



FOR IMMEDIATE RELEASE
Tuesday, April 8, 2014

Statement from the Learning First Alliance on the Need to Allow More Time for Implementation of Common Core State Standards

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“The Learning First Alliance believes that Common Core State Standards have the potential to transform teaching and learning and provide all children with knowledge and skills necessary for success in the global community.

To meet this potential, teachers, administrators, parents and communities are working together to align the standards with curriculum, instruction and assessment. Their work – which includes providing the pre-service and professional learning opportunities educators need to effectively teach the standards, making necessary adaptations to implementation plans as work progresses and field-testing efforts to ensure proper alignment – will take time.

Rushing to make high-stakes decisions such as student advancement or graduation, teacher evaluation, school performance designation or state funding awards based on assessments of the standards before they have been fully and properly implemented is unwise. In light of recent developments, we suggest a transition period that respects the time good implementation requires. Results from assessment of these standards then can be used to guide instruction and attention to curriculum development, technology infrastructure, professional learning and other resources needed to ensure that schools have the supports needed to help all students achieve under the standards. Removing high-stakes consequences for a short time will release the pressure on educators and allow them to make adjustments to their instruction that will best support student learning. It will give parents and communities the opportunity to understand how they can better support the needs of children.

During this time, we urge a continued commitment to accountability. We recommend that states and districts continue to hold educators and schools to a

American Association of Colleges
for Teacher Education

American Association of School
Administrators

American Federation of Teachers

American School Counselor
Association

International Society for
Technology in Education

Learning Forward

National Association of Elementary
School Principals

National Association of Secondary
School Principals

National Education Association

National PTA

National School Boards
Association

National School Public Relations
Association

Parents for Public Schools

Phi Delta Kappa International

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high standard as determined by the components of their accountability systems that are not solely based on standardized tests, including other evidence of student learning, peer evaluations, school climate data and more.

We continue to see growing opposition to the standards as officials move too quickly to use aligned assessments in high-stakes accountability decisions. Such actions have the potential to undermine the standards themselves – and thus our opportunity to improve education for all students. We must take the necessary time to ensure we succeed in this endeavor.”

About the Learning First Alliance

The Learning First Alliance is a partnership of leading education organizations representing more than 10 million members dedicated to improving student learning in America's public schools. We share examples of success, encourage collaboration at every level, and work toward the continual and long-term improvement of public education based on solid research. For more information on the Learning First Alliance, please visit www.learningfirst.org.

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