



THE CONNECTICUT INTERSCHOLASTIC ATHLETIC CONFERENCE

*TESTIMONY OF THE CONNECTICUT ASSOCIATION OF SCHOOLS
EDUCATION COMMITTEE PUBLIC HEARING
WEDNESDAY, MARCH 12, 2014*

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The CT Interscholastic
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30 Realty Drive
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The Connecticut Association of Schools (CAS) is a nonprofit organization which provides professional development for school leaders- primarily principals- in over 1000 member schools. While CAS supports the proposed study of CCSS described in HB 5078, and would like to be included in the study team, **we cannot support the bill as written**, as we believe that funding must be maintained.

The National Association of Elementary School Principals conducted a survey of nearly 1100 principals in 14 states regarding Common Core. The survey found that more than 80 percent agree that the Common Core has the potential to improve conceptual understanding, increase student skill mastery, create more meaningful assessments of students, and provide a curriculum frame leading to deeper understanding of conceptual thinking.

Most principals surveyed were familiar with the standards themselves, as well as the curricular changes that must accompany the standards, and most had received some level of professional development on Common Core. However, principals indicated that they lack necessary preparation to lead and sustain the vision of Common Core over the long term. Principals said they need more adequate training and financial resources to manage the change process in the schools, evaluate teachers' use of the new standards during instruction, align the school's instructional focus, make key decisions on the best types of professional development to support teachers, and develop extended learning opportunities to sufficiently address Common Core implementation. The survey clearly indicated that there are very real concerns that the Common Core will not be implemented as intended, and that potential student learning gains will not be realized.

*Affiliated with
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There are many misconceptions about the support for the Common Core. We must remember that any implementation concerns are not the same as concerns about the standards themselves.

As the initiative moves forward in Connecticut, it is imperative that state and local systems provide adequate professional development and resources to support Common Core implementation. A moratorium on funding Common Core development in our state will cripple the momentum that our schools have worked hard to achieve and our students will be gravely lacking in preparation for the SBAC assessments when they become a requirement.

Respectfully,

Karissa L. Niehoff, Ed.D
Executive Director

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