

The Florida Agricultural and Mechanical University (FAMU) IRB approved the application for the (767894-1) Influence of Accountability Policy and Intensification: Teachers' Perspectives project.

The Hillsborough County Public School district agreed to participate in the research proposal.

The approval number is RR1516-26. See the related documents:

- Florida Agricultural and Mechanical University (FAMU) IRB approval letter
- Original Participant Invitational Email
- Hillsborough County Approval Letter
- Teaching in the Age of Accountability and Professional Development... My Experiences



# Florida Agricultural and Mechanical University

Tallahassee, Florida 32307-3200

Excellence With Care

DIVISION OF RESEARCH  
OFFICE OF ANIMAL WELFARE AND RESEARCH INTEGRITY

TELEPHONE: (904) 913-5248  
FAX: (904) 913-5013

**DATE:** August 25, 2015

**TO:** Warren Hope, Ph.D.  
**FROM:** Florida Agricultural and Mechanical University IRB

**PROJECT TITLE:** [767894-1] INFLUENCE OF ACCOUNTABILITY POLICY AND INTENSIFICATION: TEACHERS' PERSPECTIVES

**REFERENCE #:** 015-73  
**SUBMISSION TYPE:** New Project

**ACTION:** APPROVED  
**APPROVAL DATE:** August 25, 2015  
**EXPIRATION DATE:** August 25, 2016  
**REVIEW TYPE:** Expedited Review

Thank you for your submission of FAMU IRB Application materials for this project. The FAMU IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Expedited Review based on applicable federal regulations.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require that each participant receives a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this committee prior to initiation. Please use the appropriate revision forms for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others (UPIRDOs) and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

This project has been determined to be a Minimal Risk project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of August 25, 2016.

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact the IRB Office at 850-412-5246 or IRB@fam.u.edu. Please include your project title and reference number in all correspondence with this committee.

Florida A&M University has an Assurance on file with the Office of Human Research Protection. Assurance No.: FWA00005391.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Florida Agricultural and Mechanical University IRB's records.

## Original Participant Invitational Email

September 18, 2015

Dear Teacher:

Teachers face complex challenges in this age of accountability and testing. I am interested in your perspectives of the way that accountability policies affect your classroom practices. Specifically, I am interested in your opinions on the freedom that you have to make instructional and curricular decisions in the classroom, how you use time during your instructional day, and how much freedom you have to use your professional experience to guide your students to academic success. Your responses will help others to understand how teachers can best be supported as they strive to educate the students in our community.

I hope you choose to participate in this short online survey. It should take no more than fifteen (15) minutes of your time. Your responses will not be associated with any individual school site nor will you be personally identified. Responses from across the district will be combined to present a picture of teachers' perspectives in this important area. I also will share the results with you.

This study has the support of your principal and the administrative team. I hope that you will take the time to participate. I know that your time is valuable, and I appreciate your sacrifice of time.

To complete the survey, please follow the link below:

**[CLICK HERE TO BEGIN SURVEY](#)**

Thank you again for your time,

(Researcher's name, title, and school redacted)  
Florida A&M University Institutional Review Board  
Room 130 Dyson Building  
1520 S Martin Luther King Jr. Blvd  
Tallahassee, FL 32307  
Phone: (850) 412-5246  
Fax: (850) 412-5012  
Email: IRB@famu.edu

**School Board**  
Susan L. Valdes, Chair  
Doretha W. Edgecomb, Vice Chair  
April Griffin  
Sally A. Harris  
Carol W. Kurdel  
Melissa Snively  
Cindy Stuart



October 22, 2015

**Superintendent of Schools**  
Jeff Eakins  
**Chief of Staff**  
Alberto Vázquez Matos, Ed.D.  
**Deputy Superintendent**  
Van Ayres  
**Chief of Schools**  
Larry Sykes, Ed.D.  
**Chief Information and Technology Officer**  
Anna Brown, Ph.D.  
**Director**  
**Assessment and Accountability**  
Samuel R. Whitten

Addie Mungen  
Florida Agricultural and Mechanical University  
501 Orr Drive, GEC-C, Suite: 314  
Tallahassee, FL 32307-3200

Dear Ms. Mungen:

The Hillsborough County Public School district has agreed to participate in your research proposal, *Influence of Accountability Policy and Intensification: Teachers' Perspectives*. A copy of this letter **MUST** be available to all participants at Alonso, Armwood, Blake, Bloomingdale, Brandon, Chamberlain, Durant, East Bay, Freedom, Gaither, Hillsborough, Jefferson, Lennard, Leto, Middleton, Newsome, Plant, Plant City, Riverview, Robinson, Sickles, Steinbrenner, and Wharton High Schools to assure them your research has been approved by the district. **Your approval number is RR1516-26. You must refer to this number in all correspondence.** Approval is given for your research under the following conditions:

- 1) Participation by Alonso, Armwood, Blake, Bloomingdale, Brandon, Chamberlain, Durant, East Bay, Freedom, Gaither, Hillsborough, Jefferson, Lennard, Leto, Middleton, Newsome, Plant, Plant City, Riverview, Robinson, Sickles, Steinbrenner, and Wharton High Schools is to be on a voluntary basis. That is, participation is **NOT** MANDATORY and you must advise **ALL PARTICIPANTS** that they are not obligated to participate in your study.
- 2) You must **request approval from this department before other schools are added to your sample.**
- 3) You may send **one** recruitment email to each teacher, but **no** reminder email. The survey **must** be completed outside work hours.
- 4) Confidentiality must be assured for all. That is, **ALL DATA MUST BE AGGREGATED SUCH THAT THE PARTICIPANTS CANNOT BE IDENTIFIED.** Participants include the district, principals, administrators, teachers, support personnel, students and parents.
- 5) Any student data **MUST** be **DESTROYED** when the project has been completed.
- 6) Research approval does not constitute the use of the district's equipment, software, email, or district mail service. In addition, requests that result in extra work by the district such as data analysis, programming or assisting with electronic surveys, may have a cost borne by the researcher.
- 7) This approval **WILL EXPIRE ON 1/29/2016.** You will have to contact us at that time if you feel your research approval should be extended.

Raymond O. Shelton School Administrative Center • 901 East Kennedy Boulevard • Tampa, Florida 33602  
School District Main Office: 813-272-4000 • P.O. Box 3408 • Tampa, Florida 33602 • website: [www.adhc.k12.fl.us](http://www.adhc.k12.fl.us)  
Assessment and Accountability Office: 813-272-4341 • Fax: 813-272-4340  
e-mail: [samuel.whitten@adhc.k12.fl.us](mailto:samuel.whitten@adhc.k12.fl.us)

October 22, 2015

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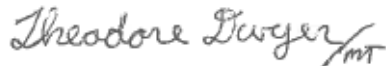
- 8) A copy of your research findings must be sent to us for our files and must be submitted to this department.

**SERVE VOLUNTEER FORMS/FINGERPRINTING:**

Your proposal indicates that you will not come into contact with any students. **IF THIS CHANGES, YOU MUST contact us for further instructions.**

Good luck with your endeavor. If you have any questions, please advise.

Sincerely,



Theodore Dwyer  
Manager of Evaluation  
Assessment, Accountability and Evaluation

TD/mt

cc: Principal of Alonso, Armwood, Blake, Bloomingdale, Brandon, Chamberlain, Durant, East Bay, Freedom, Gaither, Hillsborough, Jefferson, Lennard, Leto, Middleton, Newsome, Plant, Plant City, Riverview, Robinson, Sickles, Steinbrenner, and Wharton High Schools

## Teaching in the Age of Accountability and Professional Development... My Experiences

Teaching is and always has been a demanding career, requiring a high level of preparation and professional commitment. The focus of this study is to learn about your experiences teaching in this age of accountability and testing. I hope you choose to participate in this survey. It will take no more than 15 minutes of your time.

I will ask you questions about three important areas of your teaching practice: a) Instructional Autonomy b) Curricular Autonomy c) Professional Expertise.

Additionally, you will be asked some questions regarding the degree to which you believe state accountability policies have impacted your daily practice.

**IMPORTANT:** PLEASE do not allow your overall attitude toward the accountability and assessment movement to affect how you respond to any particular item. Consider each item on its own merit.

**ALSO IMPORTANT:** As you respond to the survey, reflect on your classroom experience over the past year in order to formulate your response.

In this first part of the survey, the following scale will be used:

Always	Very	
Frequently	Occasionally	Rarely
Very Rarely	Never	

Please mark the point on the scale that best matches your experience.

**Instructional Autonomy:** The first section has to do with HOW you teach. Please share your perceptions regarding the amount of freedom you believe you have in daily instructional decision making.

Q1 Over the past year, I had the freedom on a typical school day to practice culturally critical pedagogy while teaching.

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Q2 Over the past year, I had the freedom on a typical school day to practice Common Core State Standards (CCSS) English Language Arts instruction to present students an opportunity to write creatively.

- Always (1)

- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Q3 Over the past year, I had the freedom during a typical school day to make instructional decisions based on students' individual learning needs.

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Q4 Over the past year, I had the freedom during a typical school day to make the instructional adjustments necessary in order to meet my instructional goals.

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Q5 Over the past year, my instructional decisions were free from the influence of accountability policies and state testing.

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Q6 Over the past year, my instructional decisions were free from concern about student performance on state tests.

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)



Q7 Over the past year, I had the freedom during a typical school day to motivate students to develop their social and emotional growth to achieve student achievement?

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Q8 Over the past year, I had the freedom during a typical school day to employ subject delivery regarding child learning problems.

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Thanks for your responses up to this point. Continue to answer based on your experiences in classes over the last year.

Q9 Please indicate to what degree the following factors affected your freedom to make **instructional** decisions in your classroom.

	Not at All (1)	Very Little (2)	Somewhat (3)	To a Great Extent (4)
Publisher supplied curriculum (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative guidelines or policies (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concern over state testing results (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Florida accountability policies (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent does the Common Core State Standards (CCSS)	Not at All (1)	Very Little (2)	Somewhat (3)	To a Great Extent (4)
enrich school climate for instructional relationship between the teacher and students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
promote multidimensional responsiveness in the teaching practice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
address best teaching practices to educate high school students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

promote differentiated instruction while teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provide adequate reading comprehension measures for teaching practices?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
address culturally critical pedagogy in your teaching practice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
permit you to motivate students to develop their social interaction to achieve student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
permit you to motivate students to develop their emotional growth to achieve student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
address special education instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
narrow curriculum by lessening time on critical subject content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effectively aligned to assess all students' Math content attainment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effectively aligned to assess all students' English Language Arts specific content attainment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effectively aligned to assess all students' Science content attainment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effectively aligned to assess all students' Technological content attainment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are students English Language Arts instruction present them an opportunity to write creatively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
an engagement of content area for students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
prepare students to use intellectual processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Curricular Autonomy:** The next section has to do with WHAT you teach. Please share your perceptions regarding the amount of freedom you have to choose the type of curriculum you use in class, and to what depth you are able to cover that curriculum.

Q10 Over the past year, I had the freedom during a typical school day to determine the amount of depth given to any topic in my selected class?

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Q11 Over the past year, I had the freedom during a typical school day to determine the amount of time spent on any given topic in my classes.

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Q12 Over the past year, my curricular decisions were free from concern about student performance on state tests in my class.

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Q13 Over the past year, my independent pedagogical practices decreased because of a national curriculum.

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Q14 Over the past year, I controlled the curriculum content in my class.

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Q15 Over the past year, I was free to create my instructional goals in my class.

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Q16 Over the past year, I was free to provide meaningful contributions in curriculum planning in my class.

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Q17 Over the past year, the standardized curriculum for my students saved me time in my class.

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Thanks for your responses up to this point. Continue to answer based on your experiences in classes over the last year.

Q18 Please indicate to what degree the following factors affected your freedom to make use of your **curricular** decisions in your classroom.

	Not at All (1)	Very Little (2)	Somewhat (3)	To a Great Extent (4)
Publisher supplied curriculum (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative guidelines or policies (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concern over state testing results (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Florida accountability policies (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at All (1)	Very Little (2)	Somewhat (3)	To a Great Extent (4)
To what extent does the Common Core State Standards (CCSS)				
benchmarks designed to adequately assess genuine student learning gains across test measurements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
more advanced in curricular standards content than the Next Generation Sunshine State Standards (NGSSS)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effectively assess college readiness for all students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- |   |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| effectively match the current graduation course requirements at your school?    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| school provided instructional materials are adequately aligned?                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| positively impacted your school's autonomy?                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| successfully impact your classroom?   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| is a test preparation curriculum?   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| prepare students to use critical understanding of any academic subject content? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| match the Florida standardized test assessment?                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| materials support learning for all your high school students?                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Thanks for your responses up to this point. Continue to answer based on your experiences in classes over the last year.

**Professional Expertise:** Teachers build up a wealth of expertise over years of teaching; we will define this as professional expertise. In this next set of questions, I am interested in the amount of time you have and your ability to draw on this expertise.

Q19 Over the past year, lessons I personally planned drove the content of my classes.

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Q20 Over the past year, I had time to reflect on decisions I made in my classes.

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Q21 Over the past year, I had the freedom to draw on my own expertise in order to make decisions in my classes.

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)

- Very Rarely (5)
- Never (6)

Q22 Over the past year, my ability to draw upon my professional expertise was free from concern about student performance on state tests.

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Q23 Over the past year, I was free to draw upon my professional expertise to reorganize and fully implement CCSS?

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Q24 Over the past year, I was free to draw upon my professional expertise to recognize effective teaching practices in my classroom.

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Q25 Over the past year, I was free to use standards guided by special education, training, or skills in my class.

- Always (1)
- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Q26 Over the past year, I was free to exercise discretion in performing services to particular client needs in my class.

- Always (1)

- Very Frequently (2)
- Occasionally (3)
- Rarely (4)
- Very Rarely (5)
- Never (6)

Thanks for your responses up to this point. Continue to answer based on your experiences in classes over the last year.

Q27 Please indicate to what degree the following factors affected your freedom to make use of your **professional expertise** in your classroom.

	Not at All (1)	Very Little (2)	Somewhat (3)	To a Great Extent (4)
Publisher supplied curriculum (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative guidelines or policies (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concern over state testing results (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Florida accountability policies (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what extent does the Common Core State Standards (CCSS)	Not at All (1)	Very Little (2)	Somewhat (3)	To a Great Extent (4)
prepare teachers to use intellectual processes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
prepare teachers to use critical understanding of your academic subject content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
permit implementation of meaningful curriculum to students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
permit you to exercise your child-centered pedagogical skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
increase your autonomy to develop curricular (topics) delivery?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
increase your autonomy to exercise subject delivery regarding child learning problems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
increase your autonomy to design individual instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
increase your workload?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
increase external pressures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
address longstanding curricular issues such as teacher autonomy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
professional development tools effectively prepare you to ensure students are college ready for postsecondary admission decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

reorganize your professional expertise to fully implement CCSS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(accountability system) provide effective feedback about where your strengths and weaknesses appear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
does the feedback method increase stress within your professional practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
align professional development to emphasize student engagement strategies for all students' college and career readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
professional development tools broaden and deepened your understanding of the new materials (subject matter content)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
professional development tools broaden and deepened your understanding of the new standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
professional development tools broadened and deepened your understanding of the new curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
professional development tools broadened and deepened your understanding of the assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
does the well-intended CCSS reform achieve its intended impact to you as an educator (to date: as it stands according to your professional expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**State Accountability Policies:** I would like to ask you a few more questions in order to delve more deeply into your perceptions regarding your classroom experience and the way it has been affected by state accountability policies. In answering the following questions, we will employ a different scale.

Please use the scale below:      Agree Strongly                      Agree Moderately                      Agree Slightly  
Disagree Slightly                      Disagree Moderately                      Disagree Strongly

Please mark the point on the scale that best matches your experience.

Q28 I have lost professional autonomy as a result of Common Core State Standards accountability policies.

- Agree Strongly (1)
- Agree Moderately (2)
- Agree Slightly (3)
- Disagree Slightly (4)
- Disagree Moderately (5)



- Disagree Strongly (6)

Q29 I focus more on what is urgent than what is needed by my students in my classroom as a result of Common Core State Standards accountability policies.

- Agree Strongly (1)
- Agree Moderately (2)
- Agree Slightly (3)
- Disagree Slightly (4)
- Disagree Moderately (5)
- Disagree Strongly (6)

Q30 I have come to mistrust the expertise I have developed over the years as a result of Common Core State Standards accountability policies.

- Agree Strongly (1)
- Agree Moderately (2)
- Agree Slightly (3)
- Disagree Slightly (4)
- Disagree Moderately (5)
- Disagree Strongly (6)

Q31 I have replaced careful curriculum planning for publisher supplied curriculum as a result of Common Core State Standards accountability policies.

- Agree Strongly (1)
- Agree Moderately (2)
- Agree Slightly (3)
- Disagree Slightly (4)
- Disagree Moderately (5)
- Disagree Strongly (6)

Q32 I have sacrificed quality of instruction for quantity of instruction as a result of Common Core State Standards accountability policies.

- Agree Strongly (1)
- Agree Moderately (2)
- Agree Slightly (3)
- Disagree Slightly (4)
- Disagree Moderately (5)
- Disagree Strongly (6)

We are almost finished! Thank you for your responses!

Reminder the responses will be very helpful to us in planning a better instructional program for our students.

This is the last section, Demographical Information. Answers to the following questions will allow me to describe the general characteristics of the participants in this survey and facilitate comparisons among groups. No individual answers will be associated with any identifying demographic data.

Q33 Choose the item that best describes your school geographical location.

- Urban  Suburban  Rural

Q34 Choose which curricular materials you use for your subject matter delivery.

- Textbook (s) CCSS \_\_\_\_\_ Other \_\_\_\_\_  
 Personally developed new curricular materials aligned with CCSS  
 Issued CCSS instructional resources  
 District issued CCSS instructional resources

Q35 Your gender:

- Male (1)  
 Female (2)

Q36 Your years of teaching experience:

- Less than 10 years (1)  
 10 years or more (2)

Q37 Your main subject area:

- English Language Arts (1)  
 Mathematics (2)  
 Science (3)  
 Social Science (4)  
 World Language (5)  
 Visual/Performing Arts (6)  
 Business/Technology (7)  
 Physical Education (8)  
 Other please specify (9) \_\_\_\_\_

Q38 Your ethnicity:

- White (1)  
 Black (2)  
 Hispanic (3)  
 Native American (4)  
 Asian/Pacific Islander/Indian subcontinent (5)  
 Other please specify (6) \_\_\_\_\_

Q39 Your certification:

- District (1)  
 Florida (2)

Other please specify (3) \_\_\_\_\_

Q39 (A) Certification:

- Subject area currently teach in (1)
- Alternative (2)
- Other please specify (3) \_\_\_\_\_

Q40 Career:

If given the opportunity, would you choose another profession?

- Yes (1)
- No (2)

Q40 (A) Please use this section to provide information that would describe how the current standards impact your motivation for teaching.

Q40 (B) Please use this section to provide information that would describe how the current standards impact student learning.

Q41 Please use this section to provide information that would improve CCSS teaching practices and the survey.

Thank you for your time. You have completed the survey. As soon as the results have been compiled, they will be shared with you.