

To Whom It May Concern:

I have been a proud Connecticut teacher for 30 years and I feel like Public Education has become a fiasco. I am not sure who is making the decisions, but something needs to be done. First, the Common Core was introduced in 2010 with an implementation date of 2014. Yet, Connecticut continued to assess students with the CMTs for the next 3 years. Not only do we continue with the CMTs, but we use those test scores for my evaluation. So, how could I abandon the way I have been teaching to work on the Common Core, when my students will not be assessed on it, and my teaching ability will be determined by their performance on an unrelated assessment.

There is no way a teacher could possibly switch to the Common Core while the CMTs were in place. Which leads us to this year, we have no more CMTs. So we have switched our

curriculums in Math, Reading, and Writing to align with the Common Core. In my district we have about 20-40% of each curriculum aligned and the rest of the time we are “winging it”!

Time is needed to create coherent, relevant curriculums and then implement them. There are not enough resources to teach the common core thoroughly and correctly. Not to mention, it is difficult to learn one new curriculum, let alone three!!! To top it off, the students will be assessed using SBAC on a curriculum that is half in place and those scores will be reported publicly by district!!! Someone, somewhere, should have been able to generate a plan better than this to roll out the CMTs and roll in the Common Core and SBAC. As for the SBAC, most students are not ready to be tested solely on a computer. Many of my students do not have a computer at home, so they are not adept at typing skills. Without these skills, the testing process will be drawn out significantly. I also know that many students will guess since the test does not allow you leave a question blank and go back to it. My fear is that, by the end, students won't go back when they complete the test.

If a state is going to overhaul its entire education's curriculum, a detailed plan phasing in the new by grade level bands and phasing out the old should have been developed. A cold-turkey stop of CMTs and start of SBAC is not the way to go. You have high school students (who have been taught and taken the CMTS for all of their educational years) that will take an assessment based on an entirely different philosophy of teaching and assessing. What is that going to tell you? This whole changeover needs to slow down and be done right for the sake of the students in Connecticut.

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