

# OVERVIEW OF COMMON CORE STATE STANDARDS

December 6, 2012

## THE COMMON CORE

K-12 academic standards set the expectations for what students should know and be able to do each year, in every subject, and upon graduation. Standards are the foundation upon which the rest of the education system is built, including curriculum, instruction and assessment. While most state standards historically have not matched up with real-world expectations, 46 states and Washington, D.C., have now raised the bar significantly by adopting and beginning to implement in classrooms across their states the Common Core State Standards (Common Core) in English language arts and literacy and mathematics.

Developed by states under the leadership of the Council of Chief State School Officers and the National Governors Association, the Common Core State Standards are K-12 standards in English language arts and literacy and mathematics that are internationally benchmarked and anchored in research about what it takes to have the academic skills to graduate from high school ready for postsecondary work. Each of the 46 states and Washington, D.C. voluntarily chose to adopt the CCSS through their own existing processes for standards adoption.

The Common Core State Standards focus the attention of the education system on the knowledge and skills students need to meet the challenges of college and the workplace. In mathematics, this means teachers will concentrate on teaching a more focused set of major mathematics concepts and skills. This will allow students time to master important ideas and skills in a more organized way throughout the year and from one grade to the next. It will also call for teachers to use rich and challenging mathematics content and to engage students in solving

real-world problems in order to inspire greater interest in mathematics.<sup>1</sup> In English language arts and literacy, this means that in addition to stories and literature, students will read more texts that provide facts and background knowledge in areas including science and social studies. They will read more challenging texts and be asked to construct written arguments. There will also be an increased emphasis on building a strong vocabulary so that students can read and understand more challenging material.<sup>2</sup>

Perhaps the most significant promise of the Common Core is what is possible now that a majority of states have adopted consistent standards. States have already come together to collaborate on common assessments and curriculum and instructional materials, and the world of digital learning and open education resources (OERs) is expanding rapidly. States can—and have—not only learned from each other about “what works” but have an opportunity to drive the education marketplace in a way that directly supports students’ preparation for college and careers—and drive down costs while they are at it.

Students will only be prepared for college and careers if we set the right expectations and goals. While standards alone are no silver bullet, they provide the necessary foundation upon which the rest of the system should be built. The promise of the Common Core is that ALL students, regardless of where they live, will have an educational experience that will prepare them to graduate from high school with the core academic knowledge and skills needed to reach their full potential in college, careers and life.

<sup>1</sup> Council of Great City Schools Parent Roadmaps to Common Core Standards - Mathematics Series (June 2012).

<sup>2</sup> Council of Great City Schools Parent Roadmaps to Common Core Standards - English Language Arts Series (June 2012).

# CURRICULUM AND INSTRUCTIONAL MATERIALS

December 6, 2012

## CONTEXT

### Why this aspect of implementation matters and an overview of the main issues

- The Common Core State Standards represent the *goals* of K-12 education in English language arts and literacy and mathematics. Curriculum is the *roadmap* administrators and teachers use to get there. The Common Core does not impose a single curriculum. Curriculum decisions are the responsibility of states, school districts and schools.
  - Teachers need high quality and aligned curriculum as well as instructional materials—tools like lesson plans that support the day-to-day work of teachers in classrooms.
  - To meet the expectations of the Common Core, students will have to grapple with more complex, information-rich texts across the curriculum. Many states and districts are struggling to find or create curriculum and instructional materials with such texts.
  - Isolated exemplars of such curriculum and instructional resources do exist. However, it is a significant challenge and a burden for every teacher to construct a coherent, well-ordered curriculum based on these isolated exemplars. Teachers should have flexibility to make adaptations and refinements, but should not have to construct curriculum on their own.
- States are uniquely positioned to play a critical leadership role in getting these tools into the hands of teachers: by capitalizing on the “common” nature of the standards, they can concentrate their efforts on developing or encouraging the use of high quality materials. State leaders must decide what role they want to play in making this happen: options include developing and providing the tools directly, recommending or certifying existing tools, or sharing criteria by which administrators and teachers can judge the alignment of existing tools to the Common Core.

## STAFF BACKGROUND

### Information that legislators should ask their staff to gather so they have the background knowledge necessary to engage in Common Core implementation in ways that reflect their unique state context

- What is the state’s role in curriculum and instructional resources? What is the district role?
- Who is responsible for curriculum adoption (e.g., state school board, local school boards, state education agency)?
- Does the state have protocols that guide textbook adoption? If so, what are they?
- Does state law currently direct the state education agency and local education agencies to purchase and utilize curriculum aligned to state standards?

- What feedback loops are in place to monitor teacher use of and satisfaction with Common Core aligned classroom materials and to strengthen state action in light of this feedback?
- Is the state coordinating with other states and/or helping districts work together to identify, test and/or share high-quality Common Core aligned curriculum and instructional materials?

## OVERSIGHT

### Questions legislators should ask of state education agency leaders and others with significant Common Core implementation roles to ensure all parts of the system are working together to support a successful transition

- How well is the state meeting any statutory requirement it has to provide schools with access to materials that are high quality and aligned to the Common Core? If there is no such mandate, are we using any existing authority to help get high quality, aligned curriculum and instructional materials into the hands of teachers?
- What evidence does (or should) the state education agency use itself or provide to local districts to assess the alignment and quality of curricular resources and instructional materials across all grades and subjects? Is any evidence about existing resources currently available?
- How do we know whether teachers have access to Common Core aligned materials, including the availability of appropriately complex texts?
- What is the state doing to identify and remove materials that are *not* aligned with Common Core expectations?
- Do we have a statewide textbook adoption protocol? If so, what criteria are in place to help ensure that any purchased curriculum materials and instructional resources are aligned to the Common Core? Does the state need to issue waivers or extend timelines to allow enough time to find high quality, aligned materials?
- Are teachers able to use open education resources (OERs) that are aligned with Common Core?

## AUTHORIZATION AND APPROPRIATION

### Questions legislators should ask state officials leading Common Core implementation—including their legislative peers—about the role of state statute and funding in setting the foundation for a successful transition

- How are we using existing statutory authority related to curriculum and instructional materials to focus state efforts on promoting access to high quality, aligned materials for all teachers? Are there activities or programs we should discontinue or realign to better focus our efforts?
- How are new Common Core aligned materials being procured? If through vendors, does the state have recourse if promised materials do not meet the state's expectations? Are we actively seeking opportunities to procure high quality materials from or with other states, and encouraging local school districts to procure such materials as a group to secure the best available resources and to achieve economies of scale?
- Are new collections of informational texts needed to meet the expectations of the Common Core? If so, what existing funds are available for that purpose?
- Are online and open education resources (OERs) being used? Are they encouraged? Can cost-savings be achieved?
- How are we using existing state and federal dollars related to curriculum and instruction to focus available resources on promoting access to high quality, aligned materials for all teachers? Are there funding streams we should discontinue or realign to focus our resources on promoting access to Common Core aligned materials?
- Are textbook or curriculum funds appropriated with a time-limited window to purchase materials? If so, are waivers or extensions an option if Common Core aligned materials are not available?

## CONTEXT

### Why this aspect of implementation matters and an overview of the main issues

- In 2014-2015, assessments built to measure student mastery of the Common Core will be available for all states to choose to adopt. These tests are intended to replace current state tests in reading, writing and mathematics in grades 3-11, and will provide cross-state, comparable data on student readiness for college and career.
- Forty-five states working together in two different consortia are building these innovative, computer-based assessments. Your state is likely a member of one or both consortia (Partnership for Assessment of Readiness for College and Careers or Smarter Balanced Assessment Consortium).
- These tests will emphasize the skills and academic content necessary to be ready for college and career by the end of high school. For example in literacy, students will read complex texts and construct written arguments using the specifics of the text. In mathematics, students will apply their knowledge to solve in extended problems that require strategic thinking. Sample test questions can be found at [parconline.org](http://parconline.org) and [smarterbalanced.org](http://smarterbalanced.org).
- The level of rigor on these tests is likely to be closer to the level of rigor required by the National Assessment for Educational Progress (NAEP) than your current state assessments. Because, like NAEP, the new assessments test higher order knowledge and skills and more rigorous content, initial scores are likely to be lower than on most current state tests.
- These tests will allow us to describe student readiness for success in college and career, and provide information throughout students' K-12 careers that can be used over time to significantly decrease remediation rates, increase college access and achievement, and better prepare young people for high-wage jobs in a global economy.
- The high school tests are being designed in partnership with postsecondary faculty to signal whether students are ready to be placed in first year, credit bearing college courses or whether they require remediation. Most states do not currently have such a direct link between what

students are expected to know and be able to do in high school and what they need to know and be able to do to succeed in the first year of college. This alignment could reduce the number of tests students need to take for college placement and provide a clear message to them about the value of their high school work.

## STAFF BACKGROUND

### Information that legislators should ask their staff to gather so they have the background knowledge necessary to engage in Common Core implementation in ways that reflect their unique state context

- When are current state tests administered to K-12 students? When and how are results published?
- What do the current state tests look like? What kind of items do they include (e.g., multiple choice, short answer, extended writing or problem solving)?
- Do we administer any computer-based assessments now?
- What is the current per-pupil cost per test in English language arts and mathematics?
- Does state statute mandate that state assessments be aligned to the state's standards?
- When does our current testing contract expire?
- How are current assessments used to make decisions about school accountability, teacher evaluation and stakes for students?
- Do we have high school exams with high stakes for students? If so, what are they?
- What are our most recent results on the National Assessment of Educational Progress?
- What are our most recent results on state assessments?
- Do postsecondary institutions currently use scores on our existing state assessments as an indicator of students' readiness for first year credit bearing college courses?
- What are our remediation rates in two-and four-year public postsecondary institutions?

## OVERSIGHT

Questions legislators should ask of state education agency leaders and others with significant Common Core implementation roles to ensure all parts of the system are working together to support a successful transition

### Assessment Background

- Which assessment consortium are we a member of?
- If we are members of both consortia, what is our plan for choosing which assessments we'll use?

### Implementation Logistics

- Does the state have a plan for administering computer-based assessments in the 2014-15 school year statewide?
- What modifications, if any, are needed to any existing contract the state has to administer tests to accommodate the new Common Core aligned assessments?
- What is the state doing to help all of our districts have access to computer infrastructure bandwidth and training to improve instruction and to administer computer-based assessments?
- Has the state encouraged local districts to complete the "technology readiness audit" and use the results to shape local technology plans? What proportion of schools is ready to implement computer-based tests in the 2014-15 school year? What is needed to support schools that are not ready?
- How much time will districts need to spend administering these new assessments? What data will teachers and parents get back?
- Will the new assessments be used for high school graduation requirements or exit exams for course credit?
- If applicable, how is our Elementary and Secondary Education Act-Flex plan affected by adopting new assessments? How is our state accountability program affected? What changes do we need to either/both?
- How and when will results from the Common Core aligned assessments be factored into teacher and principal evaluation systems?

### Relationship to College and Career Readiness

- What information will these new tests provide and how will it differ from our existing assessments? Are there plans to report information on students as they progress through elementary and high school to indicate whether they are on track to be ready for college and career?
- How do we expect results on these new tests to compare to our National Assessment of Educational Progress scores?

- Will postsecondary institutions be expected to use scores on these new assessments as an indicator of student readiness for first year credit bearing college courses?
- What is the relationship between the Common Core assessments, our existing assessments, and ACT/SAT?
- If applicable, how are we transitioning existing high stakes high school assessments as we move toward adoption of Common Core aligned tests?

## AUTHORIZATION

Questions legislators should ask state officials leading Common Core implementation—including their legislative peers—about the role of state statute in setting the foundation for a successful transition

- Who has the authority in the state to adopt and implement the consortium-developed assessments?
- If the state statute governing standards and assessments mandates a particular assessment, when will the statute need to be revised to adopt the consortium-developed assessments?
- What other relevant statutes—such as those governing teacher/leader evaluation, high school graduation requirements and school accountability—need to be modified?

## APPROPRIATION

Questions legislators should ask state officials leading Common Core implementation—including their legislative peers—about the role of state funding in setting the foundation for a successful transition

- How are we using existing state and federal dollars related to assessments and technology to focus resources on getting ready for the 2014-15 administration of Common Core aligned tests and using technology to improve instruction in our classrooms? Are there funding streams we should discontinue or realign to focus our efforts?
- How much will administration of these tests cost? Will it cost more or less than what we spend now?
- Are technology acquisition plans in other areas (e.g., instruction, data systems, interventions) currently in place to prepare for the new assessments in 2014-2015? How are our e-rate and other grants being used to prepare for the technology demands required by these tests?
- What are the costs for updating technology connectivity, ensuring access to computers/devices and training to administer online tests and improve instruction?

# TEACHER PROFESSIONAL LEARNING

December 6, 2012

## CONTEXT

### Why this aspect of implementation matters and an overview of the main issues

- The most critical factor in successful implementation of the Common Core is the ability of K-12 teachers to bring the standards to life in their classrooms every day.
- The Common Core requires significant shifts in instruction in English language arts and literacy and mathematics, and much greater focus on students' ability to analyze text, solve complex problems and marshal evidence to support their arguments. The standards also call for teaching fewer topics in much more depth.
- Most teachers will need to learn new instructional practices and sharpen their knowledge in the areas the Common Core emphasizes. Principals and district staff will need to provide teachers with training, time to absorb and practice their new skills, opportunities to collaborate with their peers and engagement with experts to get ongoing feedback and guidance.
- Teachers will need high quality professional learning to understand and enact the standards, including:
  - ⇒ Depth of content knowledge in each subject as required by the Common Core
  - ⇒ In English language arts and literacy, an increased emphasis and balance among informational texts and fiction and communicating based on the texts
  - ⇒ In mathematics, greater depth, rigor of content in fewer topics, and a focus on specific mathematical skills like reasoning and proof
  - ⇒ Aligning existing curricular materials to the Common Core and/or developing new Common Core aligned curricular materials

- ⇒ Using classroom time differently to cover fewer topics and teach them with more depth and different approaches to meet the needs of all students at different levels
- ⇒ Using teaching planning time differently to collaborate with other teachers and leaders and co-plan for Common Core aligned instruction

## STAFF BACKGROUND

### Information that legislators should ask their staff to gather so they have the background knowledge necessary to engage in Common Core implementation in ways that reflect their unique state context

- Does the state have professional learning standards for teachers? What are they, and who in your state has authority to adopt them?
- How do we know if the professional learning teachers experience meet or exceed these standards? How do we know teachers are learning what they need to learn?
- What organizations in the state are involved in delivering professional learning to teachers (e.g., regional service centers, state education agency, universities, for-profit organizations, not-for-profit organizations, school boards, local education agencies, legislature), and what are their roles?
- How much funding is currently allocated toward professional learning and what are the sources of it? How is time allocated for professional learning? What flexibility is offered to school systems to meet local needs and to collaborate with other districts? What are significant expenditures associated with professional learning?

## OVERSIGHT

Questions legislators should ask of state education agency leaders and others with significant Common Core implementation roles to ensure all parts of the system are working together to support a successful transition

- How are we using existing authority related to teacher professional learning to focus our efforts on supporting teachers to gain the knowledge and skills they need to implement the Common Core in their classrooms? Are there professional learning activities or programs we should discontinue or realign to focus our efforts?

### Prioritization and Monitoring

- Who is primarily responsible for providing high-quality, Common Core-aligned professional learning to teachers?
  - ⇒ If the state, how does it provide it at sufficient scale, intensity and sustainability?
  - ⇒ If districts or regional offices, how does the state promote quality?
  - ⇒ If schools or teachers, what data, tools and resources are available to support effective decision-making?
  - ⇒ For any of the above, who is monitoring the implementation, how is impact measured and how will this information be used to improve future teacher professional learning efforts?
- Are there plans beyond initial orientation sessions on the Common Core?
- Is professional learning focused on helping teachers understand and apply curriculum and instructional resources that are aligned to the Common Core?
- Will teachers be asked to demonstrate knowledge of and ability to implement the Common Core after engaging in professional learning?

### Capacity

- How will the state support districts that do not have the capacity to implement high quality Common Core aligned professional learning for teachers?
- Are we assessing what teachers need most to implement the Common Core successfully and using that information to develop plans for teacher professional learning at the state and local levels?
- How will technology be used to implement, enhance and extend the reach of cost-effective, Common Core-aligned professional learning?

### Alignment and Accountability

- How are the providers of teacher professional learning being held accountable for quality and effectiveness?
- How will the state report on the impact of its investment in Common Core aligned professional learning for teachers?
- How are we connecting the instructional shifts teachers need to make to implement the Common Core to the criteria used to evaluate teachers? Is the state helping to coordinate professional learning plans for Common Core with professional learning priorities identified through the teacher evaluation system?

## AUTHORIZATION AND APPROPRIATION

Questions legislators should ask state officials leading Common Core implementation—including their legislative peers—about the role of state statute and funding in setting the foundation for a successful transition.

- How are we using existing authority related to teacher professional learning to help all teachers get the knowledge and skills they need to implement the Common Core successfully? Are there professional learning activities or programs we should discontinue or realign to focus our efforts?
- How are we using existing state and federal (e.g., Title I, Title II of the Elementary and Secondary Education Act) dollars to focus available resources on supporting teacher professional learning around the Common Core at the state and local levels? Are there funding streams we should discontinue or realign to better focus our resources?
- What are the resources needed to support the state's plan for providing teachers with Common Core aligned professional learning?
- Can districts "blend" state and federal funding sources to support local teacher professional learning needs around the Common Core?
- Is the state directing Common Core aligned professional learning resources to rural, small and/or less affluent districts? If so, how?

# TEACHER PREPARATION

December 6, 2012

## CONTEXT

### Why this aspect of implementation matters and an overview of the main issues

- The most critical factor in successful implementation of the Common Core is the ability of K-12 teachers—including those entering the profession—to bring the standards to life in their classrooms every day. The standards represent a significant shift in the way teachers must teach, as the level or rigor and scope of the standards are different from current state standards.
- Teacher preparation providers—both traditional degree programs and alternative pathway providers—need to prepare new teachers to teach the Common Core when they enter the classroom. As a result, the state’s accreditation standards for teacher preparation programs and related policies need to emphasize the Common Core and the instructional shifts teachers will need to make to implement them.

## STAFF BACKGROUND

### Information that legislators should ask their staff to gather so they have the background knowledge necessary to engage in Common Core implementation in ways that reflect their unique state context

- Where do our state’s teachers get trained and certified?
  - ⇒ through which public institutions
  - ⇒ through which alternate routes
  - ⇒ from out of state
  - ⇒ through which private institutions
- What data does the state have on how well teacher preparation providers are preparing educators to teach?
- What exams do teachers have to pass to become certified or licensed? What are passing rates? What do the exams currently measure?
- What are the ways we currently can influence *teacher preparation providers*—both traditional and alternative (e.g., program approval or accreditation)? Who is responsible for coordinating efforts among teacher preparation providers to promote alignment to state standards (e.g., state education agency, higher education coordinating board, teacher licensing commission)?
- What are the current ways in which the state has to influence what is required of *individual teachers* (e.g., certification and licensure exams)? Who has authority over them?

## OVERSIGHT

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Questions legislators should ask of state education agency leaders and others with significant Common Core implementation roles to ensure all parts of the system are working together to support a successful transition

### *Quality Assurance*

- Is there a plan and a timeline to align teacher preparation program approval/accreditation with the expectations of the Common Core?
- Are there plans to revise the state's teacher licensure/certification exams to align to the Common Core? What is the timeline for this and who is responsible? Will a full professional license require teachers to demonstrate success with students on Common Core aligned assessments?

### *Preparation Program Design*

- Are there plans to revisit the state's standards for what new teachers need to know and be able to do to reflect proficiency in Common Core-aligned instruction?
- Will teacher candidates be required to demonstrate competency in Common Core instruction prior to graduating from a teacher preparation program/completing requirements for an alternative pathway?
- How can the state require or encourage preparation programs of different kinds to embed the Common Core into what prospective teachers learn and experience?
- Are all teacher preparation providers comprehensively revising course content to align to the Common Core? Are they doing the same to align clinical experiences for teacher candidates to the Common Core?
- How are higher education faculty and other teacher preparation providers learning about the demands of the Common Core? Will colleges of education and arts and sciences faculty members in public colleges and universities receive professional development relative to the Common Core?

## AUTHORIZATION

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Questions legislators should ask state officials leading Common Core implementation—including their legislative peers—about the role of state statute in setting the foundation for a successful transition

- How are we using existing authority related to teacher preparation in the state to focus our efforts on preparing new teachers to enter the profession ready to implement the Common Core in their classrooms? Are there activities or programs we should discontinue or realign to focus our efforts?
- Are there state-mandated requirements about the curriculum new teachers must complete, and are these being revisited to reflect Common Core?

## APPROPRIATION

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Questions legislators should ask state officials leading Common Core implementation—including their legislative peers—about the role of state funding in setting the foundation for a successful transition

- How are we using existing state and federal (e.g., Title II of the Elementary and Secondary Education Act) dollars related to teacher preparation to help new teachers enter the profession ready to implement the Common Core in their classrooms? Are there funding streams we should discontinue or realign to focus our efforts?
- Are existing or new funding sources and incentives being used to accelerate alignment to Common Core in teacher preparation programs?
- How will the costs of professional development around the new Common Core expectations for preparation providers/teacher educators be covered? Are there existing state or federal funding sources that could be used for this purpose?

# TEACHER AND PRINCIPAL EFFECTIVENESS

December 6, 2012

## CONTEXT

### Why this aspect of implementation matters and an overview of the main issues

- Many states currently are implementing new teacher and principal evaluation systems, coinciding with implementation of the Common Core. Implementing both initiatives at the same time requires coordination and integration. In most states, separate offices are responsible for implementing performance evaluations versus new content standards, which can create incoherence and mixed messages to teachers.
- Most teacher and principal evaluations will be based partly on evidence of their impact on student learning, including test-score data when available; new reading and mathematics tests that measure Common Core knowledge and skills are expected to be used in 2014-15.
- In addition to articulating academic content, the Common Core focuses on students' higher-order thinking skills, active engagement and persistence in solving complex problems, and ability to construct and communicate logical arguments. The Common Core has significant implications for teaching practice, which need to be reflected in systems for evaluating teacher performance.

## STAFF BACKGROUND

### Information that legislators should ask their staff to gather so they have the background knowledge necessary to engage in Common Core implementation in ways that reflect their unique state context

- What are the timelines for transitioning to the Common Core in classrooms? What are the timelines for implementing teacher and principal evaluations? How do they overlap?
- How are the state's principal and teacher evaluation systems designed? What do we know about their quality? Are there connections between the evaluation systems and the Common Core?
- How have teachers and principals been involved in the transition to the state's new evaluation systems? How are they being supported?
- Does the state have benchmarks for the successful implementation of teacher and principal evaluations? If so, how are we doing so far?
- Who observes teachers in our state as part of the evaluation process? Does this work fall on the shoulders of principals or are others allowed to participate in observations?
- Are principals and other observers receiving training on how to observe Common Core aligned teacher practice and to provide high quality feedback to teachers?

- Are teachers receiving individual, targeted professional development as a direct result of their evaluations? If so, how is that integrated into a comprehensive professional learning plan?

## OVERSIGHT

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### Questions legislators should ask of state education agency leaders and others with significant Common Core implementation roles to ensure all parts of the system are working together to support a successful transition

- Given that evaluation systems and Common Core roll-out plans were developed separately but are being implemented simultaneously, what adjustments are being made to prevent them from becoming isolated work streams within the state education agency?

#### *Teacher Effectiveness*

- How is the teacher evaluation system encouraging or hindering teachers and principals to shift to Common Core aligned instruction? Is the quality of Common Core implementation measured in evaluations?
- Are the tools used to guide how teachers are observed in their classrooms as part of their evaluations being modified to reflect the Common Core?
- How is the transition to new Common Core aligned assessments going to affect teacher evaluation? Are teachers being asked to adjust practice based on the instructional shifts before Common Core aligned assessments are available?
- Beyond the multi-state Common Core tests that are coming in 2014-15, are new tests or other measures of student learning being used in teacher evaluations? How are these measures assessing Common Core knowledge and skills? If districts are responsible for these additional tests and measures, is the state education agency and/or the state legislature helping?

#### *Principal Effectiveness*

- How is the state prioritizing efforts to train, support and evaluate principals based on their ability to

observe Common Core aligned instruction and provide high quality feedback to their teachers on those observations?

- Are principals being trained and evaluated on their ability to manage the transition to the Common Core in their buildings, to set classroom goals and measures for student learning grounded in the Common Core, and to maintain a positive professional culture as evaluations and Common Core are rolled out?

## AUTHORIZATION

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### Questions legislators should ask state officials leading Common Core implementation—including their legislative peers—about the role of state statute in setting the foundation for a successful transition

- How are we using existing authority related to teacher and principal evaluation to align those systems with the Common Core?
- Is the state considering making any accommodations to timelines or requirements to account for new tests coming online at the same time they are supposed to count for teacher evaluations?

## APPROPRIATION

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### Questions legislators should ask state officials leading Common Core implementation—including their legislative peers—about the role of state funding in setting the foundation for a successful transition

- How are we using existing state and federal dollars to align teacher and principal evaluation systems with the Common Core?
- Are evaluators being trained to apply Common Core expectations to observations and evaluation ratings? Who will provide and fund that training? What kind of existing funding streams can be used or redirected to support this work?