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I think the idea of higher standards for our students is long overdue and much needed. Having "lived" through the roll-out and implementation of the CCLS and the CC assessments as an upper elementary reading teacher (with 35 years of teaching experience), I do, however, have several concerns:

1. I am not sure this "one size fits all" approach to education is very sound. I strongly believe that some special education students and many others reading significantly below grade level should be tested at their level. The same applies to ENL students. Also, there should be other paths to graduation; everyone may be created equal, but that doesn't mean we are all the same.
2. The roll-out and implementation time plan was too much, too fast. CC assessments should have been phased in. The first year of the new CC assessments, my 4th graders had had less than one year of a hastily implemented CCLS curriculum.
3. In order for students to be ready to take CC assessments, there has to be alternatives to social promotion! Students not reading fluently and on-grade level by the end of 3rd grade stand little chance of catching up as the gap between them and fluent readers gets bigger and bigger.
4. Parents need to understand that their support and involvement is key to ensuring their children's success! Attendance at parent/teacher conferences, homework completion and amount of time spent reading outside of school have tremendous impact on student achievement and test scores. Somehow, there needs to be a way to track or monitor "parent accountability" and its impact on academic achievement (especially as it relates to the new APPR teacher evaluation system!).

Thank you for eliciting my feedback.