



To: The Educators' Common Core Implementation Taskforce
 From: Mark Watts, Abacus Associates
 Re: Connecticut Teacher Survey Results*
 Date: May 21, 2014

The main conclusion of our survey is that the issues teachers have with implementing Common Core State Standards (CCSS) are both broad and deep. Connecticut teachers who are responsible for implementing CCSS are overwhelmingly concerned about many aspects of learning, developing and implementing the new standards. They have serious concerns about the time available to them, especially when it comes to preparing units and lessons and collaborating with colleagues about incorporating the standards. They have serious concerns about the support and materials available to them, especially when it comes to more or better curriculum unit and lesson plan examples and guides. Finally they are very concerned about the professional learning that is available to them, especially the availability of more school based instructional support and training to learn how to teach the new standards. All of these—available time, available support and materials, and available professional learning opportunities—are serious concerns for Connecticut teachers when it comes to implementing CCSS. Furthermore, Connecticut teachers are quite divided when asked which one of these three concerns is the most important for them relative to the others, underscoring the importance of all three.

Connecticut teachers are concerned about the time, support and material and professional learning available for implementing Common Core Standards

Connecticut teachers are quite concerned about many aspects of learning, developing, and implementing CCSS.

	<i>Very/Smwht serious concern</i>	<i>Slight/Not a concern</i>
<i>The amount of time available</i>	82%	17%
<i>The support and materials available.....</i>	81%	19%
<i>The professional learning and training opportunities available.....</i>	78%	22%

In the survey, we drill down further to identify specific teacher priorities when it comes to what aspects of time, support and materials, and professional learning are most important:

- When it comes to ***time*** available, the most important to teachers is the ***time to prepare units and lessons***, followed by the ***time to collaborate with colleagues about incorporating the standards into instruction***.
- When it comes to ***support and materials*** available, the most important to teachers is ***more or better curriculum unit examples and guides and lesson plan examples and guides for teachers***.
- When it comes to ***professional learning***, the most important to teachers is ***more school based instructional support and training to learn how to teach the new standards***.

**These results are based on our survey of a random sample of 500 CEA teachers and 100 AFT-CT teachers who are responsible for implementing the Common Core State Standards (CCSS). Telephone interviews were conducted from April 3-8 and from April 29-30 (AFT). Data were weighted by union membership and school level to ensure the sample distribution matched the large sample of Connecticut teachers responsible for implementing the CCSS. Sampling error for the entire sample on a question where respondents are evenly divided is plus or minus 4.0 percentage points.*

Teachers are quite divided over priorities: time, plans & guides, instructional support and training

When we took those top specifics and contrasted them against each other in order to ascertain which are the most important, teachers were very divided. No more than 41% and no less that 28% chose one as the most important, while about one-third said each choice was the least important of the three:

	<i>Most important of the 3</i>	<i>Least important of the 3</i>
<i>More or better curriculum unit and lesson plan examples and guides for teachers</i>	41%	31%
<i>More time to learn, develop, and implement the new standards</i>	30%	32%
<i>More or better instructional support and training for teachers to learn how to teach the new standards</i>	28%	32%

Early release days is the preferred way to create more hours to learn, develop and implement CCSS

When it comes to ways to create more hours in order to implement CCSS, one half strongly prefer early release days and 90% at least somewhat prefer them, making it the clearly dominant preference.

Q11. How much do you prefer this option for creating more time or contractual hours that a teacher could opt to choose?

	<i>Strongly prefer</i>	<i>Smwht prefer</i>	<i>Not interested</i>
<i>Early release days</i>	51%	39%	9%
<i>Paid time for after school</i>	36%	43%	20%
<i>Additional paid hours in the summertime</i>	36%	38%	25%
<i>Release time during school</i>	38%	33%	28%
<i>Late start days</i>	27%	36%	35%
<i>Additional paid hours on Saturdays</i>	7%	23%	70%

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