

Dear Mr. Yaccarino,

I am writing to give my testimony concerning the future of education in the state of Connecticut. As a 6th grade math teacher in North Haven Middle School one of my concerns involving the implementation of the CCSS, standardized testing and SEED is that the entire concept assumes a 'one size fits all' philosophy and a 'level playing field.' There are not many areas of life if any where these notions hold true, middle school is surely not one of them.

For example, in the state of Connecticut 6th grade can reside in a middle school, elementary school or some variation e.g. an intermediate school. When a 6th grade is located in a middle school the schedule is based on some type of rotating class periods with specific lengths. If 6th grade is in an elementary or intermediate school, subjects can be taught for any length of time based on the teacher's discretion. So math can vary from 42 minutes in a middle school to 70 minutes or more in an elementary. Most 6th grade text book lessons are designed for a 60 minute time frame. How can standardized testing data reflect this variation? One size fits all, I think not!

Additionally, in conjunction with math instruction usually goes remediation and or enrichment. Not all middle school schedules accommodate remediation or enrichment. This type of lesson extension must be done ad hoc, after school or within some other schedule constraint. Schools that can make a commitment to this type of scheduling arrangement will obviously score better than those that can't. This is why assuming a level playing field will ultimately be a mistake. Having taught 6th grade math for almost 10 years now, I have often wanted to compare the CMT data for districts with 6th grade in middle school and those in elementary. The variation in scores will speak for themselves.

Sincerely,

Steve Bevins

6th Grade Math

NHMS