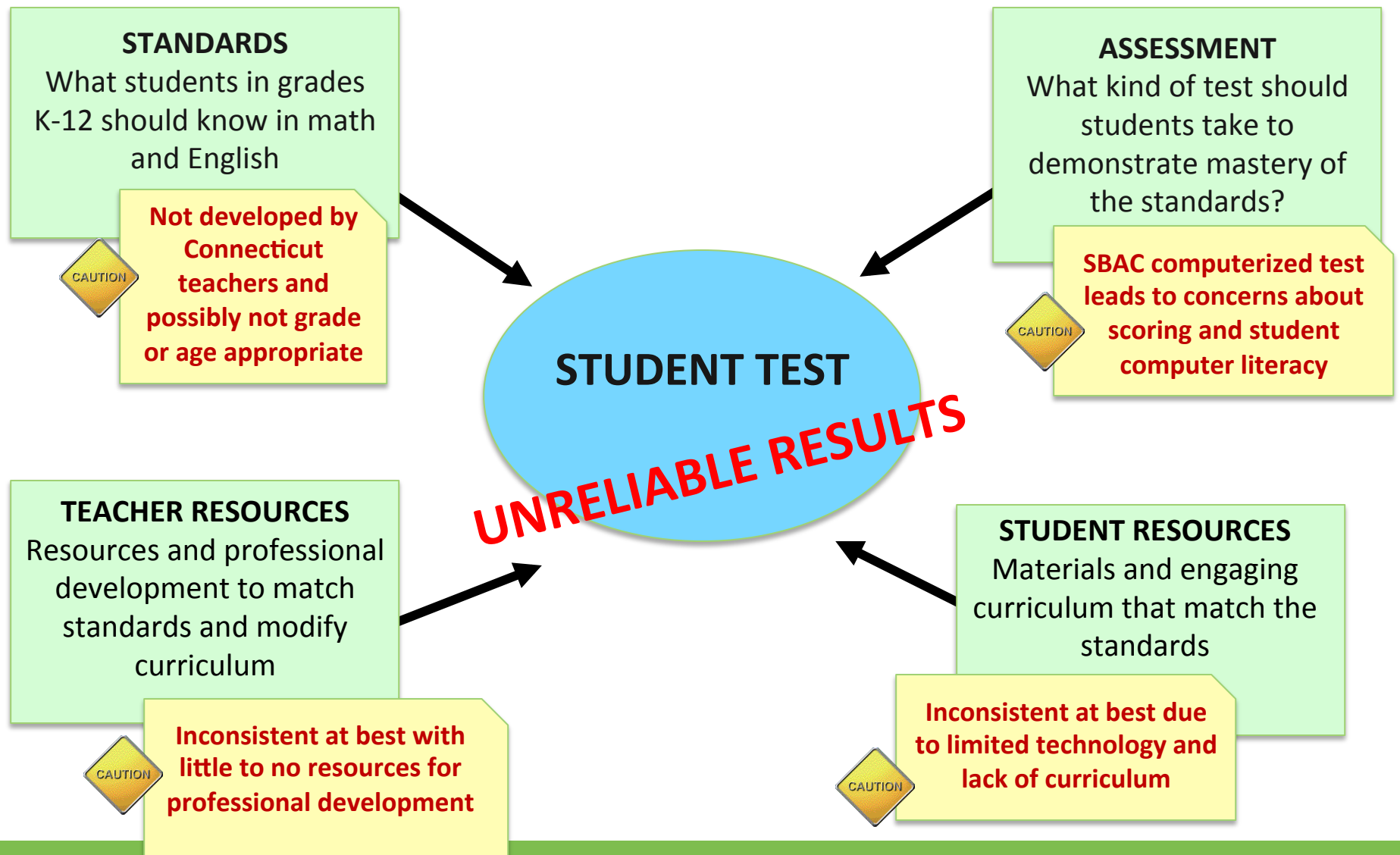




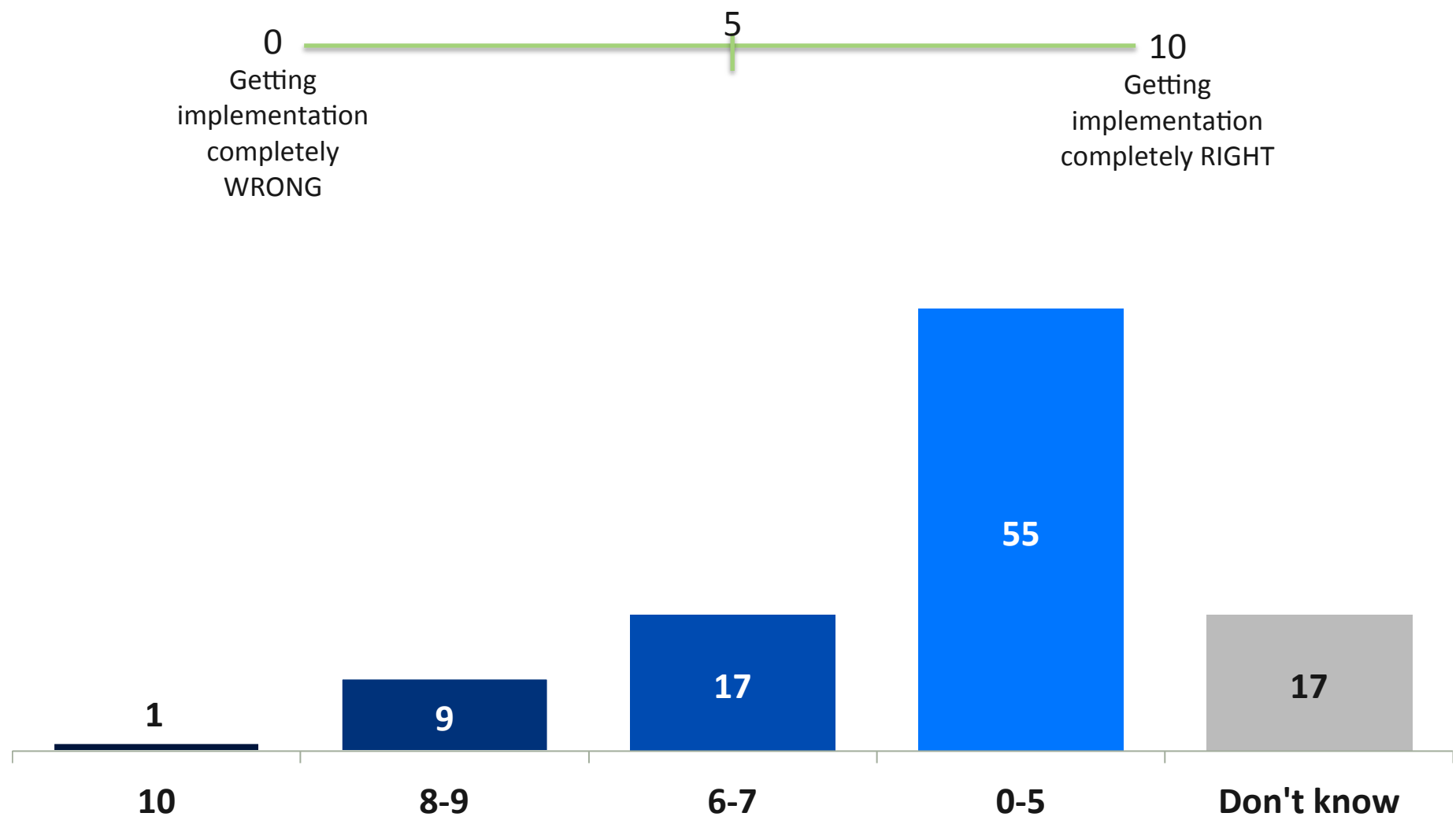
CEA

Advocating for teachers
and public education

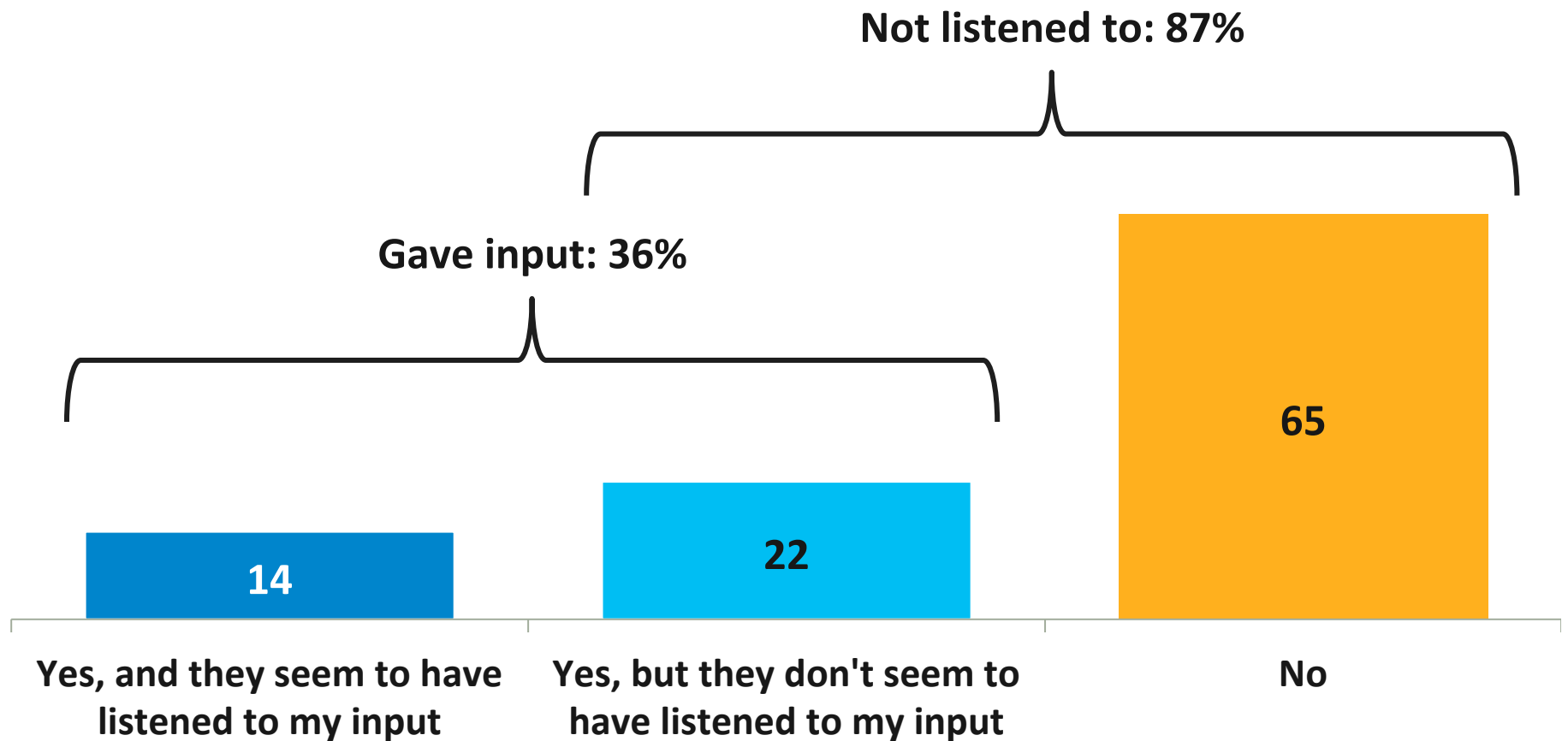
Common Core State Standards Result in a National Mastery Exam



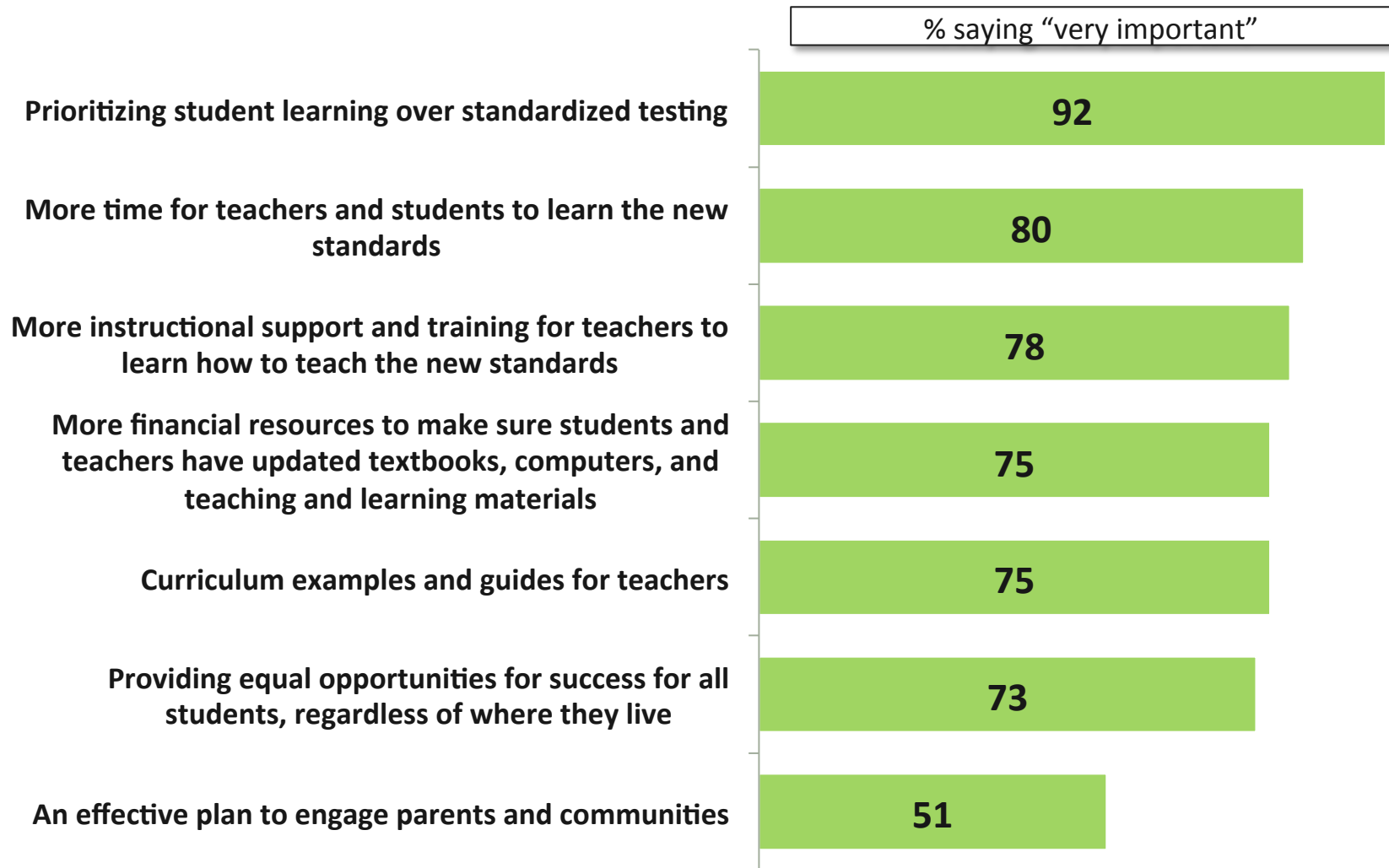
Implementation is not going well. More than half give schools and districts failing grades for implementation



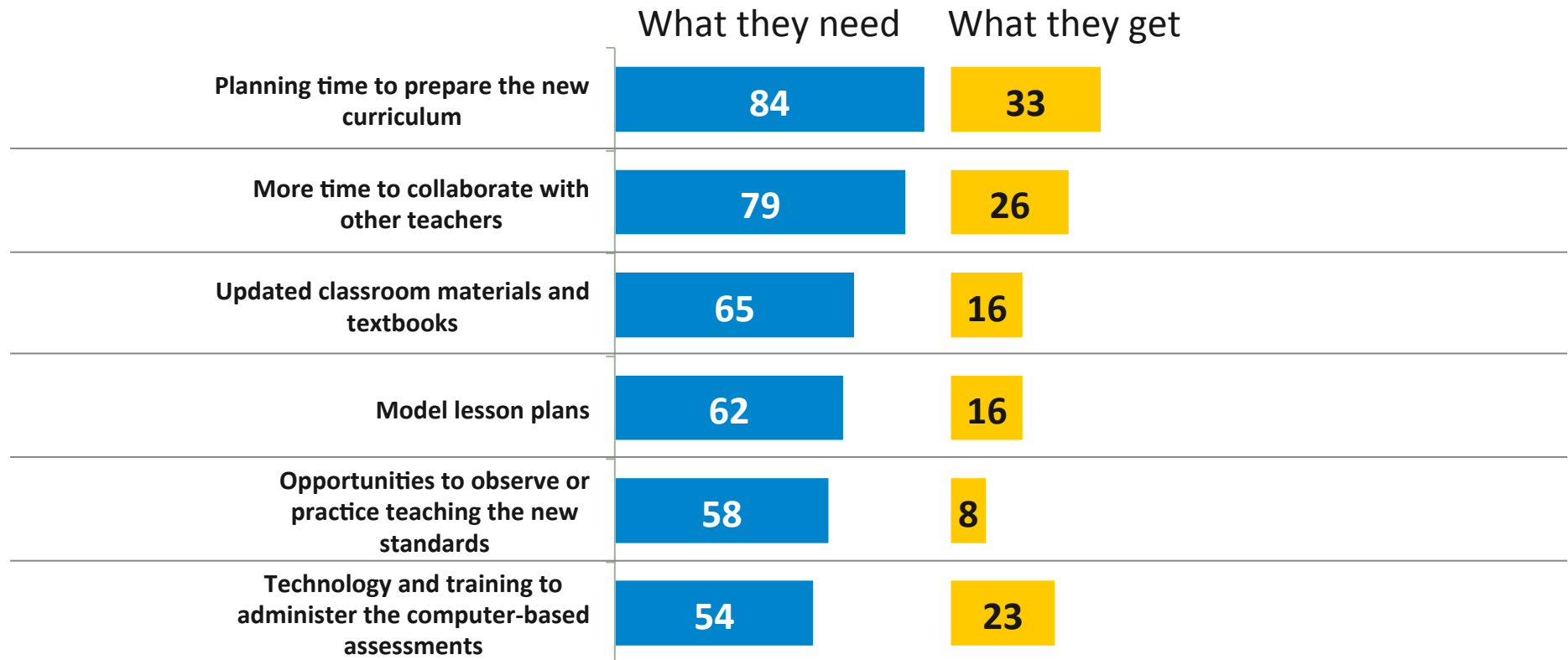
Teachers not able to give input on Common Core implementation, and very few say they are being heard



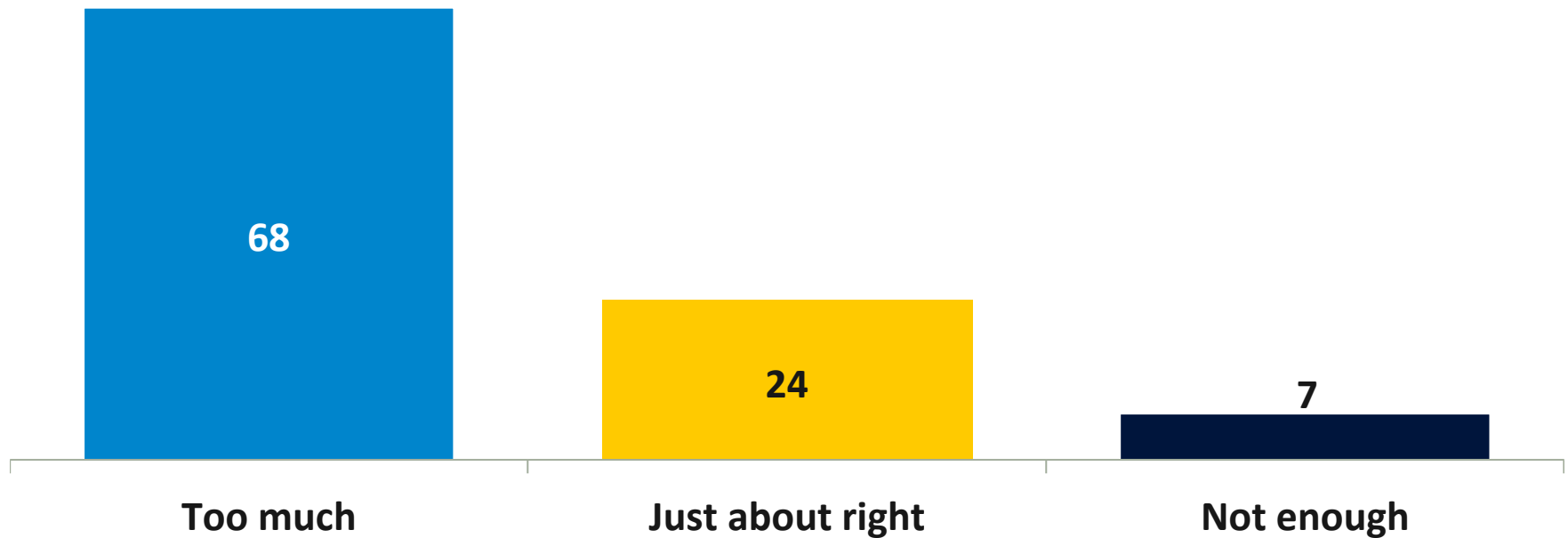
What would it take to be successful? More emphasis on learning than testing. Also, give teachers and students more resources to get it right and more time to do it well



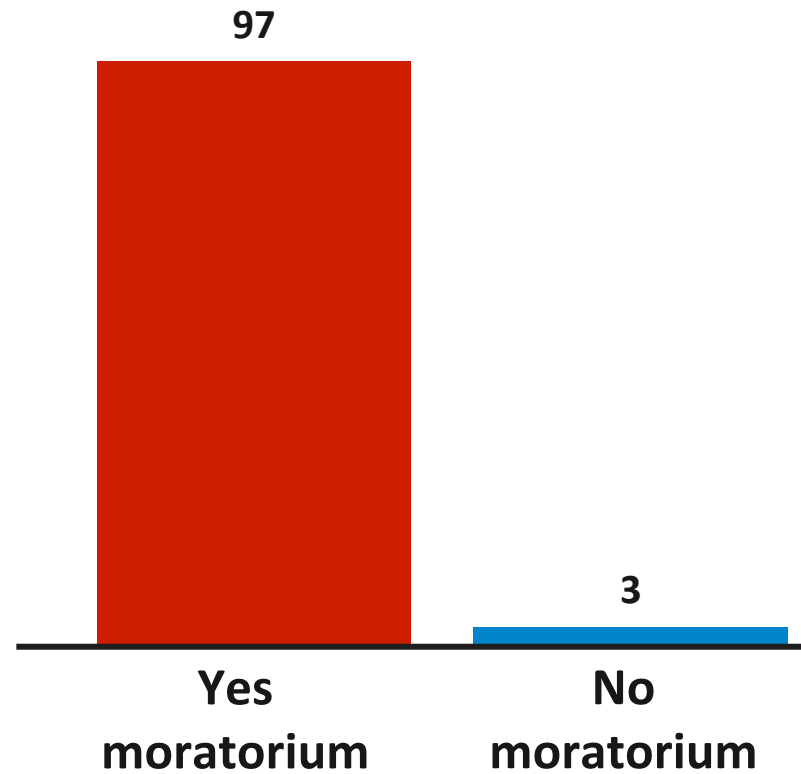
But schools not providing teachers most basic resources for Core, and what is available does not align with what they need most.



Teachers overwhelmingly believe there is too much emphasis on standardized testing



Almost unanimous support for a moratorium



Key Findings

- **Despite teachers' support for the Core, schools are falling short on implementation.** More than half (55 percent) give their schools failing grades on Common Core implementation.
- **Schools are ill-equipped and under-resourced to implement the Core.** Just 16 percent say they have the classroom materials and textbooks students need to learn the Core, and less than a quarter have the technology required to administer the computer-based assessments to their students.
- **Strong majorities say they need more time to get it right for their students.** 96 percent believe implementation has been rushed: just a third have had time to properly prepare the new curriculum and 80 percent say more time for training and learning is very important for them and their students.
- **Teachers want to be consulted and involved in their school's implementation plans.** However, two-thirds (65 percent) have not had the opportunity to weigh in on their district's plan to implement Common Core in their classrooms.
- **They have concerns about high stakes assessments, exacerbated by CCSS.** 68 percent say there is currently too much testing and 62 percent worry that CCSS will exacerbate this. Almost all members say schools should prioritize student learning over testing and 97 percent want a moratorium on the Smarter Balanced test.

Mixed Messages

This is an example of a CCSS not in the Connecticut standards.

**CCSS MATH
GRADES 9 to 10**

CC.9-12.N.CN.6(+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the number at its endpoints.

This is an example of a Connecticut standard that is not in the CCSS.

CT READING GRADE 3

CT.3.R.22 Reading Comprehension:
During reading: Make predictions and connections.