



Maryland's Every Student Succeeds Act (ESSA) Consolidated State Plan- DRAFT #2

Demographic Information

* 1. I am responding to this survey as a(n)

- Superintendent/Formal LEA Response
- State or Local School Board
- Principal
- Teacher
- Other School Staff
- Parent
- Student
- Special Education Advocate
- English Language Learner Advocate
- Higher Education Representative
- Business Community Representative
- Nonpublic School Representative
- Community Engagement Group
- Other

If other (please specify)

2. Local School System/County

- Allegany County
- Anne Arundel County
- Baltimore City
- Baltimore County
- Calvert County
- Caroline County
- Carroll County
- Cecil County
- Charles County
- Dorchester County
- Frederick County
- Garrett County
- Harford County
- Howard County
- Kent County
- Montgomery County
- Prince George's County
- Queen Anne's County
- The SEED School
- St. Mary's County
- Somerset County
- Talbot County
- Washington County
- Wicomico County
- Worcester County
- Not in Maryland
- Representing Multiple School Systems
- No Specific School System

3. Name (optional)

First

Last

Organization

4. Email Address (optional)



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Title I- Maryland's Accountability Program & Supporting the Improvement of All Schools

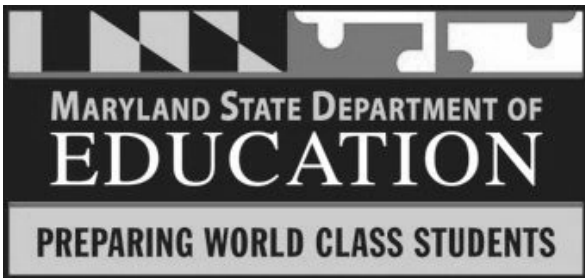
5. The Every Student Succeeds Act (ESSA) requires states to have ambitious long-term goals and measurements of interim progress for academic achievement, graduation rate, and English Learner proficiency. Schools must meet these long term goals by 2030. Between now and 2030, schools will be measured against interim progress. How often should schools be measured on interim progress?

- Every year
- Every two years
- Every three years

6. The Maryland State Department of Education (MSDE) has four domains for school improvement: Leadership, talent development, instructional transformation, and school culture/family engagement. Based on your review of the plan, how well do you think the plan addresses each of the following:

	Very Well	Adequately	Poorly	Not at all	No opinion
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talent Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Transformation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Culture/Family Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Which of these four domains do you think would need the most support?



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Title II- Supporting Effective Instruction

8. To what degree is there a need for a State-Approved online Teacher Preparation Program that would be available to potential teachers in all regions of the State?

- High need
- Medium need
- Low need
- No need
- I don't know

9. Should local school systems support State-Approved online Teacher Preparation Programs by providing field experiences and internships on a schedule compatible with an individual already working in the local school system who wishes to be a teacher?

- Yes
- No
- I do not know

10. Feedback from teachers during the ESSA Listening Tours and from the online ESSA survey for draft one indicates that teachers need more time in the school day for planning and collaboration. In order to provide more time for these activities, what would you be willing to change? (Choose all that apply)

- Increase class size to provide time to collaborate during the school day
- Increase the length of school day to provide time to collaborate
- Provide a daily flexible schedule with built-in collaboration time (students may not have same schedule daily)
- Provide a weekly flexible schedule with built-in collaboration time (students may not have same schedule weekly)

11. What activities/methods/tools do you believe would be helpful to increase the professional growth of educators? (Choose all that apply)

- Analysis of student data
- Data dialogue/collaboration between teachers as students move grade levels
- Opportunities to collaborate with other educators within the same school
- Opportunities to collaborate with other educators in different schools
- Online courses, modules, or Massive Online Open Courses (MOOCs)
- Online resources such as lesson seeds, plans, etc.
- Webinars
- Workshops

Other (please specify)

12. What do you believe are the areas of need for educator professional learning? (Choose all that apply)

- Addressing needs of specific student groups
- Addressing parental needs
- Addressing student gaps in knowledge
- Co-teaching (general education and special education)
- Addressing needs of PreK-Grade 2
- Deeper content knowledge
- Teaching diverse populations
- Examination of student data
- Teacher/student resources
- Formative assessments
- Scaffolding/differentiating
- Standards: alignment of instruction
- Standards: unpacking
- Use/creation of rubrics
- Use/creation of performance based assessments
- Universal Design for Learning (UDL)

13. How much impact do you think each factor below has on educator effectiveness?

	Large impact	Some impact	No impact	Negative impact
Analyzing student data to inform instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in a strong induction program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personalized professional learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive school climate/culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supportive school leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. How important are each of the methods below in supporting teacher leaders across Maryland?

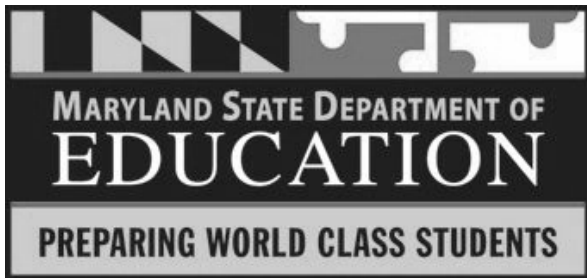
	Very important	Important	Neither important nor unimportant	Not important
Create a state-wide teacher-leadership framework defining the professional development necessary to be a teacher leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide micro-credentials (competency based credentials that allow educators to focus on a discrete skill, i.e Information Technology, Mechanical Engineering, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide state-wide recognition for teacher leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use teachers to facilitate state-wide initiatives around policy goals involving education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. What are some leadership opportunities to which teachers need more access? (Choose all that apply)

- Leading content teams
- Leading grade level teams
- Leadership opportunities in school improvement decisions
- Mentoring (support from a seasoned teacher)
- Peer coaching (support from colleagues in similar positions)
- Peer collaboration
- School-based professional learning decisions/content

16. How effective do you believe the following ways are to increase equitable access to effective teachers for all students across the State?

	Very effective	Effective	Neither effective nor ineffective	Ineffective	Very ineffective
Increase professional learning and support for teachers in low-performing schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase recruitment efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide regional support centers for resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide regional support centers for greater accessibility of pre-service teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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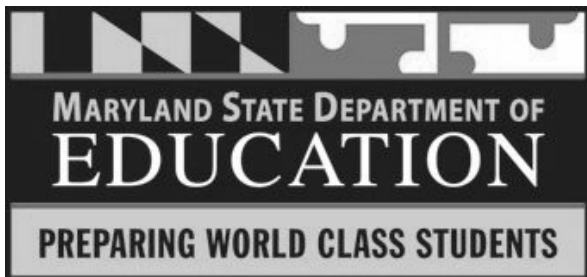
Title III- English Language Acquisition and Language Enhancement

17. How many years should recently exited English Learners (ELs) (students who were receiving services and support for English Language proficiency but now demonstrate proficiency in English) be included in the State accountability system?

- 2 years
- 3 years
- 4 years

18. One use of Title III funds is for the State to provide support for English Learners (ELs). Please mark how effective you believe each resource will be in helping EL students.

	Very effective	Effective	Neither effective nor ineffective	Ineffective	Very ineffective
More content teachers (English, Math, Science, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More administrators (EL specialists, resource teachers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Long term ELs (other students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EL teachers (Teachers specifically trained to work with EL students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Central office staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Title IV-Student Support & Academic Enrichment Grants/21st Century Community Learning Centers

19. Title IV, Part A provides funds throughout the State to the local school systems to provide all students with access to a well-rounded education, improve school conditions for learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students. What should be the priority for using Title IV, Part A funds?

	High Priority	Priority	Neither high nor low priority	Low priority	Very low priority
Direct services for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development for teachers and administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salaries of personnel to carry out identified programs and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supplemental education resources and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Title IV, Part B provides funds for the 21st Century Community Learning Centers (CCLC) which are responsible for providing out-of-school time programs. These programs create community learning centers that provide students with academic enrichment opportunities as well as additional services designed to complement their regular academic program. Please indicate the importance of priorities for after-school programs to focus on:

	Very important	Somewhat important	Important, but not high priority	Not important
Academic improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping students in a safe place between the hours of 3-6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrichment (arts, crafts, music, dance, cooking, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Free daycare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutritious Meals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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General Questions

21. Please indicate your level of support for Maryland's ESSA Consolidated State Plan:

- Highly Support
- Support
- Minimally support
- Not able to read the plan