

SUPPORTING *the*
COMMON CORE
STATE STANDARDS



Executive Summary

SURVEY AND RECOMMENDATIONS BY
Delaware Teachers of the Year

Delaware Teachers of the Year Surveyed on Common Core Implementation

In June 2013, recent district and state Teachers of the Year from Delaware were surveyed for their perspectives on their status of implementing of the Common Core State Standards (CCSS).

Participating were 63 respected teachers and specialists representing all 19 districts, pre-K through 12, with six or more years experience teaching subjects including English language arts, math, social studies, science, special education, drama, art, and career and technical education.



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“I see the power of the standards and want to use them to make an impact on my students.”

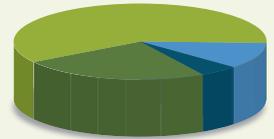
“Implementing the Common Core will be a lot of work for many teachers. They will be teaching new content, digging deeper into concepts and writing new lessons plans.”

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FINDINGS | JUNE 2013

Common Core State Standards will increase student achievement.

Strongly Agree	24%
Agree	60%
Disagree	11%
Strongly Disagree	5%



Results show 84% of teachers agree that CCSS will increase achievement for the majority of their students.

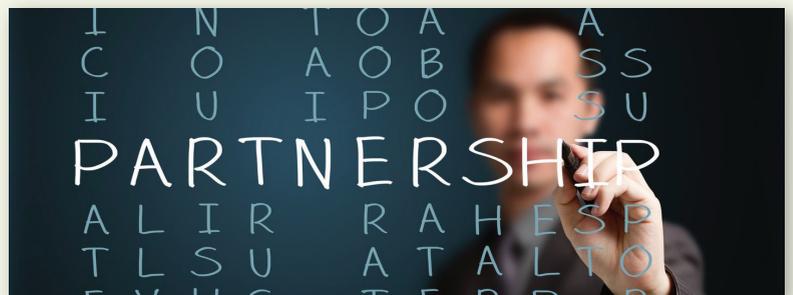
Teachers confident in CCSS indicate they believe:

- **CCSS is more rigorous** with raised expectations for student learning, compared to the state’s previous standards..... 71%
- **CCSS enables shared practices**, providing teachers a common language and the sharing of best practices, tools, and professional learning across schools and systems 83%
- **CCSS has fewer and improved standards**, giving students the opportunity to master key competencies, rather than being superficially exposed to them 51%

However, half of the teachers who are not confident in CCSS have concerns that the CCSS would exclude important concepts that students should learn.

Steps towards the comprehensive implementation of CCSS have been taken.

- Teachers who have participated in professional development, standards alignment and mapping, or other state and/or district led activities related to the CCSS as of June 2013..... 97%



RECOMMENDATIONS

Based on survey results, Delaware Teachers of the Year developed the following recommendations:

POLICYMAKERS

General Assembly, State Board of Education, Local Boards of Education

TEACHERS RECOMMEND:

- Preserving planning time.
- Reviewing assessments and the duties assigned to teachers to identify potential efficiencies.
- Evaluating policy options for student advancement based on mastery.
- Allocating funding to support additional time, positions and resources.

EDUCATION LEADERS

State, District and School Leaders

TEACHERS RECOMMEND:

- DDOE and district leaders provide support by facilitating high quality professional development.
- Ensuring sustained support.
- Providing clear messaging and communications related to CCSS.

COMMUNITY PARTNERS

Families, Businesses, Organizations, Funders, PTAs, School Boards and Associations

TEACHERS RECOMMEND:

- Increasing awareness of the complexities of implementing CCSS.
- Facilitating dialogue about the transition to CCSS.
- Supporting students beyond the classroom, not just in academic development, but in skill and character development as well.

Briefs with more details can be found online at: hopestreetgroup.org/our-work/education/publications

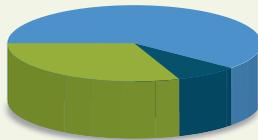
However, teachers indicate there is not equal access to CCSS-related activities and resources across the state.

When respondents were asked to identify what activities and/or resources had been made available to them or their peers:

- Professional learning communities focused on CCSS implementation..... 50%
- Collaborative planning time dedicated to understanding and deconstructing the CCSS..... 47%
- Collaborative planning time dedicated to aligning CCSS..... 45%
- Lesson plans aligned to the CCSS..... 43%
- Content-focused training on the CCSS..... 35%
- Research and best practice in CCSS implementation..... 24%
- Job-embedded training or coaching focused on CCSS implementation..... 21%

More support and work is needed to fully prepare teachers to successfully implement CCSS.

- Completely prepared..... 31%
- Somewhat prepared..... 61%
- Not prepared..... 8%



Teacher implementation underway

- Fully incorporated the CCSS into their teaching..... 28%
- Incorporated CCSS into some, but not all, areas of their teaching..... 64%
- Not incorporated the CCSS into their teaching expectations or practice..... 9%

Full implementation will take time

Teachers believe incorporating new standards into their practice and fully aligning the supporting resources will occur over the coming years.

- Possible this year (2013-14)..... 13%
- Realistic in 2014-15 school year..... 36%
- Realistic in 2015-16 school year or beyond..... 51%

Support is needed

Top challenges identified to implementing the CCSS:

- More professional development..... 40%
- Further time to collaborate with colleagues..... 37%
- Additional aligned textbooks and materials..... 26%

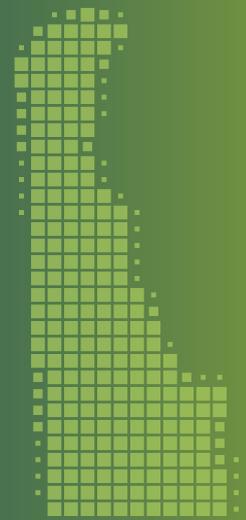
About the Common Core

The Common Core State Standards (CCSS) Initiative is a state-led effort to establish a single set of clear educational standards for K-12 English language arts and mathematics.

Teachers, parents, school administrators, and experts from across the country worked together with state leaders to develop these standards, which have been voluntarily adopted by 45 states, including Delaware in 2010.

The Standards raise the bar for student achievement while standardizing what students learn from one state to the next, better allowing states to work together and share resources.

Items on the Delaware state test have been aligned to the CCSS, and Delaware will soon move toward the Smarter Balanced Assessment developed by a consortium of states to more effectively measure student achievement.



BRIEF PRESENTED IN PARTNERSHIP WITH

