Priorities And Concerns Among Connecticut Teachers Responsible For Implementing CCSS
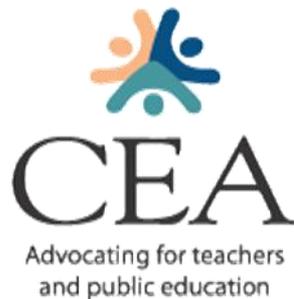
May 21, 2014

Research Design

- Survey of 500 CEA & 100 AFT-CT members who are responsible for implementing Common Core State Standards:

  - Data weighted to match population distribution of school level among CT Teachers (58% Elementary, 19% Middle School, 23% High School)

  - Data weighted to reflect balance of CEA & AFT implementers (79% CEA & 21% AFT)

- 9 minutes in length.

- Margin of error is +/-4.0%

- Fielded April 3-8 (CEA) and April 29-30 (AFT), 2014

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Teachers Are Concerned About Many Aspects Of CCSS; Most Concerned About Having Enough Time

Concern

■ **Very serious**   ■ **Somewhat serious**   ■ **Slight**   ■ **Not**

How would you characterize the…

…amount of time that you have to adequately learn, develop, and implement common core standards?

51% **82%**	31%	12%	5%

…support and materials — such as adequate technology for assessment, and curriculum unit or lesson plan examples and guides — available to you to help learn, develop, and implement common core standards?

46% **81%**	35%	12%	7%

…the professional learning and training opportunities available to you to help learn, develop, and implement common core standards?

42% **78%**	36%	15%	7%

Remainder "Not sure."

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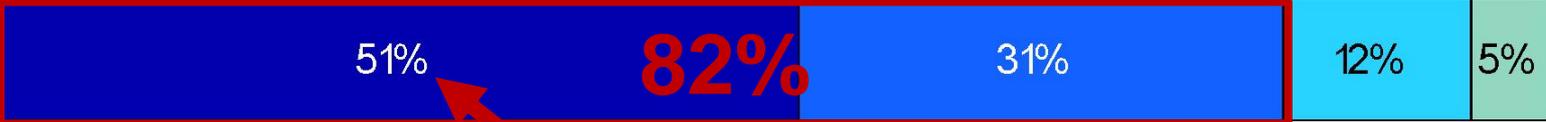
Teachers In Towns With Lower Wealth Are Much More Concerned About All Aspects Of Implementing CCSS

Town Wealth Factor (from member list)

Concern

■ Very serious	■ Somewhat serious	☐ Slight	☐ Not

How would you characterize the…

…amount of time that you have to adequately learn, develop, and implement common core standards?

<54K	← Lower Town Wealth (58%)	29%	10%	4%
54+K	← Higher Town Wealth (42%) 32%	16%	6%	

…support and materials — such as adequate technology for assessment, and curriculum unit or lesson plan examples and guides — available to you to help learn, develop, and implement CCS?

<54K	50%	34%	11%	4%
54+K	39%	36%	13%	12%

…the professional learning and training opportunities available to you to help learn, develop, and implement common core standards?

<54K	47%	34%	12%	7%
54+K	36%	38%	18%	8%
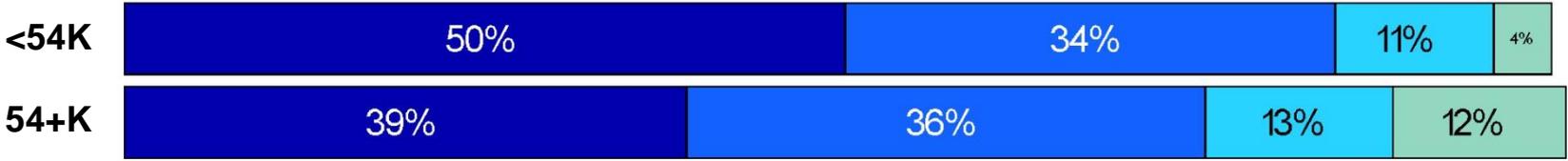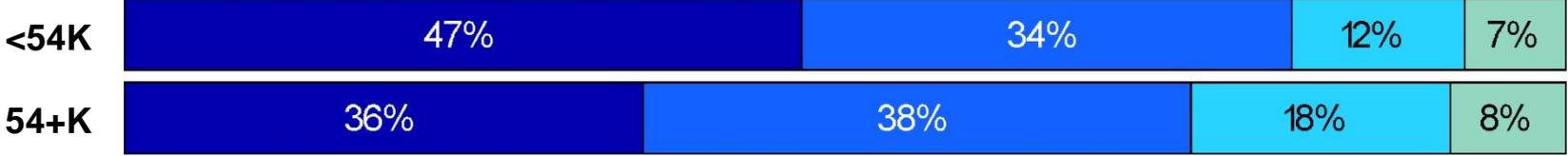
Remainder "Not sure."

Of The Ways In Which Time To Implement CCSS Can Be a Factor, Time To Prepare Units & Lessons Is Most Important

Q6. Which of these four aspects of the implementation of common core standards do you consider to be most/2nd/3rd/least important?

| ■ Most important | ■ 2nd most important | ■ 3rd most important | ▢ Least important |

More time to prepare units and lessons

| 42% | 28% | 16% | 9% |

More time to collaborate with colleagues about incorporating the standards into instruction

| 30% | 33% | 14% | 17% |
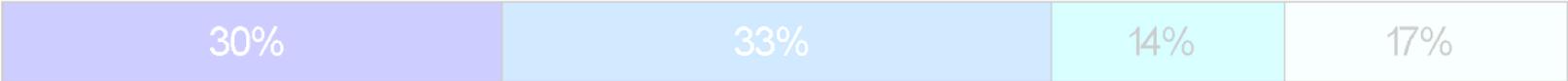
More time to prepare the scope and sequence of the new curricular framework

| 16% | 18% | 33% | 29% |

More time for teachers to learn the standards

| 11% | 15% | 31% | 39% |

Remainder "Not sure."

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Of Teachers Responsible For Implementing Both Math & ELA, 2/3 Say The Time Needed Is Equally An Issue For Both

Question

Q7. Is the time needed for implementation of common core state standards more of an issue for the Math standards, the ELA standards, or is it equal for both?
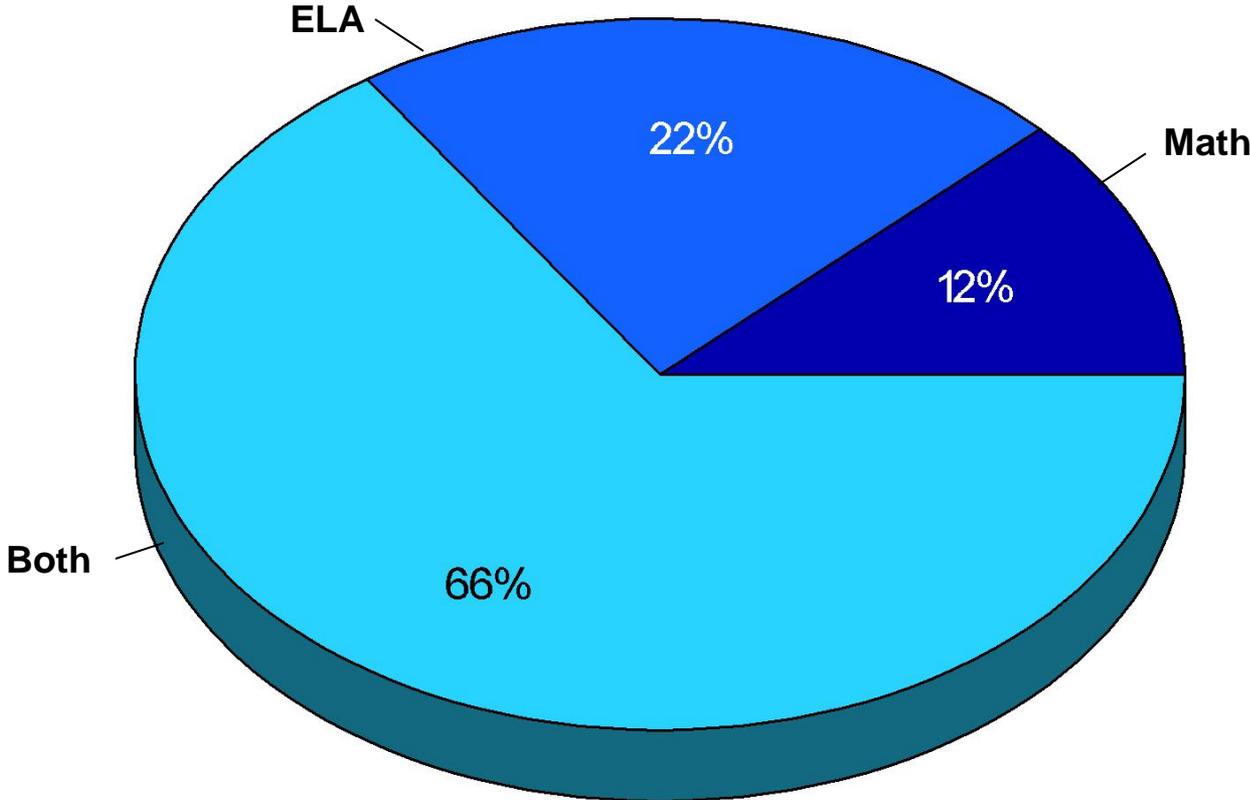
Asked only of teachers who are responsible for implementing both math and ELA CCSS.

Most Important Materials & Support: More/Better Curriculum Unit & Lesson Plan Examples; Guides For Teachers

Q8. Which of these three types of materials and support needed for implementation of common core standards is the most/2nd most/least important?

■ **Most important**　■ **2nd most important**　■ **Least important**

More or better curriculum unit and lesson plan examples and guides for teachers

64%	22%	12%

Better technology to administer the computer-based assessments

| 22%	40%	35%

An effective district communication plan so that parents and communities receive information about the changes in standards and their impact on schools and students

13%	34%	49%

Remainder "Not sure."

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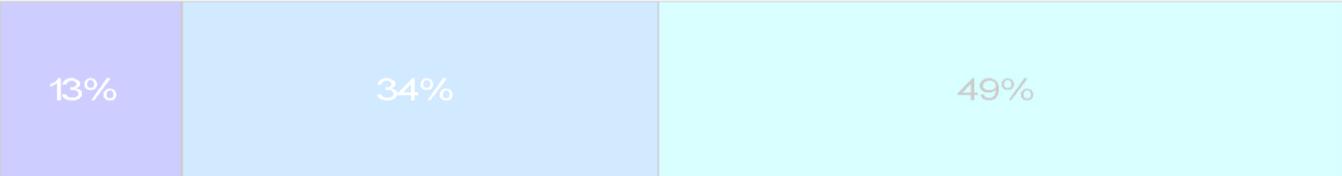
For Most Important Professional Learning: More School-Based Instructional Support & Training For New Standards

Q9. How important is each of these priorities for implementing common core standards for you?

- ■ **Topmost important** (dark blue)
- ■ **Very important** (blue)
- ■ **Somewhat important** (light blue)
- ■ **Not important** (green)

a. More school-based instructional support & training for teachers to learn how to teach new standards

29%	46%	22%	3%
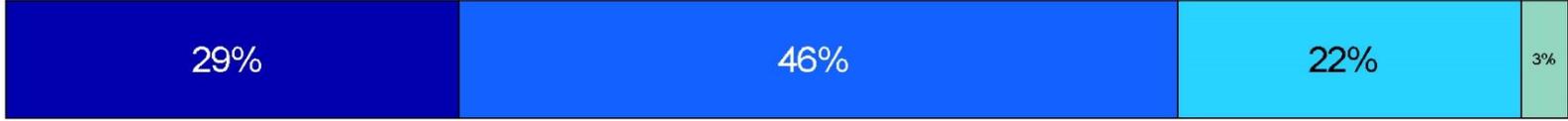
c. Opportunities to participate in out-of-district activities to learn how to teach the new standards

9%	31%	46%	13%

b. Training to administer the computer-based assessments

7%	26%	42%	23%

Remainder "Not sure."

Teachers Divide Over Unit/Plan Examples & Guides, Time, & Support & Training; Plurality See Former As Most Important

Q10. Which of these three needs for learning, developing, and implementing common core standards is the most/ 2nd most/ least important?

■ Most important   ■ 2nd most important   ■ Least important

More or better curriculum unit and lesson plan examples and guides for teachers

41%	25%	31%

More time to learn, develop, and implement the new standards

30%	35%	32%

More or better instructional support and training for teachers to learn how to teach the new standards

28%	36%	32%

Remainder "Not sure."

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# Early Release Days Are The Most Preferred Option For Creating More Time To Implement CCSS

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

	Strongly prefer	Somewhat prefer	Not interested
a. Early release days	51%	39%	9%
c. Paid time for after school	36%	43%	20%
d. Additional paid hours in the summertime	36%	38%	25%
b. Release time during school	38%	33%	28%
f. Late start days	27%	36%	35%
e. Additional paid hours on Saturdays	7%	23%	70%

Remainder "Not sure."

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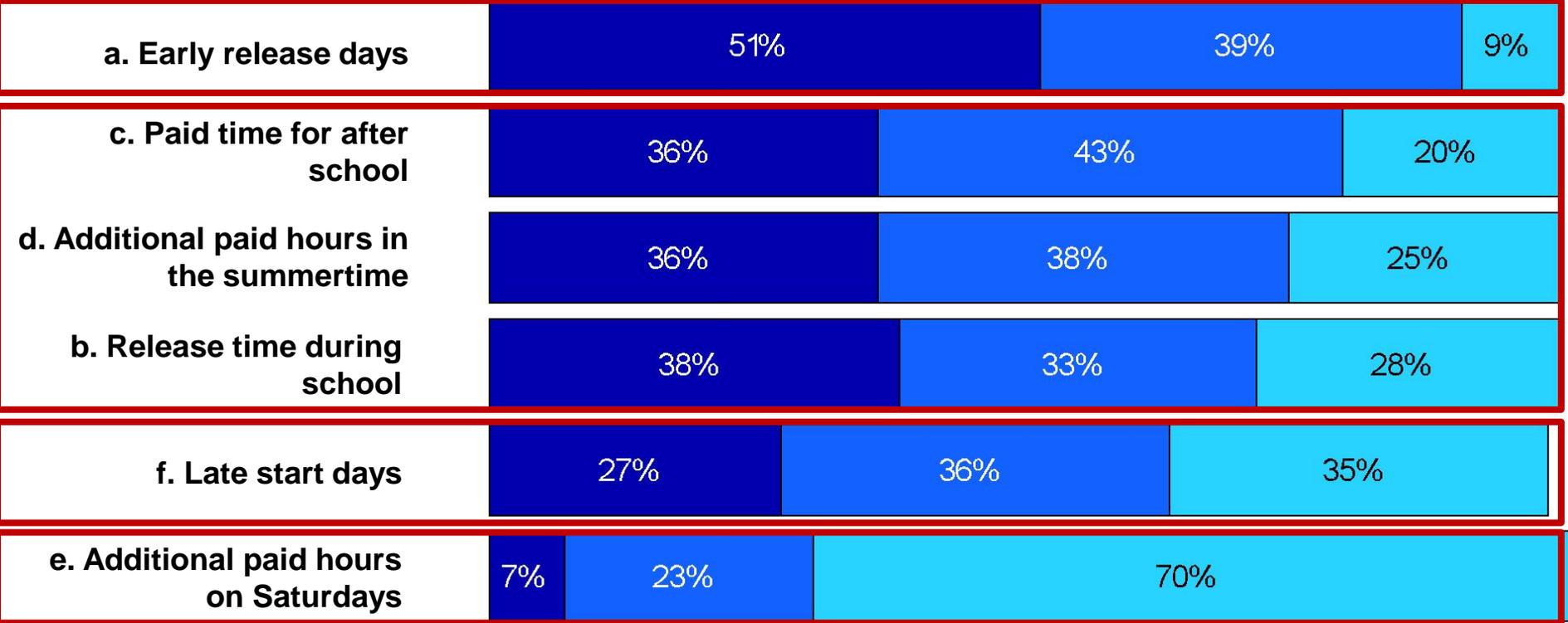
Summary

- Teachers are concerned about all aspects CCSS implementation

- Concerns are greatest in low wealth school districts

- Time and more or better curriculum unit and lesson plan examples and guides for teachers are biggest concern

- Teachers strongly prefer early release days to alleviate the problem of finding more time

- Teachers strongly oppose paid Saturdays as a way to create more time