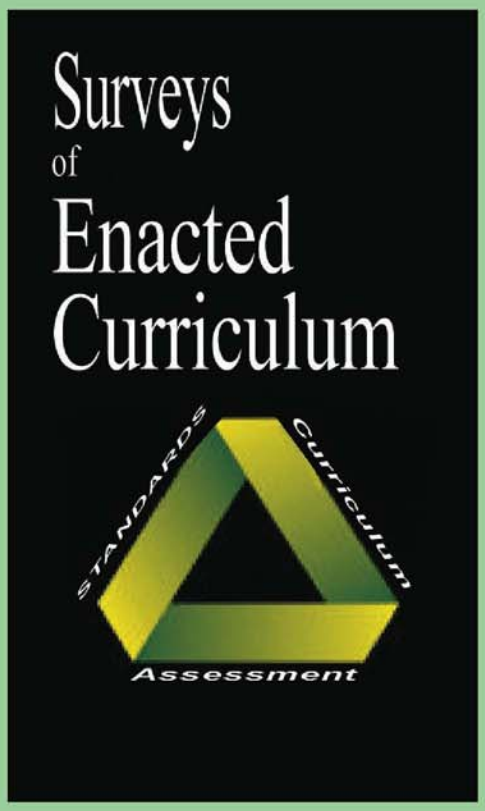
Surveys of Enacted Curriculum



Providing educational leaders with data tools for aligning curriculum with state standards and assessments, evaluating programs and monitoring progress.

A Guide for SEC Collaborative State and Local Coordinators

Council of Chief State School Officers and the SEC Collaborative

CCSSO

Surveys of Enacted Curriculum: A Guide for SEC State and Local Coordinators

Prepared by

CCSSO SEC Collaborative Project

2005

SEC Project partners include: State Departments of Education, Council of Chief State School Officers, Wisconsin Center for Education Research, Learning Point Associates/NCREL, and TERC Regional Alliance

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COUNCIL OF CHIEF STATE SCHOOL OFFICERS

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

DIVISION OF STATE SERVICES AND TECHNICAL ASSISTANCE

The Division of State Services and Technical Assistance supports state education agencies in developing standards-based systems that enable all children to succeed. Initiatives of the division support improved methods for collecting, analyzing and using information for decision-making; development of assessment resources; creation of high-quality professional preparation and development programs; emphasis on instruction suited for diverse learners; and the removal of barriers to academic success. The division combines existing activities in the former Resource Center on Educational Equity, State Education Assessment Center, and State Leadership Center.

STATE COLLABORATIVE ON ASSESSMENT AND STUDENT STANDARDS

The State Collaborative on Assessment and Student Standards (SCASS) Project was created in 1991 to encourage and assist states in working collaboratively on assessment design and development for a variety of topics and subject areas. The Division of State Services and Technical Assistance of the Council of Chief State School Officers is the organizer, facilitator, and administrator of the projects. The SEC Collaborative project was initiated in 1998 to work with states to develop, test, and implement Surveys of Enacted Curriculum in several subject areas.

Copies of this report may be downloaded from www.ccsso.org/publications

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I. Introduction

SEC Leadership and SEC Collaborating Organizations developed *The Guide to the Surveys of Enacted Curriculum* (SEC) for SEC state and local coordinators who were interested in engaging in the SEC, or who were in the process of designing and/or implementing projects.

At their February 2005 meeting in Tampa, Florida, SEC Collaborative members requested a guide that would bring information from multiple sources into one document as a reference to SEC state and local coordinators as they engaged with their constituents in SEC activities.

The guide was to contain basic information about the following:

- Surveys of Enacted Curriculum (e.g., history, development, findings to date)
- Applications of the SEC in education
- SEC Collaborative (e.g., purpose, membership. benefits, etc.)
- SEC Tools and Services (and related costs)
- Steps in the Planning Process
- Steps in the Survey Data Collection Process
- Answers to Frequently Asked Questions

Following the February 2005 meeting, the SEC Leadership with assistance from SEC Collaborative leaders and under the direction of Rolf Blank at CCSSO initiated and developed this ***Guide to SEC for State and Local Coordinators***.

II. What are the Surveys of Enacted Curriculum?

The Surveys of Enacted Curriculum (SEC) are a practical, reliable set of data collection tools being used with teachers of Mathematics, Science and English Language Arts (K-12) to collect and report consistent data on current instructional practices and content being taught in classrooms. Teachers complete the survey questions though an online, web-based system. Upon completion, the group data are reported in user-friendly charts and graphs to facilitate analysis of differences across classrooms, schools, or districts.

The SEC survey instruments and resulting data provide an objective method for educators to analyze the degree of alignment (or consistency) between current instruction and state content standards and assessments. The surveys with teachers include items on school and class characteristics, teacher preparation, and demographics to facilitate comparison of results.

State curriculum specialists, teachers, and researchers developed the SEC and reporting tools over the past decade. The surveys have been field tested in hundreds of schools and classrooms through collaboration with state education agencies. The SEC are now being used in state and local projects across the U.S. The data collection, analysis, and application services are available through CCSSO and several collaborating partner organizations.

To review the SEC and reporting tools, or to obtain information on research and development behind the tools, go to **www.SECsurvey.org**.

III. What Are the Educational Applications of SEC Data?

The SEC contain a wide variety of data sets that include information about teacher instructional content and cognitive demand, about the content of state standards and assessments, classroom instructional strategies, and many more. These data are reported at the group level (e.g., school, district, region) with groups defined by the SEC project coordinator. The data within a group can be disaggregated in several ways to answer a variety of research questions.

The data reporting displays are organized to meet the program purpose of each project, and given the richness of the data and the reporting possibilities, states and local districts are using the data and charts from the SEC in a variety of ways. Some of the more common educational applications to date include the following.

Alignment of Instruction, Standards, Assessments
Some states and districts are using the SEC to explore the alignment of their instruction with the state standards and/or assessments. This particular application assists these SEC users in answering the following types of questions: To what degree are the content topics and expectations on the state standards being taught in the classroom? Is the content being taught with sufficient rigor or depth? Are the expectations for students, as reported by their teachers, consistent with the defined expectations on the state assessment? To what degree might the misalignment of instruction be related to lower student achievement?

Improvement of Instruction
States and districts are also using SEC to improve instruction. SEC leaders who are using the SEC for this purpose frequently find themselves addressing questions such as: How do instructional practices differ for teachers of the same subject at the same grade level? How are data on differences in instruction useful in developing consistent approaches to improved achievement? How are data helpful as a foundation for beginning discussions on instruction among colleagues? Over time, does instruction within a school become more aligned to standards?

Needs Assessment and Program Evaluation
Frequently states and districts turn to the SEC as a tool for identifying areas of instructional strengths and weaknesses, as well as a tool for identifying progress against specific project benchmarks (e.g., Reading First). For this purpose, SEC users often address specific educational questions such as: What do the data suggest about the current status of teaching and learning in classrooms across the state and/or district? In what content areas or instructional practices are teachers well or poorly prepared? What are the major areas of content or instruction that would best be served by professional development programs?

Indicators System for Monitoring Change
Some state or district projects use SEC data to identify the indicators that they will use to monitor change toward a specific vision or goal(s), for example, focusing on increased student engagement in science by periodic review of SEC data related to laboratory experiences, students working in groups to solve

problems, and use of field studies. Questions that are addressed for this purpose include: What goal(s) is being targeted and what specific data should be reviewed to identify progress toward this goal(s)? What do the selected indicators reveal relative to the effects of improvement projects or initiatives on improving instruction across a sample of teachers?

Professional Development

States and districts often use SEC data to address professional development in two ways:

First, SEC data are used as a vehicle for delivering professional development. Because SEC data engages teachers and specialists in deeply exploring questions about their content, their expectations for students over time, etc., it meets the requirements necessary for high quality professional development. During the course of these experiences, educators ask questions such as: What content am I teaching? At what level of cognitive demand am I challenging my students? How aligned is my content with my colleagues? To what degree does the content that is being taught at this grade level articulate with what is being taught at the previous and next grade levels? Is the content that I am teaching aligned with the state standards and assessment expectations for these students?

Second, SEC data are used as a vehicle for designing high quality professional development programs that are tied directly to teacher needs and student learning. Questions explored when addressing this purpose include: In which content areas are teachers showing strength or weakness? Which instructional strategies are demonstrated and used well and which are not? Where do the professional development efforts need to focus? What data identify the indicators that will be used to monitor the impact of professional development on the classroom?

For additional information on

- SEC Applications, see ***SEC: Tools and Services to Assist Educators*** in the section "About SEC" at **www.SEConline.org**
- Reports and findings related to these applications, see the "Products" section for the following papers: Porter & Smithson (Alignment), 2002; Blank, 2003 (Evaluation), Blank et al, 2004 (Improving Instruction) at **www.SECsurvey.org**
- Examples of charts, graphs, and maps can be found in Appendix A of this Guide

IV. What SEC Tools and Services Are Available?

A variety of tools and services are currently available through the SEC, and others are in development. States and/or districts that have specific needs should contact Rolf Blank at CCSSO to discuss how SEC might assist them. Six SEC-related tools and services are currently in place.

A. Survey of Teachers on Instruction

K-12 teachers can complete the survey in English language arts (ELA), math, and/or science. Major sections of the survey include

- content of instruction (by topic and student expectation)
- instructional practices
- teacher preparation
- school/class characteristics

The survey is usually administered to all teachers in a school by subject at approximately the same time, and can be completed either as a web-based document (recommended) or in a paper version. While some content areas may take longer, the average time for completing the survey is 90 minutes.

B. Content Coding of Standards and Assessment

State standards and assessment items are content coded by teams of four content specialists. Each team codes state standards and assessments utilizing SEC method/procedures that describe a two-dimensional content matrix – the same content matrix used in the teacher survey. The products of the content coding are content maps and statistical analysis that can be utilized for alignment of instruction, standards, and assessments.

C. Survey Responses and Content Coding Results

Survey results are reported by group using up to 25 pre-designed charts for each subject and grade level and can be disaggregated by student/teacher characteristics. These charts are available online to group administrators as data entered, along with a tracking system to determine response and completion rates. Teachers may also access their individual data once the survey has been completed.

The results of content coding are reported through content maps, scales, and item profiles reported by the SEConline web system.

Districts and schools also have access to the raw data for analysis. Many SEC users conduct their own analysis of SEC data. Utilizing their own data analysis software programs, they are able to import the SEC data and use it in conjunction with their own local data to conduct investigations and explore questions about teaching and learning at the local level.

D. Workshops

SEC can provide a number of workshops at different levels and for different audiences to assist state and local coordinators in engaging administrators and teachers in the SEC process as well as in learning how to read, analyze, and use

survey and alignment data to address their specific SEC application. Workshops vary in length from one hour to multiple days.

To review a workshop PowerPoint slide show, go to **www.SECsurvey.org**, click on "collaborative", and SEC Orientation and Professional Support.

E. Report Template

Assistance in organizing a logical presentation of survey results in charts to facilitate use of data for state/local purpose is also available. SEC staff can provide coordinators with suggested approaches for highlighting and summarizing data from charts. Many districts and local SEC users frequently work with SEC staff to develop the message and the approach that they will use to communicate message to users from data analysis, and to facilitate discussion among educators using the data.

To review a complete set of charts, see the Tools section of **www.SECsurvey.org**.

V. What is Membership in the SEC Collaborative, and What Are the Benefits?

The SEC Collaborative consists of state and district educational leaders from across the U.S. in mathematics, science, and English language arts/reading. Currently, the Collaborative includes leaders from 16 states and 3 districts (2005). Membership in the SEC Collaborative is open to all states and districts and can begin at any time.

The SEC Collaborative has three major goals:

- to increase the members' knowledge base about Survey of Enacted Curriculum tools
- to share ideas and strategies for applying SEC to educational issues in states
- to provide technical assistance and training to leaders for projects in states

Each of the state or district members are engaged with a SEC project or initiative and participate in SEC Collaborative meetings held twice a year. Participants attending these meetings receive technical assistance and support on the development and implementation of their state or local SEC projects, obtain additional resources, share expertise, and provide guidance to the SEC leadership.

Collaborative members may also engage in content analysis workshops where state standards and/or state assessment items are coded for content and student expectations. These workshops are usually held twice a year.

State and local leaders have identified a number of benefits attached to their membership in the SEC collaborative, including

- Each state or district makes its own decisions on use of the SEC tools and services for its specific program needs or initiatives – it is <u>not</u> "one size fits all." States are assisted in designing and developing multi-district projects or facilitating district-level projects.
- SEC membership costs provide for meeting participation and a core set of services. Once the local budget has been developed based on the objectives and purpose of the project, the SEC Collaborative can guide members in meeting their objectives over the course of project year. Collaborative participation provides cross-state benefits through building knowledge, sharing strategies, and producing joint products.
- The SEC Collaborative, through CCSSO and partners, offers training and assistance to state leaders and on Survey applications, data reports and analysis, alignment coding, and how to link the Surveys to existing education programs and priorities.

VI. What Are the Steps in Planning a State or Local SEC Project?

Planning can sometimes be overwhelming for states and local districts considering a project using the Surveys of Enacted Curriculum**.** The purpose of the following steps and accompanying questions is to provide some guidance and direction to planners both at the state and local level. While the steps seem sequential, experience suggests that they are not. Planning is an iterative process that changes as information becomes available and decisions are made.

Based on the experience of current and former state and local planners, here are some critical ideas to be considered while in the planning phase of your SEC project. For additional assistance, see Appendix E, "State and Local SEC Project Planning Template," in this Guide.

Step 1: Define the Purpose of Using SEC

Questions that can guide the completion of this step include: What is the purpose for using Surveys of Enacted Curriculum? What education program initiative matches well with SEC tools and services?

Some typical purposes for using SEC have included the following:

- ***Evaluation of a program or initiative*** such as a standards-based curriculum reform, a professional development program focused on math content (MSP) or a Reading First program.
- ***Instructional improvement*** utilizing SEC data for professional development in schools to raise student achievement results (e.g., a Title I program or in schools identified for improvement because of the No Child Left Behind (NCLB) legislation).
- Statewide ***analysis of assessment in relation to standards*** (e.g., to inform state policy or as a response to NCLB requirements).
- Identify the ***effects of improving instruction on student achievement*** over time (e.g., overall achievement effects or closing achievement gap).
- Analyze the degree of ***alignment of standards to instructional content and/or state assessment***. (A consideration for addressing this purpose is whether or not the state standards and/or assessments for the grade levels targeted in the project have been content analyzed and coded. If the appropriate standards or assessments for the content and grade level have not been coded, consideration should be given to how coding will be accomplished.) For a list of state standards and assessments that have been coded, please see: **www.SECsurvey.org/tools** -- Alignment Analysis. For information about the coding process and timelines, see Appendix C in this guide.
- ***Defining Indicators for tracking instructional content and practices*** over time (e.g., to analyze the rigor and quality of a curriculum as delivered to different groups of students, to determine changes in curriculum over time, or to identify current instructional approaches that will enable benchmarking progress toward instructional goals).

Step 2: Identify Available Resources for the Project

Questions that can guide planning at this step include

- What is the funding source or combination of funding sources that will be needed to support the project (e.g., consider federal, state, local, foundation, etc.)?
- Are there any specific requirements around the use of these funds that must be addressed by the project?
- What is the timeline on the use of these funds?
- How will use of funds best be allocated over time?
- How will funding support beyond the timeline be provided?
- What roles are needed? What staff is available to fill them?

Step 3: Outline a Plan for Sustaining Ongoing Support for the Project

Considerations that need to be addressed at this point include

- In order to meet the defined purpose for the project, what will the timeline be? What benchmarks should be established along the way?
- What support will be needed for start up and duration of the project?
- Who will need to provide support and be "on board" for the duration of the project?
- Are they committed to the project long term? What will ongoing and long term support be?
- What are they looking for in terms of results? How will "results" be provided? At what points in time? How will it be communicated?

Step 4: Determine the Survey Size Needed to Address the Purpose

The size of the survey sample (or number of teachers to be surveyed) will vary given the purpose or outcome of your SEC project. Below are some questions that can be helpful in guiding planning efforts at this step, as well as some recommendations for sample sizes given the potential purpose of your SEC project.

Questions at this stage include

- What implications does the identified purpose for the SEC project have on the survey size that will be needed?
- What content area(s) will be addressed (i.e., math, science, English Language Arts, reading)? Which sections of the survey will need to be completed in order to have the data we need?
- How many districts or schools will be included?
- How many teachers at each level? Each content area?
- How will the districts and/or schools be identified?
- How will the teachers be identified?

- What will be the method of administration? This is an important consideration for three reasons: 1) the paper form is more costly; 2) it requires more time to complete and return completed data; and, 3) online, web-based forms will require Internet access and, potentially, a computer lab.
- Given the results that are needed and the timeframe, what implications will it have on the timeframe for administration of the survey?

The following information outlines several recommended sample sizes that are based on the experience of SEC Collaborative members and matched to some of their typical purposes of utilizing SEC data.

State-representative sample

This type of sample includes a large number of schools and teachers randomly selected from across a state. A typical purpose for utilizing this type of sample might be to obtain reliable data about specific questions concerning instructional practices or content (e.g., the degree to which math instruction in grade 4 is aligned to math standards for grade 4, or extent of variation in instruction across the state). A state-representative sample may require up to 100 schools across a state.

Pilot or Field study

This sample usually includes a small number of schools or districts. Many times the participants volunteer for the pilot or field study. A typical purpose for utilizing this type of sample might be to determine how the process of survey administration works in your state/district and to demonstrate how results will be useful to schools.

Longitudinal study

The sample size for a longitudinal study is small. Small numbers of teachers and classrooms (minimum 35 per subject at one grade) might participate. The purpose of this type of study is usually to measure change in instruction and alignment of instruction over time with the goal of determining effects of instructional differences on achievement or measuring effects of an initiative or intervention. It is very likely that the same teachers may be surveyed in succeeding school years or two-year intervals. See Appendix C for information about CCSSO's longitudinal study.

Comparison analysis/evaluation

In this type of sample, teachers from two groups of schools are analyzed as to whether differences in their instructional practice and/or content are significant. The purpose for this type of sample is usually to measure effects of a program or initiative in one group of schools, or to determine whether instruction differs consistently by teacher characteristics (e.g., professional development, subject preparation, beliefs or attitudes, etc.) or school or class characteristics (size, student demographics, location).

Step 5: Develop a Plan for Engaging Districts and/or Schools in the Project

Questions that can guide planning at this step include

- What incentives will be offered to districts and/or schools?
- Who are the key people and roles that need to be involved in the selection process? Who needs to support the effort to engage with districts or schools?
- What are the timeframes or deadlines for engaging the participants?
- What strategies will be used to engage them (e.g., information dissemination, presentation about SEC, presentation from another SEC state or district, etc.)?
- What materials will be needed?
- Who will be the key contact in the districts and/or schools that are going to be engaged?

Often critical to success are effective methods of informing decision-makers about the goals of an SEC project, and how the goals are consistent with existing initiatives.

To review a PowerPoint slide show for presentations to Education Leaders, see **www.SECsurvey.org/collaborative** — "Education Leader orientation".

Step 6: Develop a Plan for Supporting and Maintaining Districts and/or Schools in the Project

Questions that can guide planning at this step include

- Will an orientation or overview session be needed? What will be the timeline?
- How will the orientation for teachers taking the survey be accomplished?
- Who will provide the orientation? What content will be covered (e.g., explanation of the tool, process, purposes for the data, anonymity issues, cognitive demand, etc.)?
- What equipment will be needed? Materials? PowerPoint presentation or overheads, etc?
- What should participants bring with them to the survey session in order to provide the best responses (e.g., plan books, calendars, copies of end of unit tests, a student portfolio, textbook, etc.)?
- How can the participants be made most comfortable and engaged?
- How will users receive survey results? How will they analyze and interpret the data?
- What professional development will be provided after the survey has been completed? What will be the timeframe on this training? What outcomes will be addressed? How will you know if you have met these outcomes? What evidence will you use?
- Who will conduct this training?

  Note: The SEC Collaborative, coordinated by CCSSO, can contact and contract with SEC leaders to provide training for local educators in analyzing SEC data charts, interpreting the results given local context, and moving to application of the lessons from the data. Or if preferred, Survey Orientation training, as well as SEC Data Use workshops can be provided directly to leadership for the "training for trainers".

- How frequent will the communication with the districts and/or school participants be?
- What will be the main method of communication? Email? Phone? Surface mail?

- What benchmarks need to be established to monitor progress with the districts/schools?
- How will the monitoring be accomplished?
- What do the participants in the project expect from the SEC coordinators and leadership? What does the leadership expect from them? How will these expectations be made clear?

Step 7: Identify the Final Product and Plan for Its Use

Ultimately, the responses to the following questions will help to guide the entire initiative:

- What form will the final product of your project take? How will results of the project be reported (e.g., report, presentation, CD, website, meeting, etc.)?
- Who are the people and organizations that need to see the final product and understand the results (e.g., stakeholders who supported the project, funders, district and school participants, state board of education, school boards, etc.)?
- How will you celebrate progress towards full implementation?

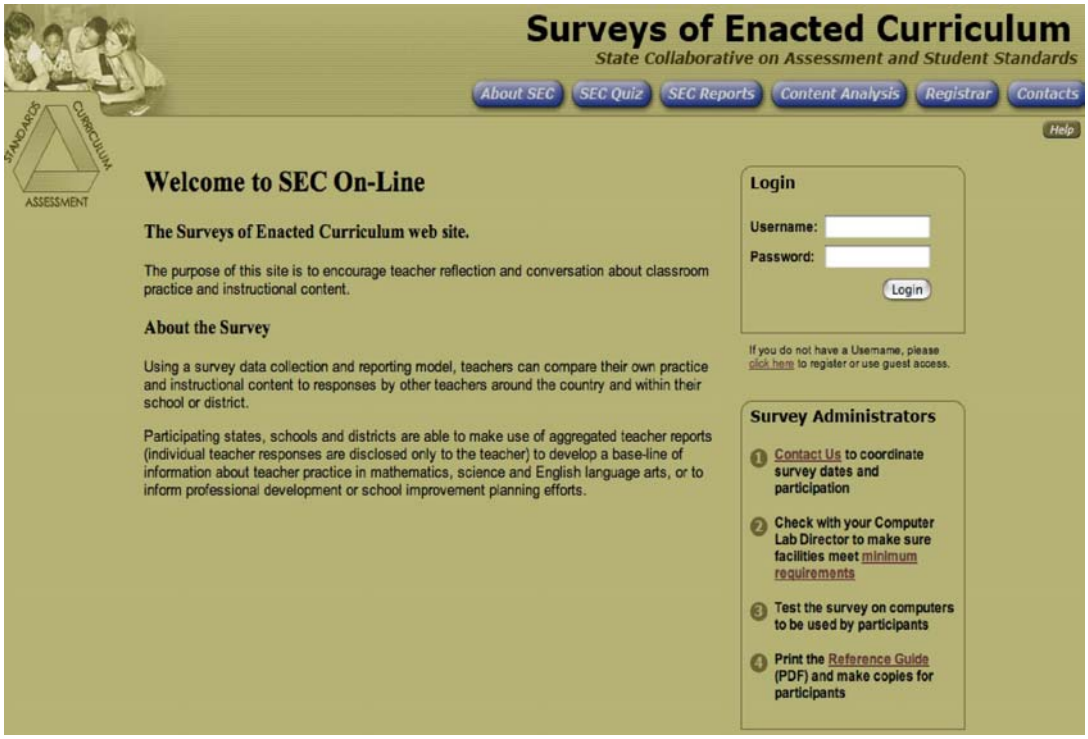
Keeping the end product in mind can help provide clear focus for the project from the initial stages through full implementation.

VII. What are the Steps in Planning for SEC Survey Data Collection?

The following key steps should be completed for all SEC projects to initiate the data collection process. Although these steps are usually taken once the preliminary planning process and project design are completed, it is important to remember that technical assistance and support are available during these phases as well.

(1) Contact CCSSO to establish the number of surveys to be completed, total expected cost, and method of payment (SEC collaborative budget or contract purchase order). Please contact: Rolf Blank, CCSSO, rolfb@ccsso.org or Carlise Greenfield, CCSSO, 202/336-7066.

(2) Register the project with Survey managers at WCER by going to **www.SEConline.org** and follow directions for Online, web-based survey method (see registration page below).



Alternatively, to register for paper surveys or online surveys, you can email WCER managers at johns@education.wisc.edu or aminor@wisc.edu.

After registration: Obtain project login address for website from WCER.

(3) Provide WCER with information on survey group to define login codes and data structure (If using online survey method)

- project name
- groups for organizing data
- regions or multi-district project names
- districts participating in project (names or district code)
- schools within each district (names or school code)

(4) Test login user name and password to ensure accessibility for local users.

(5) Set overall target response rate for survey group (e.g., 75 percent completed surveys).

(6) Obtain instructions on completing the survey before administering it to teachers and then complete it. This is strongly recommended for each SEC Coordinator.

(7) Establish survey data collection time frame with participating districts and schools – disseminate information on local project goals.

(8) Provide survey orientation to target sample schools and teachers, either:
(a) Train one person per school who will provide orientation to target sample teachers in each school, or
(b) Provide survey orientation directly to each participating school and teacher group.

Include in training local project objectives, SEC research and development and rationale, schedule for data collection and reporting, method of sign-on to SEC website, and instructions for completion.

(9) Receive survey results:
- Individual teacher can view his/her results in comparison to complete sample (individual level data).
- Group aggregate results are reported in pre-designed charts, and are available to group administrator as surveys continue (recommend sharing group results when target rate attained).
- Data file with all survey responses from each project is available upon request. Data files are provided in Excel to the group administrator for additional analysis and research.

VIII. Conclusion and Next Steps

While the information in this document will assist SEC state and local coordinators in thinking through and designing a successful SEC project, it is also important to remember that there are additional tools and resources to assist coordinators in going deeper. Regularly visiting the SEC websites hosted by the collaborating organizations is highly recommended.

Appendix A
Frequently Asked Questions about SEC Projects

Is the survey designed for teachers at any grade and any subject?
There are currently 3 subject-specific surveys: mathematics, science, English language arts and reading (ELAR). ELAR has one form for K-12 teachers. Math and science have K-8 forms and a high school (9-12) form.

How much time does it take to do the complete Survey of Enacted Curriculum for teachers of math, science, or ELAR?
A full survey takes an average of 90 minutes or more to complete depending on the content and grade level. This timeframe does not include an orientation to completing the survey.

What is the period of instruction (enacted curriculum) for which teachers are asked to report?
While the period of instruction being reported on in the survey is 180 days (one full academic year), teachers are asked to report on summer professional development activities as well.

Do schools or districts have to administer the whole survey, i.e., all sections?
No, the district can designate which sections of the survey teachers need to complete. In this way, the survey can be tailored to the needs and objectives of your project. The online survey can be easily formatted for your project by pre-defining the sections to complete. SEC does not edit items in the survey or add items to existing sections. States or districts could adapt the survey by adding a section specific to their needs.

Why is the survey so long?
The SEC is intended to provide a comprehensive picture of instruction and provide data on characteristics of teachers, classes, and schools to disaggregate and analyze the data on instruction. The SEC is not a traditional short form "survey" as many people may think. The survey is designed for a number of different types of uses and users of data.

What are the advantages or disadvantages of the online, web-based survey vs. the paper survey?
The online/web survey is half the cost ($10 vs. $20 per teacher) of the paper survey. The online survey provides immediate feedback to teachers and schools (via a group administrator), and it is easier to read and fill out. The online/web survey must be completed through a computer terminal, and teachers need access to the Internet. The two methods take about the same amount of time to complete.

***How are the surveys administered*?**
We recommend surveys in paper form or online/web form be administered to groups of teachers where an orientation session can be planned including explanation of the tool and purposes for the data. Surveys simply distributed to teachers in person or through mail typically have a low response rate and returned surveys with incomplete data.

An online survey completion in a lab setting is recommended. This allows teachers to have questions answered as they are taking the survey and increases the response and completion rate significantly.

***What survey completion "window" is recommended for the whole project*?**
The situation that provides the highest response rates is when teachers all complete the surveys at one time during a supervised period – either through online system or paper form. However, it is often not possible to schedule the whole group for the length of time required (about 2-4 hours for orientation, directions, and data reporting period). Thus, teachers are sometimes given a time period of about one week to complete all sections.

Does the survey need to be completed all at one time?
With the online survey, teachers can complete one or more sections and then closeout and exit the website. All data will be saved. They may then return at a later time and complete any remaining sections.

***Can states or districts complete their own content coding of standards and assessments*?**
For purposes of alignment analysis, some states have organized their own content coding workshop to code their state standards. We require they follow the same SEC content coding procedures as followed in the workshops organized by CCSSO SEC Collaborative. For information regarding content coding procedures, see **www.SECsurvey.org/Collaborative**.

How are the data returned? How are the charts analyzed and interpreted?
All survey results and alignment content coding are reported out to the projects through the **SEConline.org** web-based Report Generator. With online surveys, data are available as soon as entered, and the Group Administrator can track progress of the target teacher sample. Users can go to the website to find their results in a set of pre-designed reporting graphs and content maps.

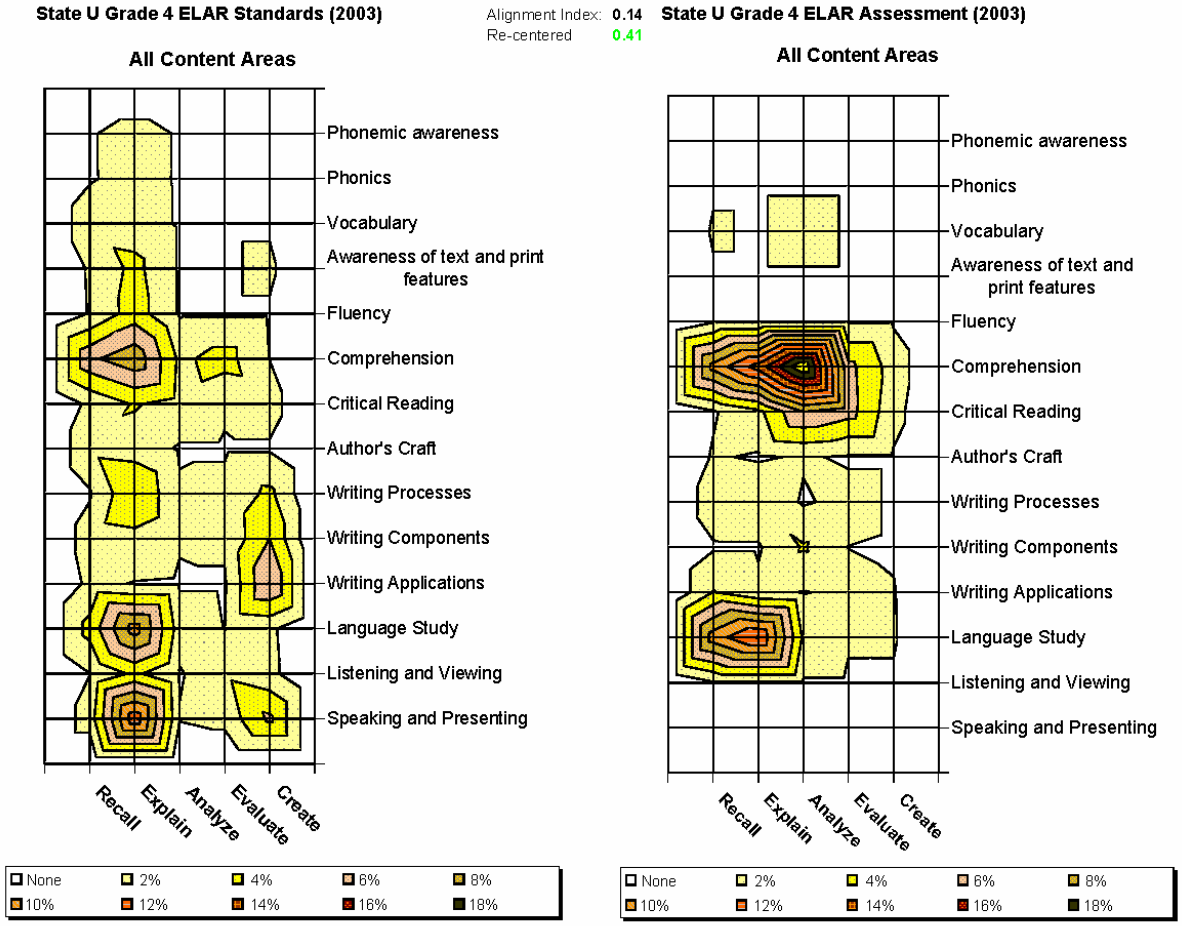
How much does it cost to take the survey and what is included in the cost?
The cost of surveys is $10 per teacher for the online version and $20 per teacher for the paper version. The cost does include seeing the results and using pre-designed reporting graphs and content maps online. The cost does not include an analysis of what the charts say or an interpretation. CCSSO and SEC Collaborative offer training sessions and workshop leadership to assist state and local leaders to learn and teach "Use of SEC Data." They can be contracted through CCSSO or one of the SEC project partners.

How does a state or district contract to do an SEC project?
States and districts can join the SEC Collaborative that offers a package of services. Any education organization can contract directly with CCSSO or WCER to conduct a project, and they can contract for the various types of surveys. See Appendix D for Costs list.

For questions about contracts or development, contact Rolf Blank rolfb@ccsso.org or Carlise Greenfield, 202-336-7066 at CCSSO. For questions about the survey and data reports, contact John Smithson johns@education.wisc.edu or Alissa Minor aminor@facstaff.wisc.edu, 608-265-0447 at WCER.

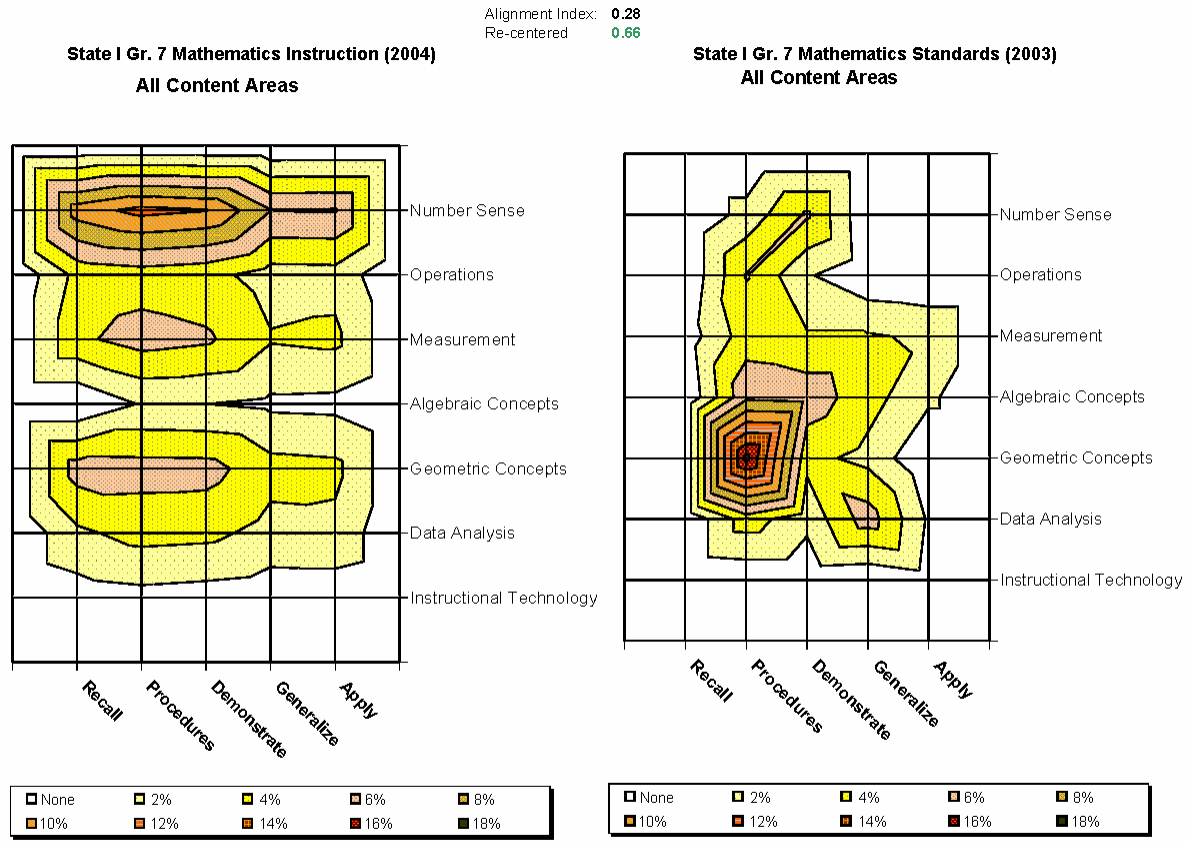
Appendix B
Sample SEC Charts, Graphs, and Maps

A sample content map (contour map format) displaying English Language Arts/Reading curriculum content is shown below. Content maps provide a three-dimensional representation of instructional content using a surface area chart resulting in a graphic very similar to topographical maps. The grid overlaying each map identifies a list of topics areas (indicated by horizontal grid lines) and five categories of cognitive expectations for students (indicated by vertical lines). The intersection of each topic area and category of cognitive expectation represents a measurement node. Each measurement node indicates a measure of instructional time for a given topic area and category of cognitive expectation based on teacher reports. The following charts show the content of ELA instructional standards (intended) for State U and the content of state assessment (assessed).



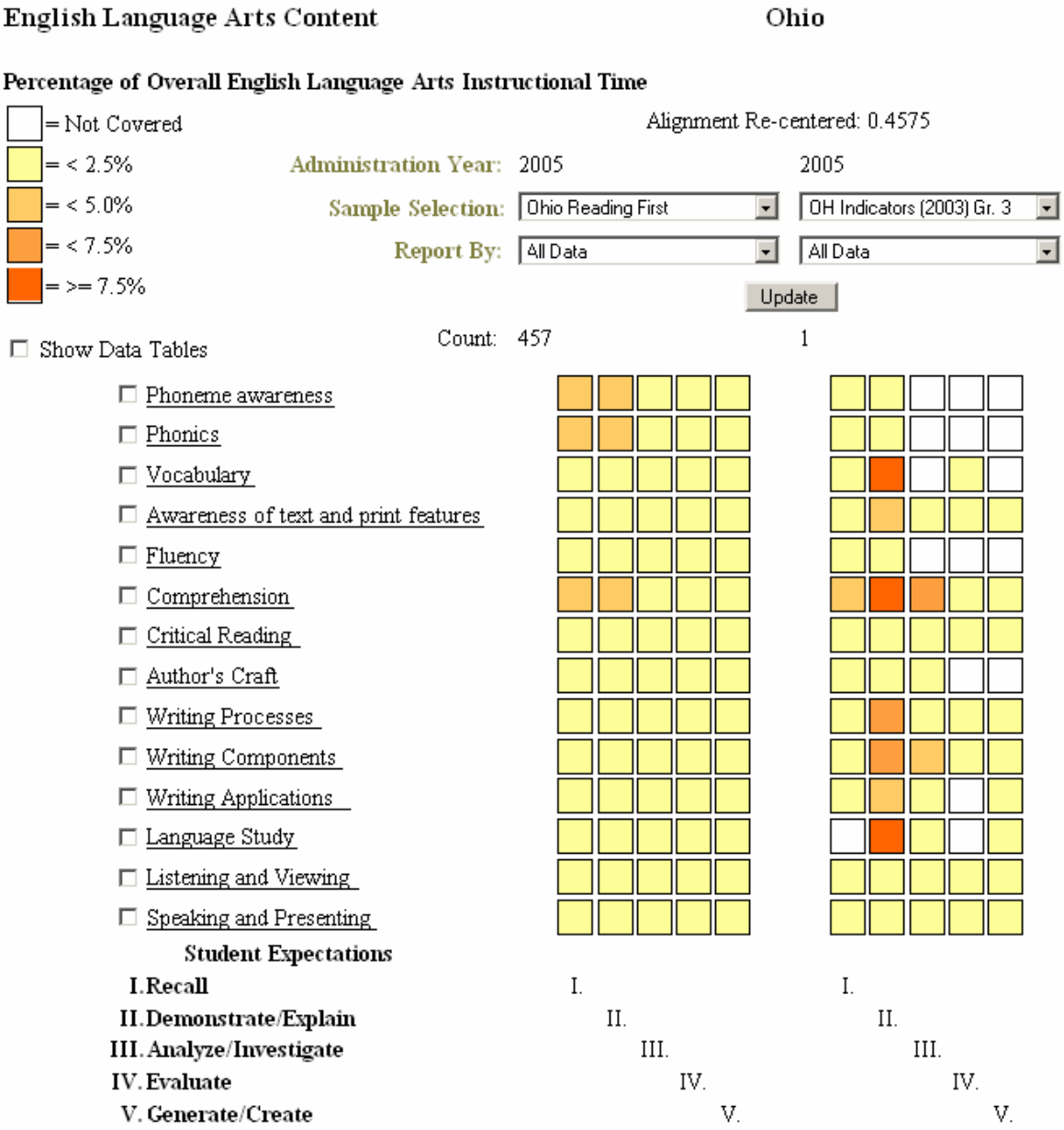
Content Interval = 2%
Re-centered Alignment uses aggregated data for each content area to calculate.

Below is another example of a content map. The content map below shows instruction content reported by teachers in grade 7 for mathematics and the intended content identified by mathematics state standards.

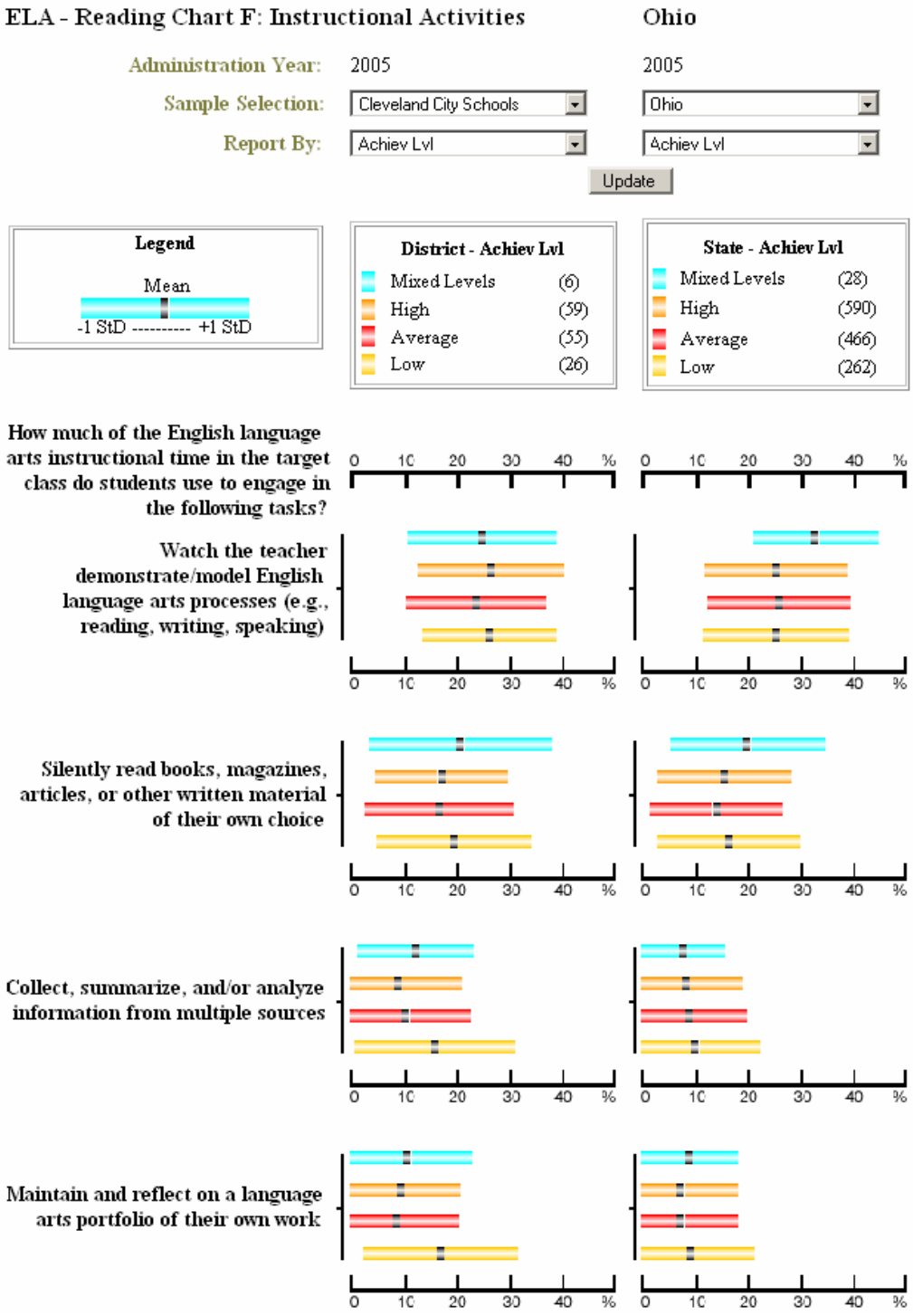


Contour Interval = 2%
Re-centered Alignment uses aggregated data for each content area to perform calculation.

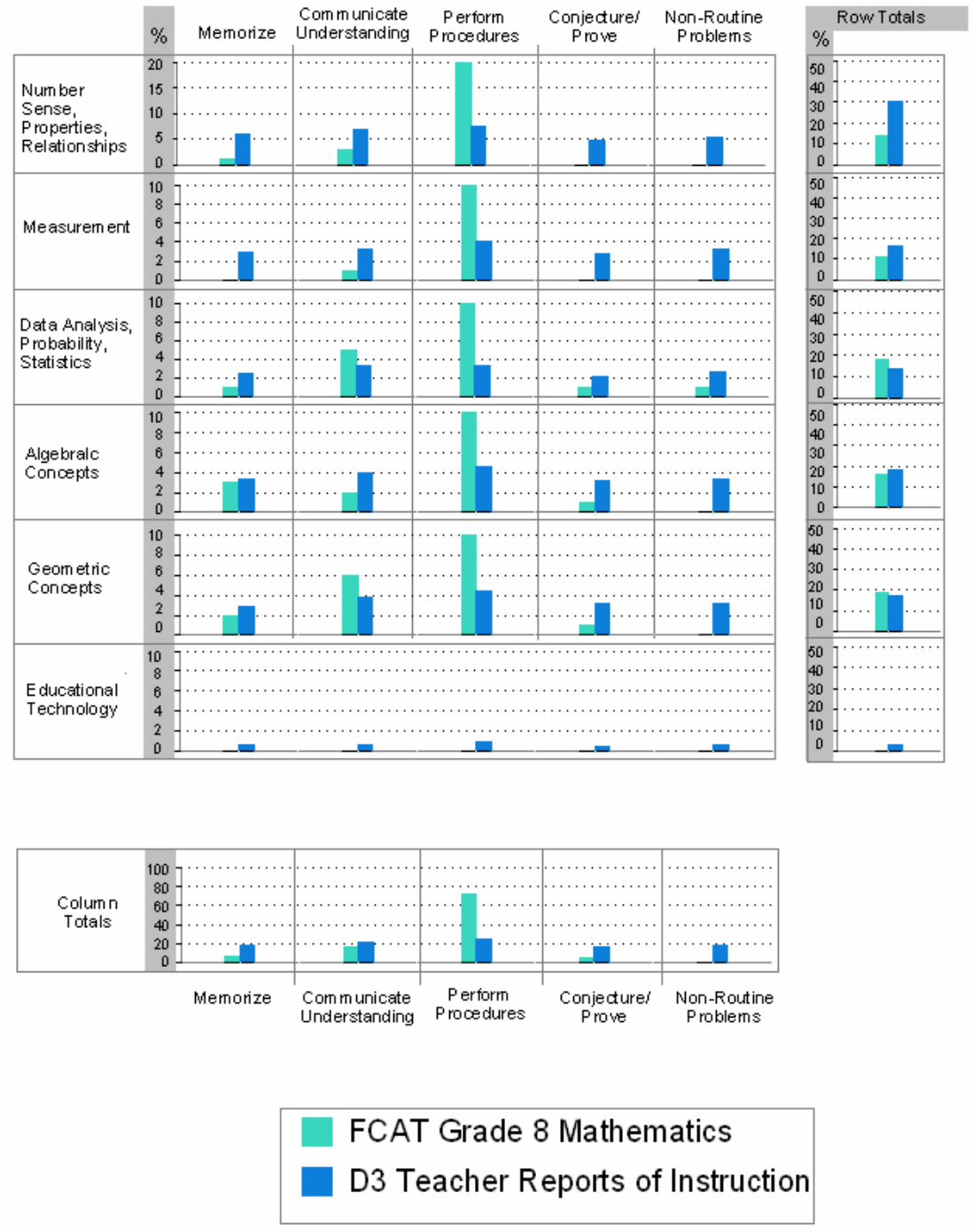
A second type of display is represented by the tile map below which provides a different view of instructional content as reported by teachers in Ohio's Reading First Program as compared with the content described in Ohio's grade 3 English language arts/reading standards.



A third type of display available through the SEC web system is the "floating bar" chart. The sample chart below shows survey results for the main types of instructional practices in science. The item-level results show the percent of time reported by practice with data aggregated across teachers by district and school. The statistics, using the floating bar approach, display the mean percentage and the distribution of reported practices one standard deviation above and below the mean. This graphic approach to reporting data allows the teacher or administrator to quickly see the degree to which multiple practices are present and vary among teachers and classrooms.



The chart below is sample histogram chart and represents a fourth method of displaying and reporting the SEC instructional content data. As opposed to the three-dimensional contour map format, the histogram display of data provides further details about the differences in instruction across topics and expectations. The chart below shows the comparison of teacher reports of instructional content and cognitive demand with the content and level of cognitive demand described by the Grade 8 mathematics standards in Florida.



Appendix C
Additional SEC Services

Longitudinal Study Using SEC Surveys: Effects of Aligned Instruction on Achievement

The purpose of the study is to determine whether students experiencing instruction aligned with standards have higher achievement gains than students in classes with less aligned instruction.

Requirements:

- student level achievement data linked and analyzed from across grades for at least two years
- teacher Surveys completed (minimum 30 classrooms/subject/grade—at least the content section)
- content coding standards and assessments to determine alignment
- school administration of Surveys timed with 2 years of achievement results: e.g., Spring 05 Survey, achievement data for Spring 04 and 05; or Fall – Spring – Fall sequence. Assistance from SEC staff in carrying out Analysis is available.

Content Analysis for Alignment—State Standards and Assessments

States can use the SEC survey content framework to analyze standards or assessments, and determine alignment, with or without teacher surveys.

Content analysis is completed during multi-state coding sessions, which usually occur twice a year. At these sessions, the SEC Collaborative conducts coding workshops for subject specialists or teachers from 8-10 states using SEC content coding methods and procedures.

States or districts can also arrange content coding of standards or assessments and use the same procedures.

Interpretive Workshops and Assistance in Using SEC Data

With any application of the SEC data, school and district staff will desire help in analyzing and interpreting data, understanding results, identifying possible weaknesses and strengths — and, then, planning for how data can be used to make decisions about strategies for improving instruction and curriculum.

CCSSO arranges with member states to provide one or two expert SEC Professional Development leaders for a workshop, with date and location selected by the state. CCSSO SEC Collaborative also can provide train-the-trainer workshops to prepare local staff or other leaders to provide survey orientations or workshops on data analysis and/or the use of SEC data.

Appendix D

Costs of SEC Tools and Services (2/05)
from CCSSO and Collaborating Organizations WCER, TERC, LPA/NCREL

1. **SEC Survey Forms, Data collection, Data Output (Graphs, Maps)**

   a) paper Form: @ **$20/teacher paper survey** (e.g., 200 Teachers =$4000)
   This price includes: Paper surveys, delivery, scan and input, analysis, output graphs and maps (approx. 100 pages/subject) delivered electronically through Internet.

   b) web-based, Online survey: @ **$10/teacher survey** (e.g., 200 = $2000) (Data input by teachers using computers usually in school lab setting.)
   This price includes: Technical assistance, output graphs and maps (approx. 100 pages/subject) delivered electronically through the Internet.

   SEC Collaborative includes English language arts/reading, mathematics, science. States or district members select subjects, grades and uses/applications.

2. **SEC Alignment Content Coding**: Generally conducted in a joint workshop for 4 to 8 states/districts to content code standards and assessments to SEC content matrix (Part B), with coding by teams of 4 content specialists combining state/district content specialists and outside experts (universities, other professionals).

   $800/document (i.e., standard or assessment for 1 grade/1 subject = 1 document. Example: for 1 subject x 2 grades standards and assessments cost = $3200 (4 * $800) (subject=mathematics, science, or English language arts/ reading)

   This price Includes: Data input, output as content maps and stats, use of an outside content expert.

3. **Project Design and Planning**
   - assistance in design of a project with schools or districts using Surveys.
   - planning applications of SEC data for improving instruction, evaluation, alignment analysis or indicators system. Costs = Daily consulting rate of $800.

4. **In-State SEC Leadership Workshop for Educators / Administrators**
   - SEC Expert Leader for workshop on SEC orientation/purpose, use of SEC data, interpretation, and planning for local applications (e.g., use in Instructional improvement, program evaluation, policy analysis, etc.). **$4000 (est.)** for 2-day Leadership Workshop.
   - cost includes: participation by 30 to 60 persons, consultant leader, materials, travel/expenses.

5. **Other Methods of Professional Development/Workshops**
   a) state- or district- led workshops based on training through SEC Collaborative. Variety of approaches to applying data [see SEC Orientation PowerPoint: under **www.SECsurvey.org/Collaborative**] Costs = Daily consulting rate of $800, travel and expenses.

b) "Data on Enacted Curriculum Model": School-level implementation of training and technical assistance on use of SEC data in improving instruction. (18-month design) See **http://www.ccsso.org/projects/Surveys_of_Enacted_Curriculum/Projects**

6. **Custom Report/Analysis on SEC Teacher Survey Data**
   Additional Charts/Tables (beyond core) based on state/district interests, written analysis and interpretation of data and charts, report layout and production.

   Cost Estimate: 5 senior staff days @ $800, 5 associate days @ $400, production costs @ $1100= **$7100**.

SEC Collaborative Membership (2004-05):

Annual Costs and Benefits for State or District

$15,000 **Core Membership—Basic Services**
Includes following options (members choose from following based on their objectives):

Project SEC meetings and workshops, e.g., staff (state or district) attend up to 3 meetings or workshops per year, which includes the cost for travel, expenses, hotel, meeting support/arrangements. Purposes of SEC meetings: Develop survey tools/materials, provide leadership training and consultant assistance, as well as project planning assistance.

Alignment content coding standards/assessment, results for state/district

Teacher Survey data collection and results for state/district
Online or paper surveys: number of teachers or schools set by state/district based on objectives and funding (online-$10, paper-$20/ teacher)

Option: multi-state longitudinal study of Effects of Aligned Instruction on Student Achievement (consequential validity)

Technical assistance, project planning assistance

Custom State Budget—Increased Services
Based on state or district needs for its SEC applications, CCSSO can customize a combination of services, such as statewide sample of teachers, additional reports and analyses, or increased use of workshop leaders.

[as of May 2005]

Appendix E
Surveys of Enacted Curriculum
State and Local SEC Project Planning Template

<table>
<tr><td>Step 1</td><td colspan="4">Purpose of Using Surveys of Enacted Curriculum</td></tr>
<tr><td></td><td colspan="4"></td></tr>
<tr><td>Step 2</td><td colspan="4">Available Resources</td></tr>
<tr><td></td><td colspan="2">Staff (e.g., full and part-time coordinators, facilitators, trainers, etc.)</td><td colspan="2">Fiscal (e.g., federal, state, local, foundation, etc.)</td></tr>
<tr><td></td><td>Name</td><td>Role</td><td>Source</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Step 3</td><td colspan="4">Timeframe and Plan for Sustainability and Ongoing Support</td></tr>
<tr><td></td><td colspan="2">Start date:</td><td colspan="2">End date (results needed by):</td></tr>
<tr><td></td><td colspan="4">Sustaining Support
(e.g., have you identified your key contacts, how will you gain the support that you need over time to ensure sustainability, how will you communicate with your key supporters, what information and/or results will they need to support this effort, etc.).</td></tr>
</table>

<table>
<tr><td rowspan="6">Step 4</td><td colspan="6">Survey Sample Size Needed to Address Purpose</td></tr>
<tr><td colspan="2" rowspan="4">Number of schools needed: ____
Number of teachers needed: ____</td><td colspan="4">Coded Standards</td><td colspan="4">Coded Assessments</td></tr>
<tr><td colspan="2">Needed?</td><td colspan="2">Completed?</td><td colspan="2">Needed?</td><td colspan="2">Completed?</td></tr>
<tr><td>Yes</td><td>No</td><td>Yes</td><td>No</td><td>Yes</td><td>No</td><td>Yes</td><td>No</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Content Areas</td><td colspan="2">Method of Administration
Online Paper</td><td colspan="2">Grade Levels</td><td colspan="4">Sections of the Survey to Be Completed</td></tr>
<tr><td></td><td></td><td></td><td colspan="2"></td><td colspan="4"></td></tr>
<tr><td></td><td></td><td></td><td colspan="2"></td><td colspan="4"></td></tr>
<tr><td></td><td></td><td></td><td colspan="2"></td><td colspan="4"></td></tr>
<tr><td>Step 5</td><td colspan="8">Plan for Identifying and Engaging Districts or Schools in the Project
(e.g., incentives, communication strategies, key stakeholders, timeframes, materials, etc.)</td></tr>
<tr><td></td><td colspan="8"></td></tr>
<tr><td>Step 6</td><td colspan="8">Plan for Supporting and Maintaining Districts and/or Schools in the Project
(e.g., orientation sessions, equipment, facilitators, professional development, materials, etc.)</td></tr>
<tr><td></td><td colspan="8"></td></tr>
<tr><td>Step 7</td><td colspan="8">Final Product</td></tr>
<tr><td></td><td colspan="4">Method of Reporting Results
(e.g., report, presentation, meeting, etc.)</td><td colspan="4">Reports Distribution
(e.g., districts, state board, schools, etc.)</td></tr>
</table>