



The Common Core State Standards (CCSS) were developed by and for states in a voluntary effort led by the National Governors Association and the Council of Chief State School Officers (CCSSO) in collaboration with educators, administrators, education experts, and parents. Vermont

The Vermont State Board of Education adopted the Common Core State Standards for English Language Arts, literacy and mathematics in 2010 believing that these shared, researched-based, internationally benchmarked standards with high expectations for all students are the best choice for Vermont. The intent of adopting these standards was to improve student learning and expand options upon graduation.

Common Core State Standards ARE:	Common Core State Standards ARE NOT:
a set of state developed standards that were adopted by State Board of Education in 2010.	a set of standards Vermont was forced to adopt by federal government and business interests.
a progression of skills and knowledge essential for college and career readiness for Vermont students.	a curriculum, instructional guide, set of required instructional materials, or lesson plan, and do not dictate how students learn.
meant to establish consistent expectations for students within and	a sorting system for tracking students into higher education or careers.
focused on thinking critically, communicating ideas effectively, working collaboratively with peers, solving problems creatively, and persisting with challenging tasks.	a prescriptive, one size fits approach to student learning.
learning outcomes that will be measured by the next generation of statewide assessments.	a statewide assessment.

Vermont takes a stand:

- The Agency of Education (AOE) explored the requirements for Race to the Top and decided *not to apply* because grant requirements were unacceptable to the field as well as Vermont educational associations. AOE issues: ranking schools, requiring replacement of Principals, and emphasis on state assessments in teacher evaluations.
- Vermont did apply for the School Improvement Grant (SIG) when ARRA funds were available. Although some of the requirements were punitive, the federal funds allocated, eight million dollars, allowed schools to make considerable improvements such as professional learning for educators, curriculum development and resources, technology, and other equipment.
- Vermont *has not* applied for subsequent SIGs since the funding of one million dollars could only support a small number of schools. The Vermont AOE leadership team tried to negotiate with the US DOE certain requirements of the SIG grant, such as publishing the list of ten persistently low performing schools and firing of principals, but was unsuccessful.
- Vermont did not apply for an ESEA waiver. After considerable time and effort by a design team composed of diverse representatives from the field, the decision was made to not submit an application since the associated conditions were not aligned with Vermont expectations for supporting continual growth in schools.

Administrators need to support implementation of CCSS by:

- Informing parents (e.g., open houses, websites, mailings, etc.) about topics such as why CCSS standards are an improvement over past standards or how they better prepare our students for success in college and careers.
- Providing time and opportunities for teachers to gain understanding of the content of CCSS and the necessary instructional shifts needed for successful implementation (e.g., professional learning opportunities within school's in-service program).
- Providing time and opportunities for teachers to collaborate in teams to support successful implementation of CCSS.
- Creating structures in schools that enable teacher leaders/coaches to work effectively with their colleagues.

