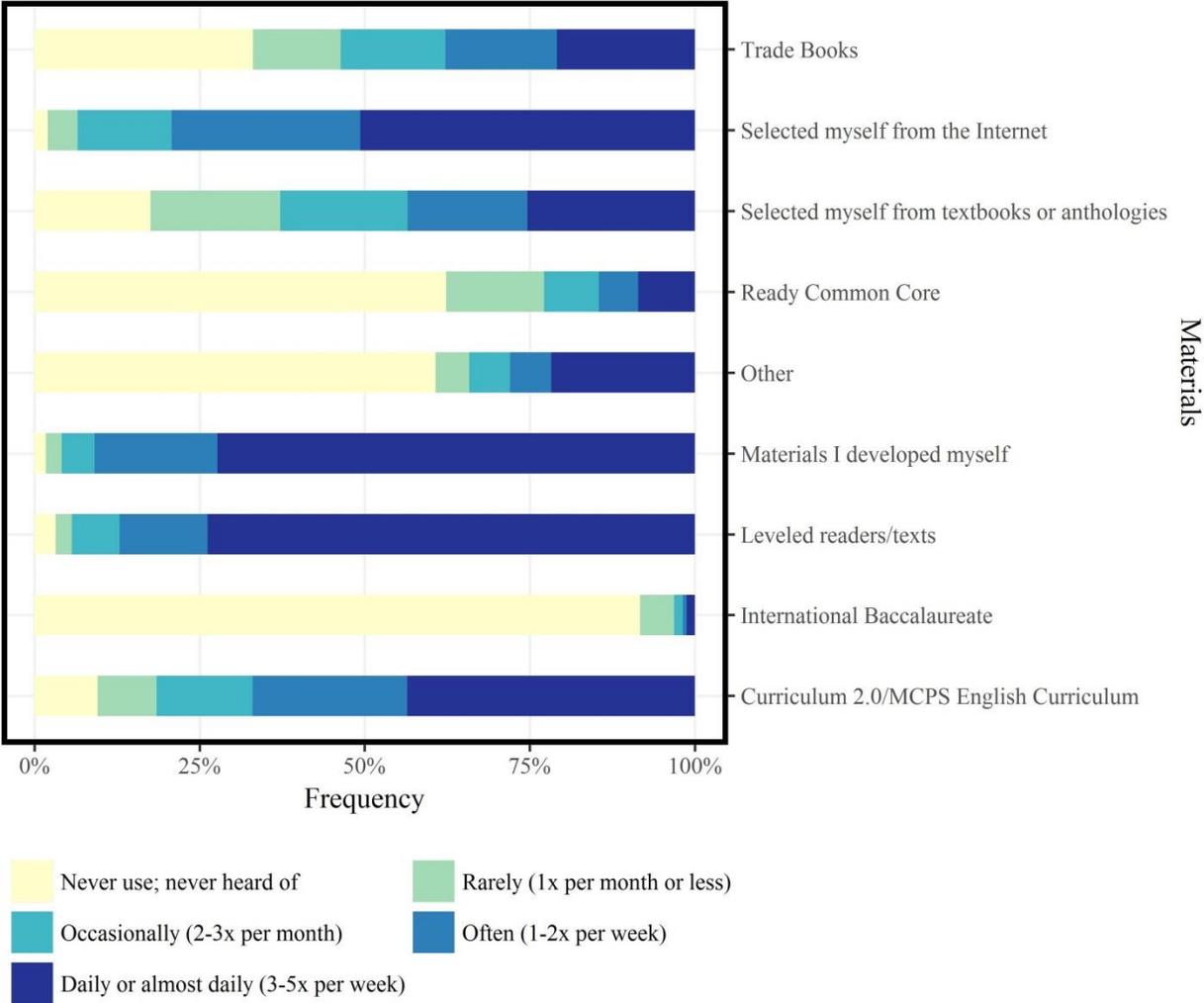


Figure 5. Frequency with which respondents draw upon instructional materials for ELA classroom lessons.

As with ELA teachers, mathematics teachers also most often reported using materials they personally developed (88%) or selected from the Internet (82%; see Figure 6). Mathematics teachers were more likely to use Curriculum 2.0 materials (87%) as compared with ELA teachers (66%), however. Similar to the ELA results, International Baccalaureate and Ready Common Core received very limited use for mathematics. Elementary school teachers reported significantly greater use than middle school teachers for Ready Common Core (elementary:  $M = 2.34$ ,  $SD = 1.77$ ; middle:  $M = 1.94$ ,  $SD = 1.54$ ) and materials personally developed (elementary:  $M = 4.58$ ,  $SD = 0.79$ ; middle:  $M = 4.35$ ,  $SD = 0.90$ ). In contrast, middle school teachers reported significantly greater use than elementary school teachers for Curriculum 2.0 (elementary:  $M = 4.48$ ,  $SD = 0.92$ ; middle:  $M = 4.68$ ,  $SD = 0.81$ ) and International Baccalaureate materials (elementary:  $M = 1.40$ ,  $SD = 1.26$ ; middle:  $M = 1.67$ ,  $SD = 1.29$ ).

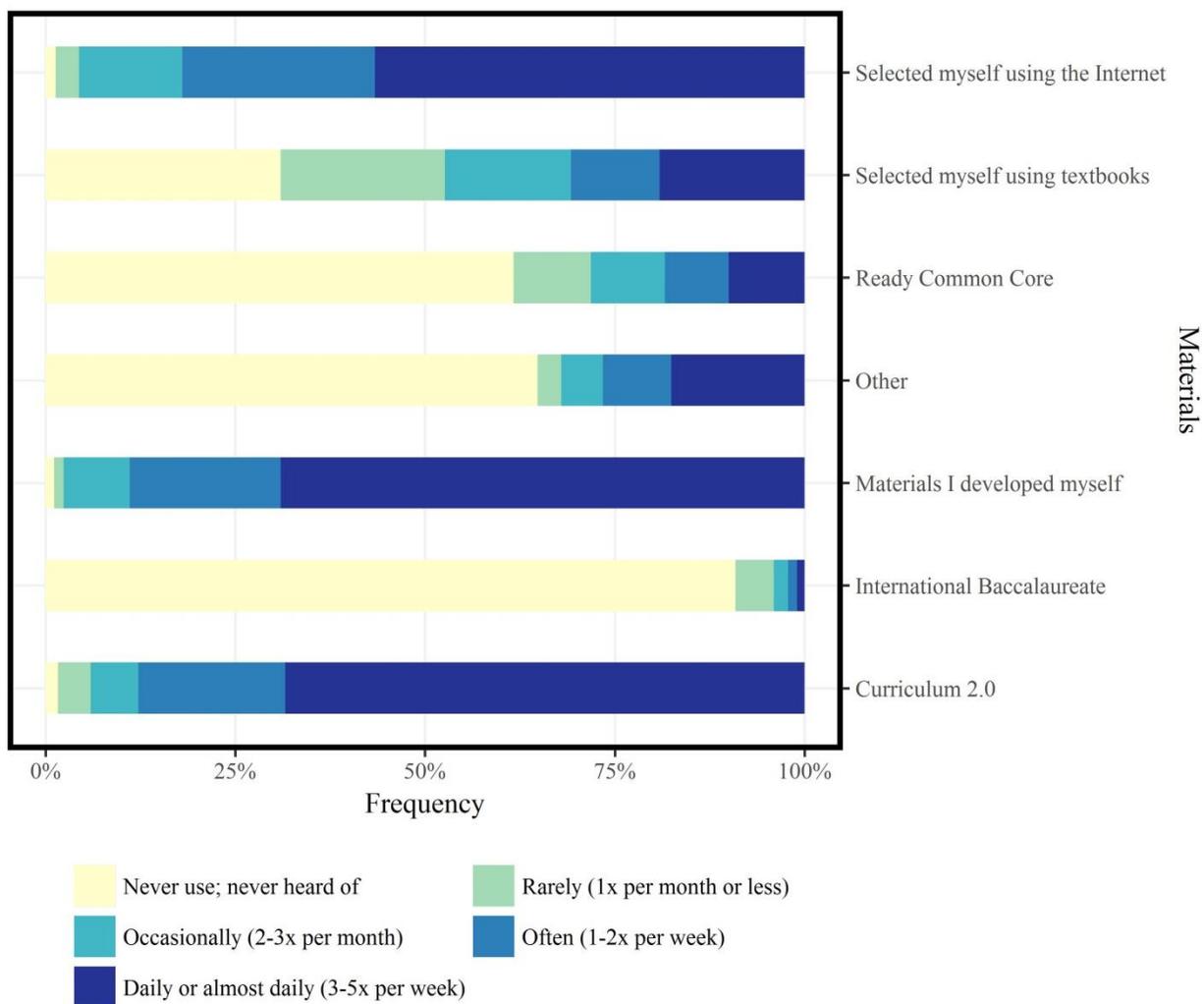


Figure 6. Frequency with which respondents draw upon instructional materials for mathematics classroom lessons.

Teachers conveyed that “students’ special needs,” “screening, diagnostic or classroom assessment results,” and “quality of materials” were the factors that most strongly influenced their use, development, and selection of ELA materials (see Figure 7). The National Council of Teachers subject standards were reported as being least influential in the use, development, and selection of materials with approximately 40% reporting that they have no influence at all.

Some factors had a significantly greater influence for elementary school teachers as compared with middle school teachers including assessment results (elementary:  $M = 3.70$ ,  $SD = 0.70$ ; middle:  $M = 3.50$ ,  $SD = 0.77$ ), availability of materials (elementary:  $M = 3.67$ ,  $SD = 0.68$ ; middle:  $M = 3.38$ ,  $SD = 0.90$ ), use of materials by other teachers in the district (elementary:  $M = 3.14$ ,  $SD = 0.87$ ; middle:  $M = 2.90$ ,  $SD = 1.06$ ), and online teacher networks (elementary:  $M = 2.87$ ,  $SD = 1.03$ ; middle:  $M = 2.58$ ,  $SD = 1.12$ ). In contrast, middle school teachers reported a significantly greater influence for preparation of students for the next grade or level (elementary:  $M = 3.57$ ,  $SD = 0.72$ ; middle:  $M = 3.73$ ,  $SD = 0.69$ ) and variety of lessons and activities within the curriculum (elementary:  $M = 3.48$ ,  $SD = 0.77$ ; middle:  $M = 3.66$ ,  $SD = 0.76$ ).

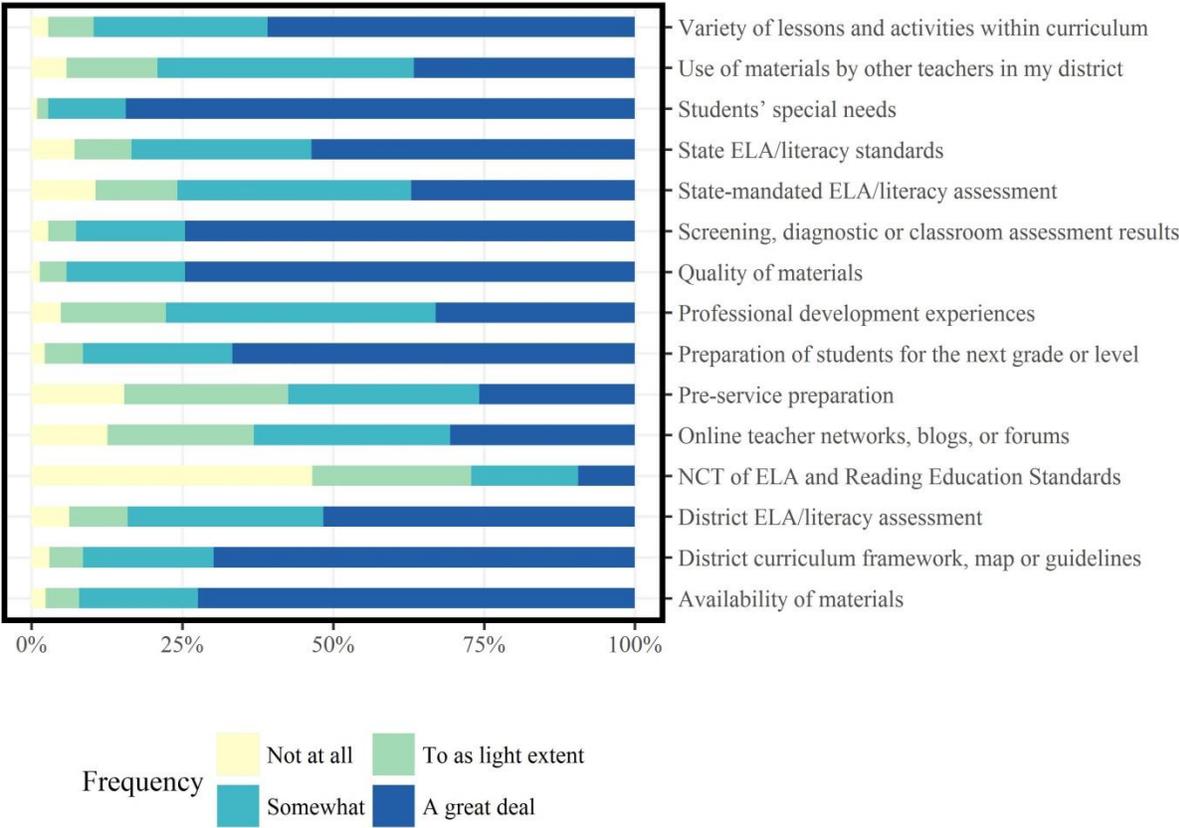


Figure 7. Factors that influence respondents’ use, development, and selection of ELA materials.

In mathematics, more than 75% of teachers reported “district curriculum framework, map or guidelines” as influencing them a great deal in the use, development, and selection of materials (see Figure 8). Consistent with ELA responses, “students’ special needs” was another contributing factor in the use, development, and selection of mathematics materials.

As with ELA, some factors had a significantly greater influence in mathematics for elementary school teachers as compared with middle school teachers including availability of materials (elementary:  $M = 3.63$ ,  $SD = 0.70$ ; middle:  $M = 3.38$ ,  $SD = 0.86$ ) and use of materials by other teachers in the district (elementary:  $M = 3.25$ ,  $SD = 0.82$ ; middle:  $M = 2.91$ ,  $SD = 0.96$ ). In contrast, middle school teachers reported a significantly greater influence for preparation of students for the next grade or level (elementary:  $M = 3.62$ ,  $SD = 0.66$ ; middle:  $M = 3.75$ ,  $SD = 0.53$ ).

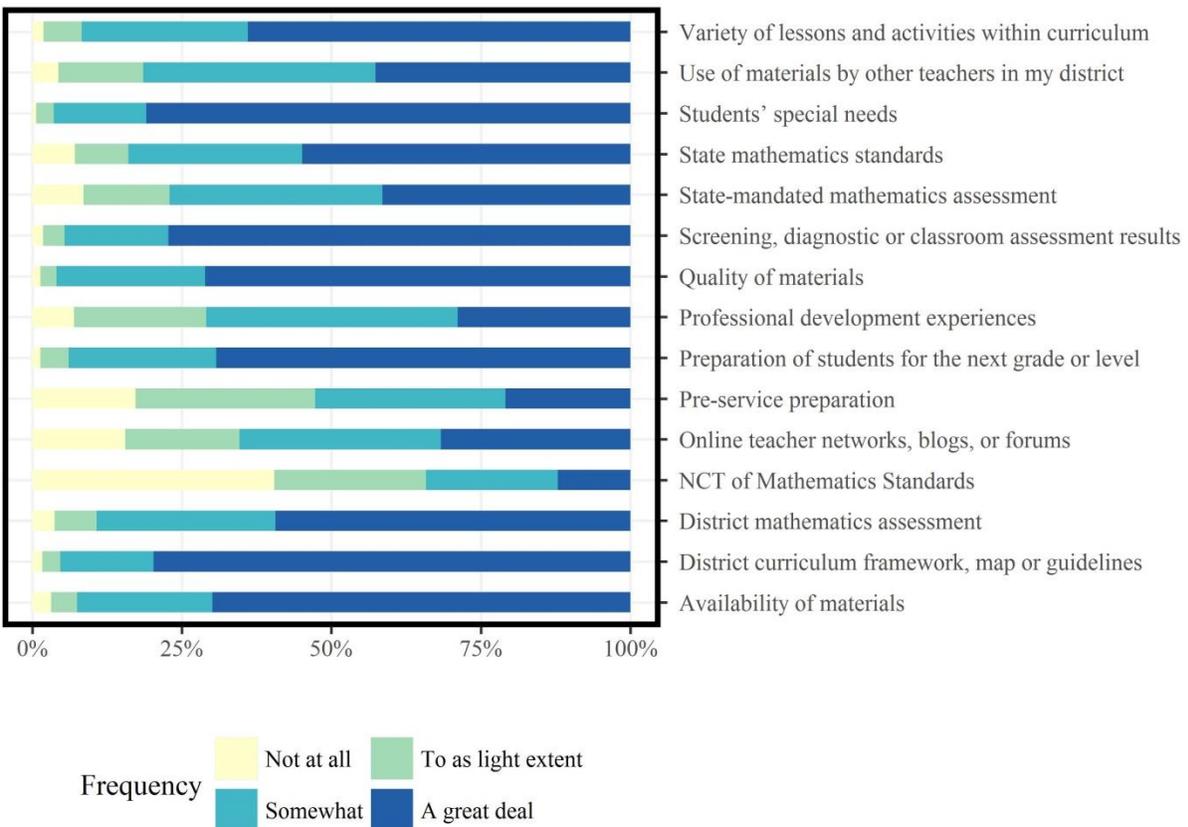


Figure 8. Factors that influence respondents’ use, development, and selection of mathematics materials.

Teachers also reported the frequency with which they accessed various online resources for ideas or materials to integrate into their instruction (see Figure 9). While the majority of resources were frequently referenced as never being used, teachers most often reported accessing Teacherspayteachers.com, Google.com, and Pinterest.com.

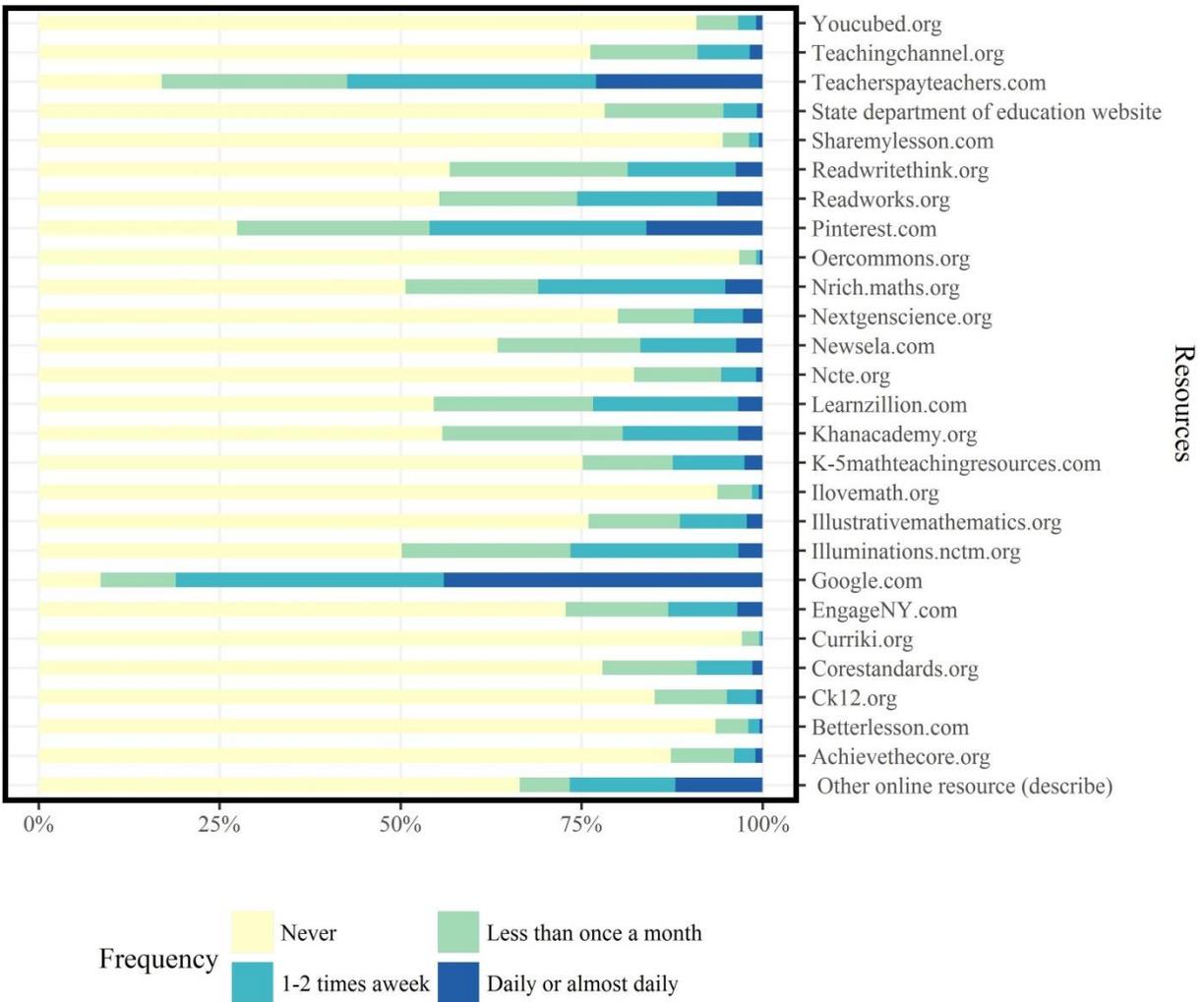
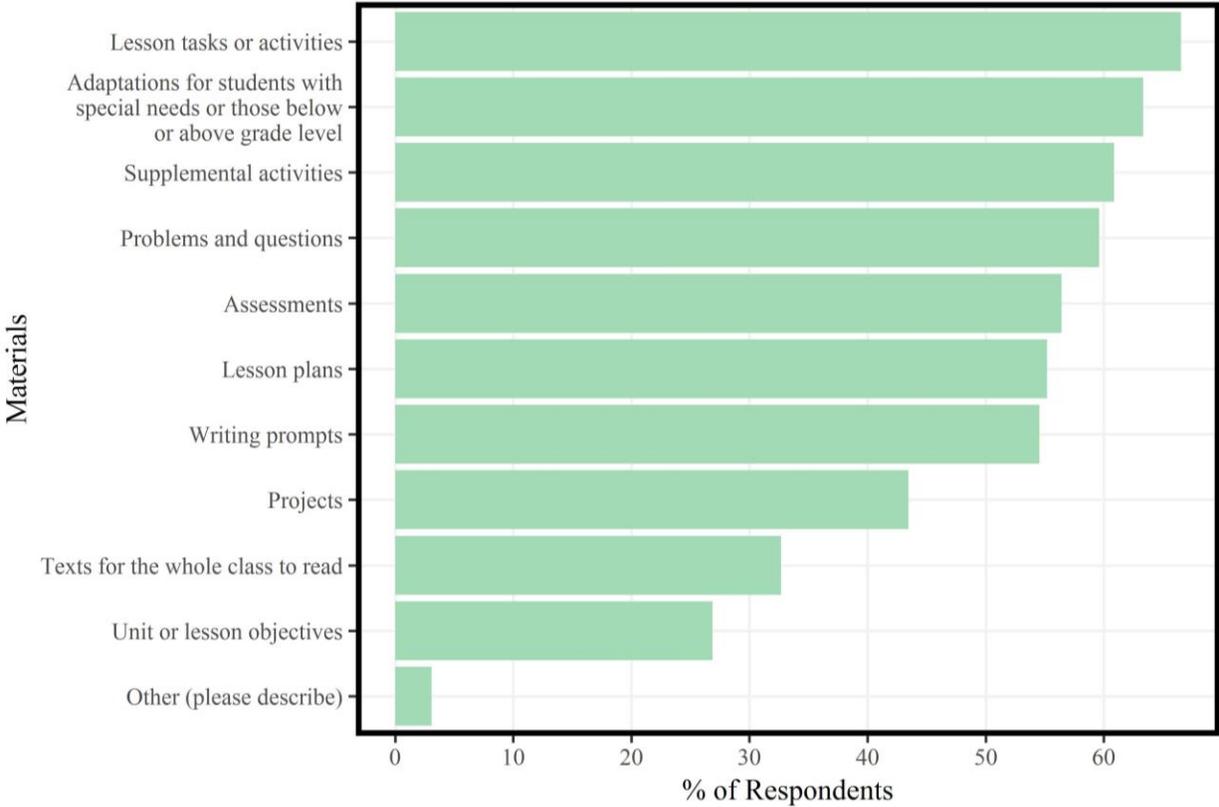


Figure 9. Frequency in a typical month that respondents consult online resources for ideas or materials to integrate into instruction.

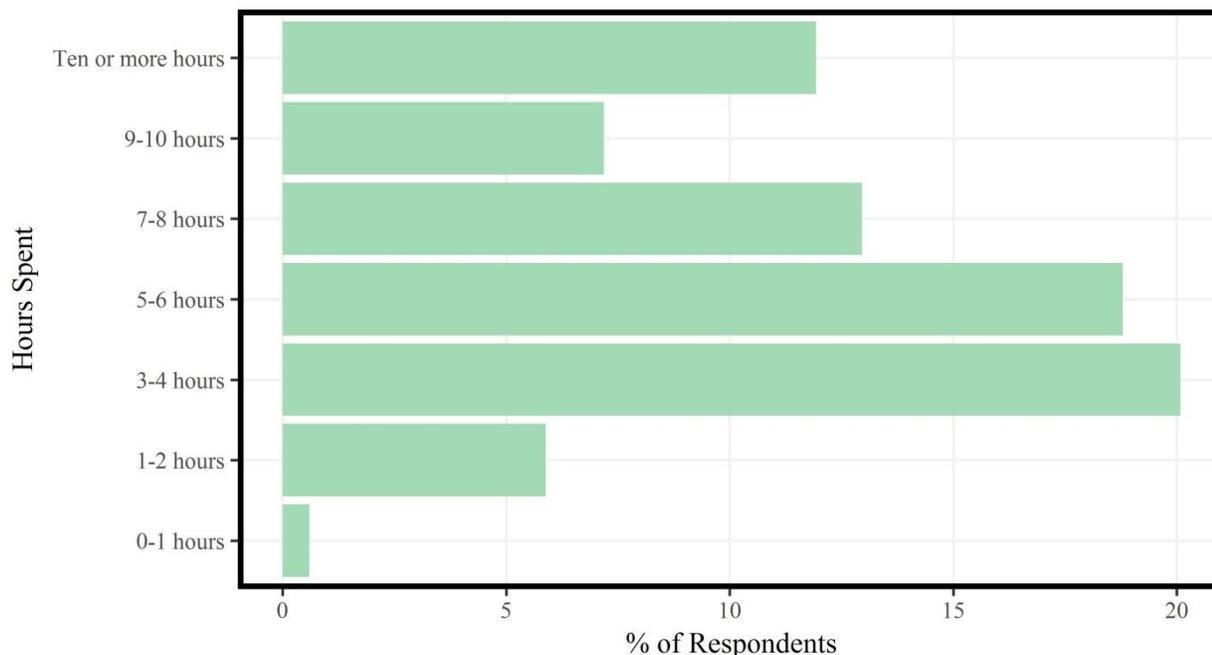
Roughly two-thirds of all survey respondents reported selecting or developing all available instructional materials, except for “Texts for the whole class to read” and “Unit or lesson objectives,” which approximately half of all respondents reported developing or selecting themselves (see Figure 10).



Respondents were allowed to make multiple selections if appropriate.

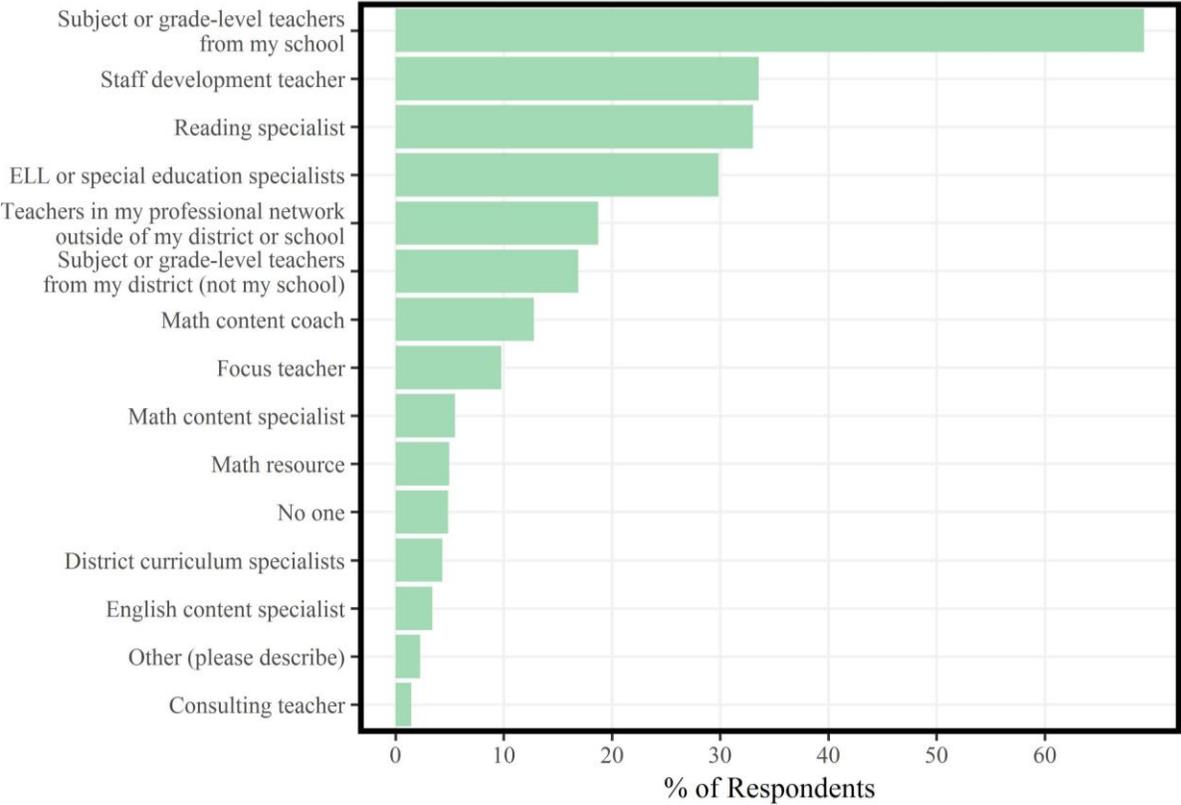
Figure 10. Frequency respondents’ develop or select instructional materials.  
Note: Respondents were allowed to make multiple selects if appropriate.

Teachers conveyed that a fair amount of their time is spent selecting or developing instructional resources in a typical week (see Figure 11). Nearly 40% of all respondents reported spending three to six hours selecting or developing instructional resources per week, and more than 10% reported spending 10 or more hours per week. In open-ended survey responses, teachers noted the need to create their own resources due to the inadequacy of the resources available, especially for special student populations (ELL, SPED, below grade level). Teachers reported that they often developed and shared resources among peers, paid for additional resources themselves, and/or accessed additional resources online.



*Figure 11.* Approximate number of hours respondents spend selecting or developing instructional resources in a typical week.

Teachers did appear to develop or select materials with others (see Figure 12). Nearly all respondents reported collaborating or consulting with “subject or grade-level teachers from my school” when developing and selecting instructional materials. Approximately half reported collaborating or consulting with “staff development teachers,” “reading specialists,” or “ELL or special education specialists.” Less than 10% reported collaborating or consulting with each of “math content specialists,” “English content specialists,” “district curriculum specialists,” “math resources,” “consulting teachers,” or “no one.”



Respondents were allowed to make multiple selections if appropriate.

Figure 12. Others that respondents collaborate or consult when developing or selecting instructional materials.

Note: Respondents were allowed to make multiple selections if appropriate.

## Teaching Practices

In terms of other teaching practices (see Figure 13), ELA teachers most often reported that they had students “use evidence from a text to make inferences or support conclusions,” “participate in a range of conversations and collaborations with diverse partners,” “demonstrate a command of conventions of standard English when writing or speaking,” or “connect literacy instruction to other subjects.” Less often did teachers ask students to “Write short or sustained research projects,” “Write arguments to support claims in an analysis of substantive topics,” and “Analyze how two or more texts address similar themes.” Reading a nonfiction text was significantly more likely to be reported by elementary school teachers ( $M = 2.89$ ,  $SD = 0.65$ ) as compared with middle school teachers ( $M = 2.55$ ,  $SD = 0.76$ ). In contrast, analyzing the structure of texts was reported significantly more often by middle school teachers ( $M = 2.97$ ,  $SD = 0.80$ ) as compared with elementary school teachers ( $M = 2.67$ ,  $SD = 0.87$ ).

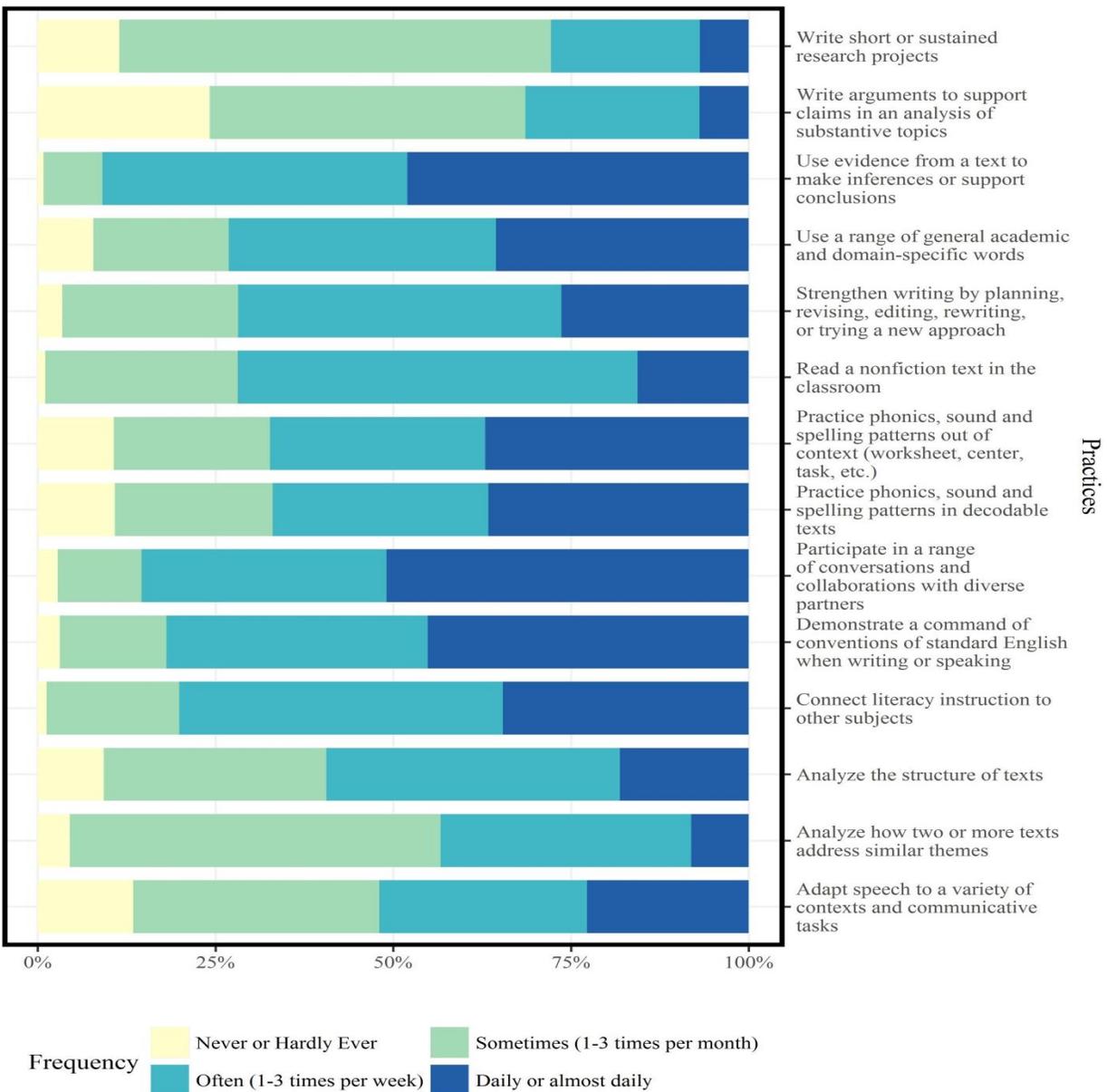


Figure 13. Frequency respondents reported instructing students to engage in various practices during ELA instruction.

The majority (91%) of English language arts teachers reported that at least half of the time, their students were reading different texts based on the students' individual reading levels (see Figure 14). Teachers were less likely to have students read the same texts below their grade level. There was a significant difference between groups in the time students spent reading the same text at or above grade level. Middle school teachers ( $M = 2.87, SD = 1.05$ ) reported employing this practice to a greater extent than elementary school teachers ( $M = 2.42, SD = 1.07$ ).

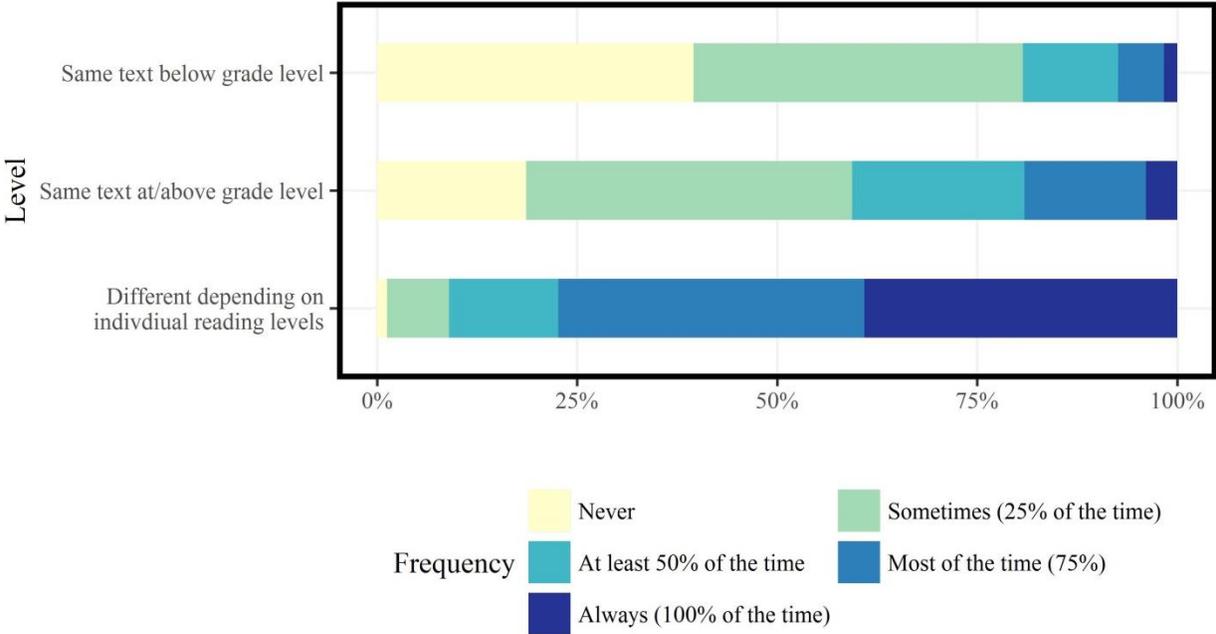


Figure 14. Frequency respondents reported the amount of time students spend reading various texts.

In mathematics, all classroom practices were reported by two-thirds of respondents as being used one or more times per week except for “Work from questions and problems that are from a textbook,” which more than half of all respondents reported never using (see Figure 15). Middle school teachers reported a significantly greater incorporation of practices such as having students explain and justify work (elementary:  $M = 3.60, SD = 0.64$ ; middle:  $M = 3.77, SD = 0.56$ ), making sense of problems (elementary:  $M = 3.61, SD = 0.61$ ; middle:  $M = 3.78, SD = 0.52$ ), persevere in solving problems (elementary:  $M = 3.65, SD = 0.58$ ; middle:  $M = 3.78, SD = 0.50$ ), and using mathematical language and symbols appropriately (elementary:  $M = 3.72, SD = 0.53$ ; middle:  $M = 3.82, SD = 0.43$ ). In contrast, elementary school teachers reported significantly greater use of repeated practice to improve computational skills (elementary:  $M = 3.48, SD = 0.69$ ; middle:  $M = 3.22, SD = 0.81$ ).

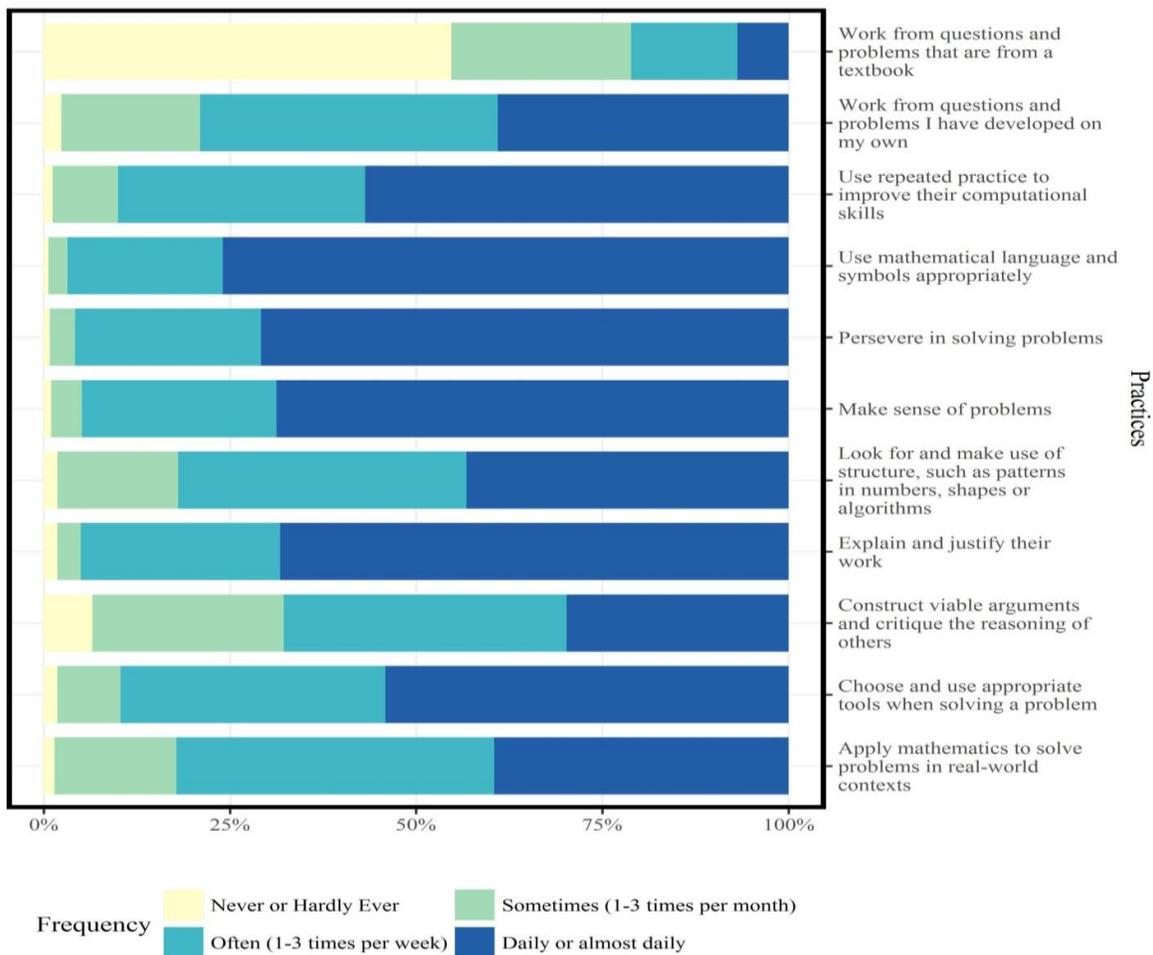


Figure 15. Frequency respondents reported instructing students to engage in various practices during mathematics instruction.

## Curriculum 2.0 Perceptions

The majority of survey respondents (84.5%) indicated that Curriculum 2.0 is at least moderately usable, while a smaller group (9.1%) said it was not usable at all. Just under half (43.3%) conveyed that the rigor was appropriate for the students taught; slightly fewer (41.4%) indicated that Curriculum 2.0 is too rigorous for their students; and 5.9% said it was not rigorous enough. Approximately two-thirds of all respondents felt Curriculum 2.0 was highly capable of meeting the needs of highly gifted students, and another 40% felt it was sufficiently capable to do so (see Figure 16). Approximately two-thirds felt that Curriculum 2.0 was incapable of meeting the needs of special education students and English language learners. There was a statistically significant difference in the degree to which elementary school teachers ( $M = 2.87$ ,  $SD = 0.61$ ) felt Curriculum 2.0 met the needs of special education students as compared with middle school teachers ( $M = 2.67$ ,  $SD = 0.74$ ),  $p < .001$ .

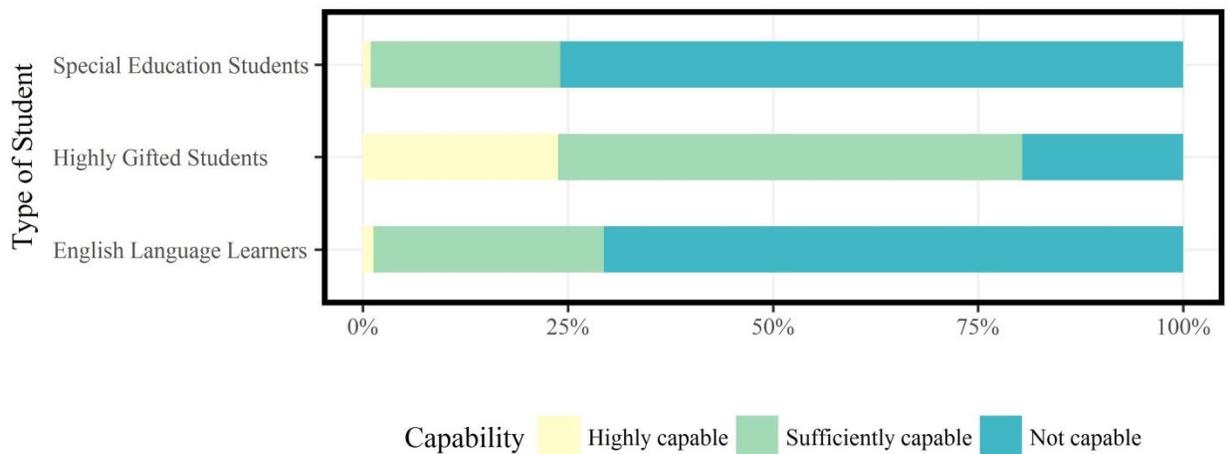


Figure 16. Respondents' ratings regarding the capacity of Curriculum 2.0 to meet the needs of students.

Teachers were also prompted to indicate up to three strengths and weaknesses of Curriculum 2.0 through open-ended survey responses. There were 1,072 elementary teachers and 195 middle school teachers who provided anywhere from one to three comments on the strengths of Curriculum 2.0.

**Strengths.** Themes that emerged related to strengths of the curriculum included the availability of resources that are easily accessible via an online user-friendly platform; the ability to modify lessons to meet students' needs; and alignment with the Common Core:

- **Resources.** The most commonly mentioned strength was the abundance of resources and materials that were found to be organized well, centrally located, detailed, and easily accessible. This strength was reported by 865 elementary teachers (81%) and 135 middle school teachers (69%). Teachers found the variety of materials, lessons, and suggestions available to them to be useful and engaging. Many noted that the availability of lesson seeds was very helpful. As one teacher commented: "Comes with flip charts and other useful resources for most lessons." Further, links to additional online resources was found to be useful. For example, one teacher commented "excellent links to complimentary resources." Teachers also saw as a strength the availability of centrally-located assessments, as another teacher stated, "Formative assessments and differentiated sample learning task resources readily available." Clearly defined indicators by marking period were mentioned as another key component, as one teacher offered.

Teachers indicated that they liked the new format of the Instruction Center, particularly for math and reading lessons. Some found that collaboration was encouraged (noted by 7 elementary teachers) and that “teachers have access to resources of others.” In addition, one teacher stated, “Collaboration for both students and staff written into the curriculum,” while another teacher said, “It makes collaboration within grade levels simple.” Another element mentioned as a strength was that the provided resources were comprehensive and that content was well-integrated across subjects, with 285 elementary teachers (27%) and 56 (29%) middle school teachers providing this feedback. Regarding content, one teacher stated its strength as its “focus on cognitive depth/foundational conceptual learning.” Other teachers identified the focus on discourse, independent thinking, and metacognition as strengths of the content as well. Still another strength was the integration of and ability to include technology into provided lessons. Teachers also found that the resources provided real-life applications. Another strength mentioned by 32 elementary teachers (3%) was the consistency of the materials for both instructors and students, as one teacher offered: “Common between schools so people who move within the county have the same curriculum experience,” while another noted “Common content helps student learning when there is continuity when changing schools.”

- **Access.** Teachers noted as a strength the online accessibility and availability of Curriculum 2.0 from any location (154 elementary level (14%), 22 middle school level (11%). They also noted that it was easy to use, navigate, and user friendly: 41 elementary (4%), 31 middle (16%).
- **Adaptability/Flexibility.** There were 77 elementary teachers noting that the curriculum was flexible and allowed for differentiation, while there were 19 middle school teachers in agreement, (7% and 10% respectively). As one teacher stated, “Provides opportunities for varied instruction based on student needs.” A number of teachers commented that the curriculum was rigorous and challenging (182 elementary teachers, or 17%, and 41 middle teachers, or 21%), although this strength was seen as somewhat limited to gifted and talented students. As one teacher indicated, “might be good for gifted students who assimilate knowledge readily and are ready to extend their thinking.”
- **Alignment.** Finally, 64 elementary teachers (6%) noted as a strength the curriculum’s alignment with state and Common Core standards. Teachers noted that indicators were clear, easy to find, understandable, and well written. As one teacher stated, “I know exact goals and objectives I’m teaching ahead of time.”

**Weaknesses.** When teachers were asked to provide up to three weaknesses of the curriculum, the themes that emerged fell into similar categories as those identified as strengths. Teachers noted that the materials were only somewhat usable, that they had to create many of their own resources, and that the interface was difficult to access and not at all user friendly. Further, they noted that the provided resources were too difficult for their students, and that any rigor provided was more suitable to students who are gifted and talented. Finally, professional development was found to be inadequate. A total of 1,204 elementary teachers and 195 middle teachers provided one to three weaknesses of the curriculum.

- **Lack of resources.** Among elementary teachers, 722 (60%) reported that there were not enough resources available to support implementation and that they often had to supplement what was

available; 130 (67%) middle school teachers agreed with this sentiment.<sup>1</sup> Exemplary responses were:

*There are not many resources provided, so teachers have to create their own resources, which is very time consuming. There is not clarity within the county on how lessons should be taught and what the assessment piece should look like.*

*Teachers have to find or make their own resources in order to match the curriculum. The curriculum handouts are not suitable for elementary school students. Most have no lines, small font, no pictures, no place to write their name/date.*

Teachers pointed out that making their own materials introduced the possibility of inconsistency in implementation across the district:

*Lesson seeds don't give enough material for each lesson. Teachers need to supply their own, which makes it uneven across the county. Not all kids are taught the same things since we don't all have the same materials.*

Resources were noted to be poorly written, confusing, out-of-date, and no longer available. Suggested books for reading lessons were out of print or there were not enough copies available for students and teachers. The Instruction Center was found to be poorly designed and difficult to navigate, with resources located in many different places and hard to find. Teachers commented that this made it difficult or impossible to collaborate among teachers and schools. Finally, teachers repeatedly noted that there were inadequate resources available to meet the needs of English Language Learners, special education students, and students below grade level.

- **Interface.** There were 335 elementary teachers (28%) and 22 (11%) middle school teachers who noted that the interface was not user friendly, was difficult to navigate, and required searching in too many places to find materials (MyMCPS, Google Docs, etc.). Others commented that access to the platform was not always consistent and that the curriculum was “too dependent on technology working.” Broken hyperlinks and incompatibility with Chrome were also noted weaknesses. Confusion as to which platform to access for materials was reported, particularly in reference to new and substitute teachers. Representative responses were:

*Confusing...so much clicking around to find what I need. NOT user friendly.....a better, streamlined layout would be so appreciated!*

*Resources are not located in a central and easily accessible area; my staff often goes to HOCO and NYC to use their CCSS resources.*

- **Difficult to Implement.** Teachers reported that the curriculum was too hard to implement and did not meet the needs of English Language Learners, special education populations, or students below grade level. This feedback was provided by 442 elementary teachers (37%) and 64 (33%) middle teachers. Curriculum 2.0 was described as being “not developmentally appropriate,” “too rigid in order and flow,” and too rigorous for students in special populations. Further, teachers reported that the curriculum moved too fast, that they felt rushed to complete too many lessons

<sup>1</sup> Note that some teachers listed aspects of the resources provided by Curriculum 2.0 as a strength, and other aspects of the curriculum’s resources as a weakness.

in a short period of time, leaving them unable to practice and reteach. One teacher summed up this sentiment this way:

*The language we have to use is not suitable for elementary school students. The focus should be on the common core standard, not what MCPS has made up/believes to be the 'right' way to teach students. Most of the lessons have to be adapted to fit the needs of my students with learning disabilities and those who speak English as a second language. This curriculum was not made for 'ALL' students.*

Another weakness was described as the curriculum being too complex, confusing to teach, assumed too much prior knowledge among students, expected students to learn at the same pace, and had unrealistically high expectations. There were 515 elementary (43%) and 77 middle teachers (39%) who provided this feedback. As one teacher explained:

*Concepts are too abstract and disjointed for many students to follow and understand especially in reading, they have no prior knowledge to be able to apply to what they are learning.*

Teachers noted that foundational skills were being overlooked in an attempt to deliver broad lessons that contained an overwhelming amount of information but lacked depth, as one teacher stated: "...curriculum is inch deep, mile wide." Other comments referred to the curriculum as lacking focus, jumping from topic to topic, not engaging, boring, and repetitive. This sentiment was reported by 304 elementary teachers (25%) and 27 middle teachers (14%).

Additionally, teachers indicated that while the curriculum was rigorous, it was mostly appropriate for students who were gifted and talented, or that it lacked rigor altogether. This feedback was made by 17 elementary teachers (7%) and 7 middle teachers (4%).

- **Lack of alignment.** Teachers commented that the curriculum was not aligned with Common Core or PARRC standards. Others noted the absence of a sensible scope and sequence; that the current scope/sequence was confusing and involved too many concepts in one week. A total of 131 elementary (11%) and 19 middle teachers (10%) noted this. One teacher, for example, wrote:

*Lessons/Indicators don't seem to flow in an order that would allow students to be exposed to a skill, master it, and then be challenged. Because indicators/foci are constantly changing, it seems students do not have enough time to master a skill before it is time to move on to another.*

- **Professional development.** Finally, teachers saw as a weakness the lack of professional development in both implementation as well as understanding the technology, for both teachers and students. Comments included that the curriculum was released before teachers received adequate training, and that often when resources or the interface changed, teachers were not notified or trained in how to address these changes. Additional comments reflected the need for professional development for paraprofessionals and substitute teachers. Lack of PD was noted by 23 elementary teachers (2%) and 2 middle school teachers (1%).

## Appendix A: Frequencies and Descriptive Statistics for the Curriculum 2.0 Survey

1. Which best describes your teaching assignment this year? (3. Last year?)

	2017-2018		2016-2017	
	N	%	N	%
Kindergarten Teacher *	190	10.3	209	11.3
First-grade Teacher	201	10.9	198	10.7
Second-grade Teacher	197	10.6	206	11.1
Third-grade Teacher	182	9.8	173	9.3
Fourth-grade Teacher	191	10.3	199	10.7
Fifth-grade Teacher	193	10.4	194	10.5
Elementary Staff Development Teacher	60	3.2	58	3.1
Elementary Math Content Coach	13	0.7	9	0.5
Elementary Reading Specialist	48	2.6	42	2.3
Elementary Academic Focus Teacher	25	1.3	20	1.1
Elementary Reading Focus Teacher	18	1.0	18	1.0
Elementary Math Focus Teacher	25	1.3	24	1.3
Elementary ESOL Teacher	118	6.4	108	5.8
Elementary Reading Teacher	28	1.5	21	1.1
Elementary Special Education Teacher	90	4.9	85	4.6
Math 6 Teacher	47	2.5	46	2.5
Math 7 Teacher	5	0.3	14	0.8
Math 8 Teacher	15	0.8	15	0.8
IM Teacher	54	2.9	43	2.3
Algebra I Teacher	34	1.8	29	1.6
English 6 Teacher	24	1.3	24	1.3
English 7 Teacher	24	1.3	31	1.7
English 8 Teacher	32	1.7	25	1.3
Middle School Staff Development Teacher	9	0.5	7	0.4
Middle School Literacy Focus Teacher	12	0.6	6	0.3
Middle School Math Focus Teacher	1	0.1	3	0.2
Middle School Focus Teacher	4	0.2	5	0.3
Middle School Math Content Specialist	12	0.6	8	0.4
Middle School Math Resource Teacher	9	0.5	8	0.4
Middle School English Content Specialist	6	0.3	4	0.2
Middle School English Resource Teacher	4	0.2	3	0.2
Middle School Special Education Teacher	41	2.2	39	2.1
Middle School ESOL Teacher	17	0.9	10	0.5
Other, please specify	155	8.4	164	8.9

2. Please indicate the main subject(s) you teach this year:

	N	%
Mathematics	1270	68.6
English language arts (including English, language arts, reading, literature, writing, speech, etc.)	1421	76.7
Other	868	46.9

4-6. How many years have you been teaching, this year included?

	N	M	SD
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4. In MCPS?	1849	12.79	7.83
5. In the teaching profession?	1844	15.96	11.23
6. This grade level?	1830	9.21	44.08

7. Estimate the approximate number of students you teach each year:

	N	M	SD
Approximate total number of students you teach	1777	56.31	86.49
Number of students you teach who are English Language Learners	1755	15.54	36.87
Number of students you teach who have an Individualized Education Plan	1757	7.78	11.51
Number of students you teach who are highly gifted	1655	8.27	16.08

8. Considering Curriculum 2.0, how would you rate its usability for educators?

Not usable at all %	Moderately usable %	Highly usable %	I'm not sure %	N	M	SD
9.1	74.3	10.2	4.6	1852	2.05	0.67

9. Considering Curriculum 2.0, how would you rate its level of academic rigor?

Not rigorous enough %	Appropriately rigorous %	Too rigorous %	I'm not sure %	N	M	SD
5.9	43.3	41.4	7.8	1852	2.48	0.79

10-12. Considering Curriculum 2.0, how would you rate its capacity to meet the needs of:

	Not capable %	Sufficiently capable %	Highly capable %	I'm not sure %	N	M	SD
10. English Language Learners?	62.9	25.0	1.1	9.4	1852	2.77	0.70
11. Special education students?	66.3	20.1	0.9	11.5	1852	2.86	0.67
12. Highly gifted students?	16.6	48.0	20.2	13.3	1852	2.19	0.97

14. Consider the Curriculum 2.0 on-line access. How often do you use the Instruction Center or Google Docs for the following items?

	Never use %	Rarely (1x per month or less) %	Occasionally (2-3x per month) %	Often (1-2x per week) %	Daily or almost daily (3-5x per week) %	I'm not sure %	N	M	SD
a. Sample Learning Tasks or Common Tasks	5.6	8.3	15.2	24.7	44.6	1.7	1817	3.99	1.23
b. Enrichment/Acceleration resources	14.2	17.0	25.0	28.9	12.6	2.3	1795	3.16	1.31
c. ESOL resources	19.6	25.2	25.5	17.3	7.8	4.5	1797	2.82	1.38
d. Formative Assessment resources	8.6	13.3	28.1	33.3	13.9	2.8	1804	3.39	1.21

e. Instructional resources	4.3	7.0	18.4	31.2	36.9	2.2	1808	3.96	1.14
f. Instructional focus documents	7.7	14.5	23.0	25.8	22.6	6.4	1795	3.60	1.35
g. Indicators by marking period and week	4.6	7.5	16.2	28.3	41.7	1.8	1811	4.00	1.17
h. Student Learning Progression	10.9	16.5	23.5	25.3	16.3	7.5	1803	3.42	1.42
i. Reading Toolkit	24.1	24.7	25.8	13.5	6.4	5.5	1798	2.70	1.42
j. Professional Development resources	20.4	34.4	24.5	9.7	5.1	5.8	1803	2.62	1.36

1. Please indicate the frequency with which you draw upon the following instructional materials for your English language arts (ELA) classroom lessons:

	Never use %	Rarely (1x per month or less) %	Occasionally (2-3x per month) %	Often (1-2x per week) %	Daily or almost daily (3-5x per week) %	I'm not sure %	N	M	SD
a. Curriculum 2.0/MCPS English Curriculum	9.4	8.8	14.2	22.9	42.7	2.1	1153	3.87	1.35
b. Ready Common Core	57.4	13.7	7.6	5.5	7.9	7.9	1142	2.16	1.68
c. International Baccalaureate	85.9	4.8	1.3	0.5	1.2	6.3	1120	1.45	1.31
d. Materials I developed myself	1.7	2.3	4.9	18.5	71.7	0.8	1152	4.58	0.84
e. Materials I selected myself from the Internet	2.0	4.5	14.1	28.4	50.3	0.6	1152	4.22	0.99
f. Materials I selected myself from textbooks or anthologies	17.3	19.4	19.0	17.9	25.0	1.4	1136	3.18	1.47
g. Leveled readers/texts	3.2	2.4	7.2	13.2	73.2	0.7	1155	4.53	0.97
h. Trade Books	30.5	12.2	14.6	15.6	19.2	7.9	1138	3.05	1.73
i. Other (Describe)	44.1	3.7	4.5	4.5	15.8	27.3	487	3.26	2.21

2. Over the course of all literacy instruction, what percent of the time are students typically reading::

	Never %	Sometimes (25%) %	At least 50% %	Most (75%) %	Always (100%) %	N	M	SD
a. The same text, at or above grade-level	18.6	40.7	21.5	15.2	3.9	1078	2.45	1.08
b. The same text below grade-level	39.6	41.1	11.9	5.7	1.6	1031	1.89	0.94
c. Different texts, depending on their individual reading levels	1.2	7.7	13.7	38.2	39.1	1125	4.06	0.97

3. How often do you ask your students to engage in the following practices during class?

	Never %	Sometimes (1-3 times per month) %	Often (1- 3 times per week) %	Daily or almost daily %	N	<i>M</i>	<i>SD</i>
a. Read a nonfiction text in the classroom	1.0	27.1	56.2	15.6	1145	2.86	0.67
b. Connect literacy instruction to other subjects	1.2	18.6	45.6	34.6	1137	3.13	0.75
c. Practice phonics, sound and spelling patterns out of context (worksheet, center, task, etc.)	10.7	21.9	30.3	37.1	1139	2.94	1.01
d. Practice phonics, sound and spelling patterns in decodable texts	10.8	22.2	30.3	36.6	1117	2.93	1.01
e. Use evidence from a text to make inferences or support conclusions drawn from the text	0.8	8.3	42.9	48.0	1131	3.38	0.67
f. Analyze the structure of texts, including how specific sentences, paragraphs and.....	9.3	31.3	41.3	18.1	1131	2.68	0.88
g. Analyze how two or more texts address similar themes	4.5	52.2	35.2	8.1	1133	2.47	0.71
h. Write arguments to support claims in an analysis of substantive topics	24.2	44.4	24.4	7.0	1121	2.14	0.86
i. Strengthen writing by planning, revising, editing, rewriting, or trying a new approach	3.4	24.8	45.5	26.3	1135	2.95	0.80
j. Write short or sustained research projects	11.5	60.7	20.9	6.9	1132	2.23	0.74
k. Participate in a range of conversations and collaborations with diverse partners	2.8	11.8	34.5	50.9	1131	3.34	0.79
l. Adapt speech to a variety of contexts and communicative tasks	13.4	34.6	29.2	22.8	1116	2.61	0.98
m. Demonstrate a command of conventions of standard English when writing or speaking	3.1	15.0	36.7	45.2	1127	3.24	0.82
n. Use a range of general academic and domain-specific words and phrases sufficient for college and career readiness	7.8	19.0	37.6	35.6	1125	3.01	0.93

4. Please indicate the extent to which each of the following factors influences your use, development and selection of ELA instructional materials

	Not at all %	To a slight extent %	Somewhat %	A great deal %	I'm not sure %	N	<i>M</i>	<i>SD</i>
a. State ELA/literacy standards	6.8	9.0	28.5	51.1	4.7	1114	3.38	0.96
b. District curriculum framework, map or guidelines	2.9	5.5	21.3	68.5	1.9	1115	3.61	0.75
c. State-mandated ELA/literacy assessment	10.1	12.8	36.7	35.1	5.4	1104	3.13	1.04
d. District ELA/literacy assessment	6.0	9.4	31.2	49.7	3.8	1101	3.36	0.92

e. Screening, diagnostic or classroom assessment results	2.7	4.5	17.7	73.0	2.1	1107	3.67	0.72
f. Availability of materials	2.3	5.5	19.4	71.3	1.5	1097	3.64	0.71
g. National Council of Teachers of English Language Arts and Reading Education Standards	40.5	23.0	15.4	8.2	12.9	1114	2.30	1.40
h. Pre-service preparation	15.0	26.5	30.9	25.1	2.5	1107	2.74	1.07
i. Students' special needs	0.9	1.8	12.7	83.2	1.4	1112	3.82	0.51
j. Preparation of students for the next grade or level	2.2	6.2	24.5	65.8	1.4	1108	3.58	0.73
k. Professional development experiences	4.8	17.2	44.2	32.6	1.2	1110	3.08	0.85
l. Use of materials by other teachers in my district	5.7	14.9	41.9	36.1	1.5	1103	3.13	0.88
m. Online teacher networks, blogs, or forums	12.3	23.8	31.9	30.0	1.9	1112	2.85	1.04
n. Quality of materials	1.4	4.3	19.1	72.7	2.5	1109	3.71	0.65
o. Variety of lessons and activities within curriculum	2.7	7.4	28.5	60.1	1.3	1093	3.50	0.77

5-6. How much professional development do you participate in per year to support your use of Curriculum 2.0/MCPS English Curriculum ELA instructional resources?

	Zero hours %	1-4 hours %	4-8 hours %	8-16 hours %	More than 16 hours %	I'm not sure %	N	M	SD
5. School-based	5.1	16.2	11.9	11.1	11.6	5.9	1852	2.11	2.03
6. District-based	14.0	19.5	9.9	6.2	4.5	7.6	1852	1.75	1.89

1. Please indicate the frequency with which you draw upon the following instructional materials for your mathematics classroom lessons.

	Never use %	Rarely (1x per month or less) %	Occasionally (2-3x per month) %	Often (1-2x per week) %	Daily or almost daily (3-5x per week) %	I'm not sure %	N	M	SD
a. Curriculum 2.0	1.6	4.3	6.2	19.2	68.1	0.5	977	4.49	0.92
b. Ready Common Core	56.5	9.3	8.9	7.7	9.1	8.4	974	2.29	1.75
c. International Baccalaureate	85.8	4.8	1.8	1.1	0.9	5.6	967	1.43	1.26
d. Materials I developed myself	1.1	1.2	8.7	19.8	68.6	0.6	971	4.55	0.80
e. Materials I selected myself using resources from the Internet	1.3	3.1	13.6	25.3	56.4	0.4	974	4.33	0.92

f. Materials I selected myself using textbooks	30.7	21.4	16.5	11.6	19.0	0.8	976	2.69	1.52
g. Other (Describe)	51.4	2.5	4.4	7.1	13.9	20.8	366	2.92	2.14

2. How often do you ask your students to engage in the following practices during class?

	Never or hardly ever %	Sometimes (1-3x per month) %	Often (1-3x per week) %	Daily or almost daily %	N	M	SD
a. Work from questions and problems I have developed on my own	2.4	18.6	40.0	39.0	976	3.16	0.80
b. Work from questions and problems that are from a textbook	54.7	24.1	14.3	6.9	974	1.73	0.95
c. Explain and justify their work	1.8	3.2	26.7	68.3	980	3.61	0.64
d. Make sense of problems	1.0	4.1	26.2	68.7	975	3.63	0.62
e. Persevere in solving problems	0.8	3.4	25.0	70.8	973	3.66	0.59
f. Use repeated practice to improve their computational skills	1.2	8.7	33.2	56.8	973	3.46	0.71
g. Use mathematical language and symbols appropriately when communicating about mathematics	0.6	2.6	20.9	76.0	973	3.72	0.54
h. Construct viable arguments and critique the reasoning of others	6.6	25.7	38.0	29.8	977	2.91	0.90
i. Apply mathematics to solve problems in real-world contexts	1.4	16.4	42.7	39.5	972	3.20	0.76
j. Look for and make use of structure, such as patterns in numbers, shapes or algorithms	1.8	16.2	38.7	43.2	976	3.23	0.78
k. Choose and use appropriate tools when solving a problem	1.9	8.5	35.6	54.1	970	3.42	0.72

3. Please indicate the extent to which each of the following factors influences your use, development and selection of mathematics instructional materials:

	Not at all %	To a slight extent %	Somewhat %	A great deal %	I'm not sure %	N	M	SD
a. State mathematics standards	6.9	8.7	28.1	53.1	3.2	971	3.37	0.94
b. District curriculum framework, map or guidelines	1.6	3.0	15.4	78.8	1.2	970	3.75	0.61
c. State-mandated mathematics assessment	8.3	13.9	34.4	40.1	3.3	968	3.16	0.99
d. District mathematics assessment	3.6	7.0	29.6	58.6	1.1	960	3.47	0.79
e. Screening, diagnostic or classroom assessment results	1.8	3.5	17.2	76.1	1.4	967	3.72	0.64
f. Availability of materials	3.1	4.3	22.5	69.4	0.7	953	3.60	0.73
g. National Council of Teachers of Mathematics Standards	36.5	22.9	19.9	10.9	9.9	971	2.35	1.33
h. Pre-service preparation	17.0	29.4	31.2	20.5	2.0	973	2.61	1.05
i. Students' special needs	0.6	2.9	15.4	80.1	1.0	964	3.78	0.54

j. Preparation of students for the next grade or level	1.3	4.7	24.4	68.5	1.1	964	3.63	0.66
k. Professional development experiences	6.9	21.8	41.6	28.5	1.1	967	2.95	0.91
l. Use of materials by other teachers in my district	4.3	14.1	38.7	42.4	0.5	970	3.21	0.85
m. Online teacher networks, blogs, or forums	15.5	19.0	33.5	31.5	0.5	970	2.83	1.06
n. Quality of materials	1.4	2.6	24.5	69.9	1.7	957	3.68	0.62
o. Variety of lessons and activities within curriculum	1.9	6.3	27.6	63.6	0.6	966	3.55	0.71

4-5. How much school-based professional development do you participate in per year to support your use of Curriculum 2.0 mathematics instructional resources?

	Zero hours %	1-4 hours %	4-8 hours %	8-16 hours %	More than 16 hours %	I'm not sure %	N	M	SD
4. School-based	5.7	17.4	10.0	7.8	7.1	4.8	1852	1.66	1.91
5. District-based	8.8	21.6	9.0	4.5	2.9	5.8	1852	1.47	1.78

1. In a typical month, how frequently do you consult the following online resources for ideas or materials to integrate into your instruction?

	Never %	Less than once a month %	1-2 times a week %	Daily or almost daily %	N	M	SD
a. Achievethecore.org	87.3	8.7	2.9	1.0	1397	1.18	0.51
b. Betterlesson.com	93.5	4.6	1.5	0.4	1384	1.09	0.37
c. Ck12.org	85.1	10.0	4.0	0.9	1383	1.21	0.55
d. Corestandards.org	77.9	13.0	7.7	1.4	1387	1.33	0.68
e. Curriki.org	97.2	2.4	0.3	0.1	1377	1.03	0.22
f. EngageNY.com	72.8	14.2	9.5	3.5	1374	1.44	0.80
g. Google.com	8.6	10.4	37.0	44.0	1399	3.17	0.93
h. Illuminations.nctm.org	50.2	23.3	23.2	3.3	1387	1.80	0.91
i. Illustrativemathematics.org	76.0	12.6	9.3	2.2	1383	1.38	0.74
j. Ilovemath.org	93.8	4.8	1.0	0.5	1368	1.08	0.35
k. K-5mathteachingresources.com	75.2	12.4	9.9	2.5	1377	1.40	0.77
l. Khanacademy.org	55.8	24.9	16.0	3.4	1402	1.67	0.86
m. Learnzillion.com	54.6	22.0	20.0	3.4	1389	1.72	0.90
n. Ncte.org	82.2	12.1	4.8	0.9	1369	1.24	0.58
o. Newsela.com	63.4	19.7	13.3	3.6	1386	1.57	0.85
p. Nextgenscience.org	80.0	10.5	6.8	2.7	1371	1.32	0.72
q. Nrich.maths.org	50.7	18.3	25.8	5.1	1385	1.85	0.98
r. Oercommons.org	96.8	2.3	0.5	0.4	1366	1.04	0.27
s. Pinterest.com	27.4	26.6	30.0	16.0	1398	2.35	1.05
t. Readworks.org	55.3	19.1	19.3	6.3	1384	1.77	0.97
u. Readwritethink.org	56.8	24.5	14.9	3.7	1378	1.66	0.87
v. Sharemylesson.com	94.5	3.6	1.3	0.5	1346	1.08	0.36
w. Teacherspayteachers.com	17.0	25.6	34.4	23.0	1409	2.63	1.02
x. Teachingchannel.org	76.3	14.8	7.2	1.8	1360	1.34	0.69

y. State department of education website	78.2	16.4	4.6	0.8	1387	1.28	0.58
z. Youcubed.org	90.9	5.8	2.5	0.9	1368	1.13	0.47
aa. Other online resource (describe)	66.5	6.9	14.6	12.1	838	1.72	1.10

2. Please indicate which of the following instructional materials you develop or select yourself. Check all that apply.

	N	Frequency	%
Unit or lesson objectives	1852	498	26.9
Lesson plans	1852	1022	55.2
Lesson tasks or activities	1852	1232	66.5
Texts for the whole class to read	1852	605	32.7
Problems and questions	1852	1104	59.6
Writing prompts	1852	1010	54.5
Assessments	1852	1045	56.4
Projects	1852	805	43.5
Supplemental activities	1852	1127	60.9
Adaptations for students with special needs or those below or above grade level	1852	1173	63.3
Other (please describe)	1852	57	3.1

3. Roughly how many hours do you spend selecting or developing instructional resources in a typical week?

Less than 1 hour	1-2 hours	3-4 hours	5-6 hours	7-8 hours	9-10 hours	10 or more hours	N	M	SD
%	%	%	%	%	%	%			
0.6	5.9	20.1	18.8	13.0	7.2	11.9	1852	3.39	2.29

4. With whom do you collaborate or consult when you develop and select instructional materials? Check all that apply.

	N	Frequency	%
District curriculum specialists	1852	80	0.04
Staff development teacher	1852	622	0.34
Math content coach	1852	237	0.13
Reading specialist	1852	612	0.33
Focus teacher	1852	181	0.10
Consulting teacher	1852	27	0.01
Math content specialist	1852	102	0.06
English content specialist	1852	63	0.03
Math resource	1852	92	0.05
ELL or special education specialists	1852	553	0.30
Subject or grade-level teachers from my district (not my school)	1852	313	0.17
Subject or grade-level teachers from my school	1852	1281	0.69
Teachers in my professional network outside of my district or school	1852	347	0.19
No one	1852	90	0.05
Other (please describe)	1852	42	0.02

5-6. If given the opportunity, would you sign up for additional school-based professional development to support your use of Curriculum 2.0 [mathematics or ELA] instructional resources?

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	Not likely at all %	I might consider it %	I would definitely sign up %	I'm not sure %	N	<i>M</i>	<i>SD</i>
5. School-based	14.0	35.6	23.1	4.9	1852	1.74	1.18
6. District-based	15.8	37.3	19.2	5.3	1852	1.69	1.17

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