

Running head: THE EFFECTS OF COMMON CORE STANDARDS

TEACHERS' PERCEPTIONS OF THE EFFECTS OF THE COMMON CORE  
STANDARDS ON STUDENT ACADEMIC ACHEIVEMENT

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A Master's Project

Submitted in Partial Fulfillment

of the Requirements for the Degree of

Master of Science in Education

Curriculum and Instruction in an Inclusive Setting

Department of Curriculum & Instruction

State University of New York at Fredonia

Fredonia, New York

May 2014

State University of New York at Fredonia  
Department of Curriculum and Instruction

CERTIFICATION OF PROJECT WORK

We, the undersigned, certify that this project entitled TEACHERS PERCEPTIONS OF  
THE EFFECTS OF THE COMMON CORE STANDARDS ON STUDENT  
ACADEMIC ACHEIVEMENT

by Hannah R. Catalano, Candidate for the Degree of Master of Science in Education,  
Curriculum and Instruction is acceptable in form and content and demonstrates a  
satisfactory knowledge of the field covered by this project.

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**Abstract**

This project was designed to examine the how teachers feel the new Common Core State Standards effect the academic achievement of their students. The new Common Core State Standards were designed to integrate the requirements of high school and post-secondary education into the curriculum in order to prepare students for the educational demands of post-secondary education and the workforce by their 11<sup>th</sup> grade year. This project is an analysis of the perceptions of K-6 educators in Western New York on student academic achievement based on the implementation of Common Core State Standards in English Language Arts and Mathematics. The educators were voluntarily asked to answer simple questions based on how they feel towards the implementation of the Common Core State Standards Modules and the effects of the modules on the academic achievement of their students.

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## Introduction

There are many things important to the way schools are run; one of the most important is curriculum. For hundreds of years schools have debated and discussed what should be taught in schools, from math, science and social studies, to music and art, reading and writing. “Students in the United States rank 17<sup>th</sup> in the world in reading 23<sup>rd</sup> in science and 31<sup>st</sup> in mathematics” (Munson, 2011) As a result, the United States has developed The Common Core State Standards. The Common Core State Standards have “new assessments that are aligned to the standards and will measure college and career readiness” (Jones & King, 2012). “The Common Core State Standards in math and language arts were developed under the leadership of state governments to improve the content of instruction” (Schmidt & Burroughs, 2013). Another purpose for the Common Core State Standards is to “improve student access to and success in postsecondary education and the workplace” in order to make successful contributions to their future. (Jones & King, 2012) It is important for our students to be able to match the academic achievement of the students from around the world in order to compete with their increasing academic achievement.

The reason that the Common Core State Standards are so important to the education world at this time is because they not only affect students and their learning styles and practices but they affect teachers and their lesson plans and structure and how students are being taught. The Common Core State Standards are made to fit the educational level of all students, however, there has been much controversy surrounding the Common Core State Standards and their effectiveness. Many would claim that the standards are doing the opposite of expected. This review of the literature will discuss the Common Core State Standards and how they affect student achievement. One issue that will be addressed in this literature review are whether or not the students who have been taught with the new Common Core State Standards are receiving

higher scores on standardized tests than previous standards thus showing effectiveness of the new Common Core State Standards. This review of the literature will also investigate how the Common Core State Standards are different than previous state standards and how the difference has an effect on students' academic achievement. In addressing the effect that the Common Core State Standards has on student academic achievement, the major purpose is to see if the Common Core State Standards are helping students gain more knowledge and overall achieve better on standardized tests.

### *Common Core Learning Standards*

The development of the Common Core State Standards started in 2008 after the No Child Left Behind act mandated that all schools create standards that can help students achieve higher academically. As a result each state developed its own curriculum leaving confusion about proficiency for many states (Haskins, Murnane, Sawhill and Snow, 2012). Educators and researchers began to develop English and Math standards that would be used throughout the United States as a common curriculum for students in grades kindergarten through twelfth grade (K-12). The standards were released in 2010 and have since been adopted by 45 states, the District of Columbia, four territories including Guam and the U.S. Virgin Islands and the Department of Defense Education Activity (Council of Chief State School Officers, 2012).

The intentions for the Common Core State Standards are to begin “providing all students with preparation necessary to succeed in a globally competitive economy” ( need a citation for a direct quote). Educators in K-12 have been working hard to build the new standards, assessments and curriculums to help redefine success for the schools in the United States. A main focus of the Common Core State Standards is “to improve student learning outcomes and increase postsecondary graduation rates” (Jones & King, 2012, p. 38). Another focus for the new

standards is to promote college and career readiness as well as improve student success in postsecondary education and in the workplace after high school (Jones & King, 2012). With the implementation of the Common Core State Standards, the goals of higher education and K-12 are aligned by educators to help foster the goals of future success. Also with the Common Core State Standards comes a new assessment of learning based on the Common Core State Standards curriculum, as well as a program to improve teacher quality. Haskins, Murnane, Sawhill and Snow (2012) say that “Institutions preparing teachers must undergo a major retooling to produce graduates who know the Common Core, who can teach challenging curricula, and who have developed skills requisite to helping students achieve standards” (p. 3).

Loveless (2013) and Munson (2011) discuss a portion of the Common Core State Standards initiative. The website <http://www.corestandards.org/resources/myths-vs-facts> (2012) says “The *Standards* are not a curriculum. They are a clear set of shared goals and expectations for what knowledge and skills will help our students succeed. Local teachers, principals, superintendents and others will decide *how* the standards are to be met. Teachers will continue to devise lesson plans and tailor instruction to the individual needs of the students in their classrooms.” The Common Core website also states that the standards are not mandated for implementation. “The Common Core State Standards Initiative is a state-led effort that is not part of No Child Left Behind and adoption of the Standards is in no way mandatory.” However, the state policy makers have been given assessments which are created to fit what is taught by the Common Core State Standards. As result, Common Core State Standards are implemented in order to be in line with the assessments given to students based on what they are taught. Munson (2011) also stated that since teachers are aligning curriculum to the Common Core State

Standards, they need to provide content – rich materials that will help them gain knowledge that meets the expectations of the Common Core.

With the Common Core State Standards in place, it is expected that students would rate better when compared to other international students (Haskins, Murnane, Sawhill and Snow, 2012) Under the new Common Core State Standards students will be assessed on their performance relative to the Common Core Standards in the hopes that there will be a close in the gap of academic achievement between students in the United States and their international counterparts. Brooks and Dietz (2013) state that “ We are moving into an era that will link Common Core standards with a Common Core curriculum taught by teachers who will assess student learning through a slate of Common Core exams and be evaluated with a common rubric that uses scores on these exams as measures of teacher quality” (p. 65). The new standards are making all curriculums for math and ELA uniform to the Common Core curriculum in hopes to take away the variation and gaps in learning standards between states. According to Shanahan (2013) the Common Core State Standards are a harsh reality in way of standards. “The Common Core State Standards are significantly higher than we’re used to” (p. 16) where before, 70 percent of students were meeting state standards 40 percent of those students would fail to complete college. Under the new Common Core State Standards assessments are aligned to the standards and are a better measure of how a student is performing academically.

### ***Positive Impacts***

There are several positive aspects to the Common Core State Standards including less variation in curriculum, better quality and equality of education (Schmidt, Burroughs, 2013). As a result of study done by Schmidt and Houang (2012) there was a positive correlation between academic achievement of average students and the similarity of state standards to the Common

Core State Standards. In other words, students who attend a school that had a curriculum close to that of the Common Core State Standards performed well on assessments closely related to the assessments of the Common Core. The study involved comparing Common Core State Standards in math with math standards in other countries, comparing a state's previous math standards to the Common Core State Standards for Math and how states with similar standards in math to the Common Core State Standards for mathematics performed on a National Assessment of Educational Progress. Schmidt and Houang (2012) discovered as a result, the study stated that the Common Core State Standards for Math are rigorous coherent, and focused when compared internationally. The next phase would then be to implement the Common Core State Standards and bridge the gaps in comprehension between the old state standards and the Common Core State Standards. Schmidt and Burroughs(2013) talk about the Common Core State Standards for Math in comparison to high achieving countries, "If the standards of the world's top-achieving nations are any guide, the new math standard are high quality." (p. 58)

### ***Negative Impacts***

Along with the many positives that Common Core State Standards have there are several negatives. Brooks and Dietz (2013) discuss how school districts are choosing curriculums made by the same companies that make the assessments to ensure success on standardized tests. Teacher evaluations are chosen from pre-determined lists that also coincide with the same curriculum as student learning goals. With the use of standardized materials thinking is compartmentalized, creativity is narrowed and meaningful student learning is limited. Teacher professionalism is also being narrowed due to the lack of variation in curriculum. The classrooms are losing opportunities to be challenged cognitively and investigate answers to their own questions. Students are also losing the chance "to take ownership of their knowledge" (p.

65). The Common Core State Standards are eliminating “opportunities for students to develop skills and dispositions associated with 21<sup>st</sup> century learning. Curiosity, exploration, perseverance, critical and creative thinking, and complex problem solving are being pushed aside and replaced with test preparation curriculums.” (Brooks & Dietz, 2013)

### *Assessment*

To look at the big picture of the Common Core State Standards Initiative, the purpose is to create a standard set for all students in the United States. Killion (2013) suggests that one way to being helping students to assess “student and educator learning needs based on the expectations of the Common Core standards, establishing student and educator learning goals, and selecting the most appropriate learning design to achieve” (p. 14) When talking about the Common Core State Standards and how they affect students and educators we must remember where this argument started from. In the 21<sup>st</sup> century of learning Barth (2004) reminds us that “we are not just preparing workers, we are preparing citizens. It is our own interest, then, as much our responsibility to make sure that all of our young people are prepared for the future.” (p. 33)

As researchers and educators talk about the new Common Core State Standards we need to remember that our original goal is to give our students the keys to success. Whether their goal is work force or postsecondary education it is important that all students be prepared to succeed on whatever path they take. Edenfield (2012), talks about providing focused and coherent curriculum in order to help students develop deeper understanding of learning materials. (p. 676) Also as an underlying goal American school children, according to Tienken (2010) are “still behind their peers in other countries in terms of academic achievement and preparedness to

succeed” (p. 14) In a study don’t by Williamson, Fitzgerald, and Stenner (2013), the authors discuss how important text complexity is to reading and learning of adolescent high-school students. The Common Core State Standards are allowing for a text-complexity increase per year of high school. As result the authors praise the Common Core State Standards for their flexibility stating that it gives “multiple pathways for exposing students to sufficiently high levels of text complexity” (p.67) Williamson, Fitzgerald and Stenner also state that they believe student exposure to text complexity can appropriately prepare students for college and future careers as stated in the goals of the Common Core State Standards. Shanahan (2013) agrees with the abovementioned article that reading more challenging text where there can be a push of herder texts, will help students meet the reading demands of college and the workplace which having higher reading requirements than most high school classes cover.

### ***Conclusion***

As the above literature states there are still some flaws that need to be addressed with the Common Core State Standards. Supporters of the Common Core State Standards, like Loveless (2013) suggest that the “standards will boost achievement in U.S. Schools” (p. 63) while the opposition, such as Brooks and Dietz (2013) argue that “Meaningful education reform is not something you can mandate, standardize or easily measure” (p. 66) that teachers must adjust to student understanding and responses to inquiry based instruction. As result we are cautiously tiptoeing into the Common Core State Standards, unsure of the outcomes and future of learning. Schmidt and Houang (2012) say it’s time to stop the debate and move forward with the use of the Common Core State Standards. Schmidt and Burroughs (2013) later state that for the greater equality of education that it is a step in the right direction. The struggle to adapt to the new Common Core State Standards will be worth it for future students as they find success in

postsecondary education and in the workforce where they would have ordinarily been left behind.

### **Methodology**

For this research, the researcher is going to conduct a phenomenological study using teacher perceptions from 4 school districts in Western New York. The researcher plans to survey teachers from schools that are using the modules for instruction designed for the Common Core State Standards. The researcher will send out a survey to teachers of grades K-6 and will ask 30 teachers whether or not they think that the Common Core standards have an impact on student achievement. The researcher will also ask teachers their opinion of the Common Core State Standards. Using the phenomenological approach is appropriate because the question being researched is: how do teachers view the standards? This is a more qualitative approach and the teachers will be asked to describe in detail how they think the standards are affecting students. Also conducting a phenomenological study is important because the information gathered will be based on the teachers' perceptions of how the students are learning with the new Common Core State Standards.

### **Participants and Setting**

In order to identify participants the researcher is going to ask 30 teachers grades K-6 in 4 school districts from Western New York via e-mail to be a part of the study. The researcher will need to know what grade level they teach and whether or not their school has implemented Common Core State Standards in ELA and Math. It is important to include various grades levels of teachers in order to get a wide range of opinions for the study. The researcher will focus on both ELA and Math because it is known that some schools are using one or the other sets of standards and some are using both.

For this study, 4 rural Elementary Schools in Western New York will be targeted so that there is a range of teachers who are and are not implementing Common Core State Standards for ELA and Math. The researcher will compare the perceptions of teachers who are and are not using the Common Core State Standards in order to get a wide variety of data and to examine the perceptions of different age/grade levels and compare the perceptions of teachers who are and are not using the Common Core State Standards.

### **Data Collection Procedures**

In order to collect the data the researcher is going to need find out which districts are implementing ELA and Math Common Core State Standards and which districts are not. Then the researcher will need to ask permission from the principal of the elementary school to have their teachers participate in the study. Once permission is granted from the principal the researcher must ask each individual participant for their consent to participate in the survey. All teachers in the district grades K-6 will be asked to fill out a survey via an electronic survey sent to their e-mail. This survey will be asking basic demographic information and open ended questions about how they view the common core state standards. The researcher is interested to see if the teachers believe that the standards are helping or hindering their students learning abilities. Once the survey has been completed and the participant hits submit, the information is transferred back to the researcher.

This is the best way to go about doing the research for this project because it is using real teachers in real schools and the standards whether or not they are using the new set of Common Core State Standards. It is important to get the teachers view of how the standards are impacting student achievement because the teachers are the ones who will be graded based on the student performance. The reason that this is the best way to conduct this research is that there is no better

way to judge how teachers feel about the new standards than to ask the teachers themselves. It will also give me the most reliable and valid set of data rather than going just by articles and interviews which can be skewed data. Also using the survey can give the researcher richer and deeper data than any other resource because the questions will remain the same for each participant and they can give as little or as much detail about their perceptions of student learning as they would like. This method of study will be the most effective because it will help the researcher receive the best knowledge of how teachers feel about how the standards effect their student's academic achievement.

As the above literature states there are still some flaws that need to be addressed with the Common Core State Standards. Supporters of the Common Core State Standards, like Loveless (2013) suggest that the "standards will boost achievement in U.S. Schools" (p. 63) while the opposition, such as Brooks and Dietz (2013) argue that "Meaningful education reform is not something you can mandate, standardize or easily measure" (p. 66) that teachers must adjust to student understanding and responses to inquiry based instruction. As result we are cautiously tiptoeing into the Common Core State Standards, unsure of the outcomes and future of learning. Schmidt and Houang (2012) say it's time to stop the debate and move forward with the use of the Common Core State Standards. Schmidt and Burroughs (2013) later state that for the greater equality of education that it is a step in the right direction. The struggle to adapt to the new Common Core State Standards will be worth it for future students as they find success in postsecondary education and in the workforce where they would have ordinarily been left behind.

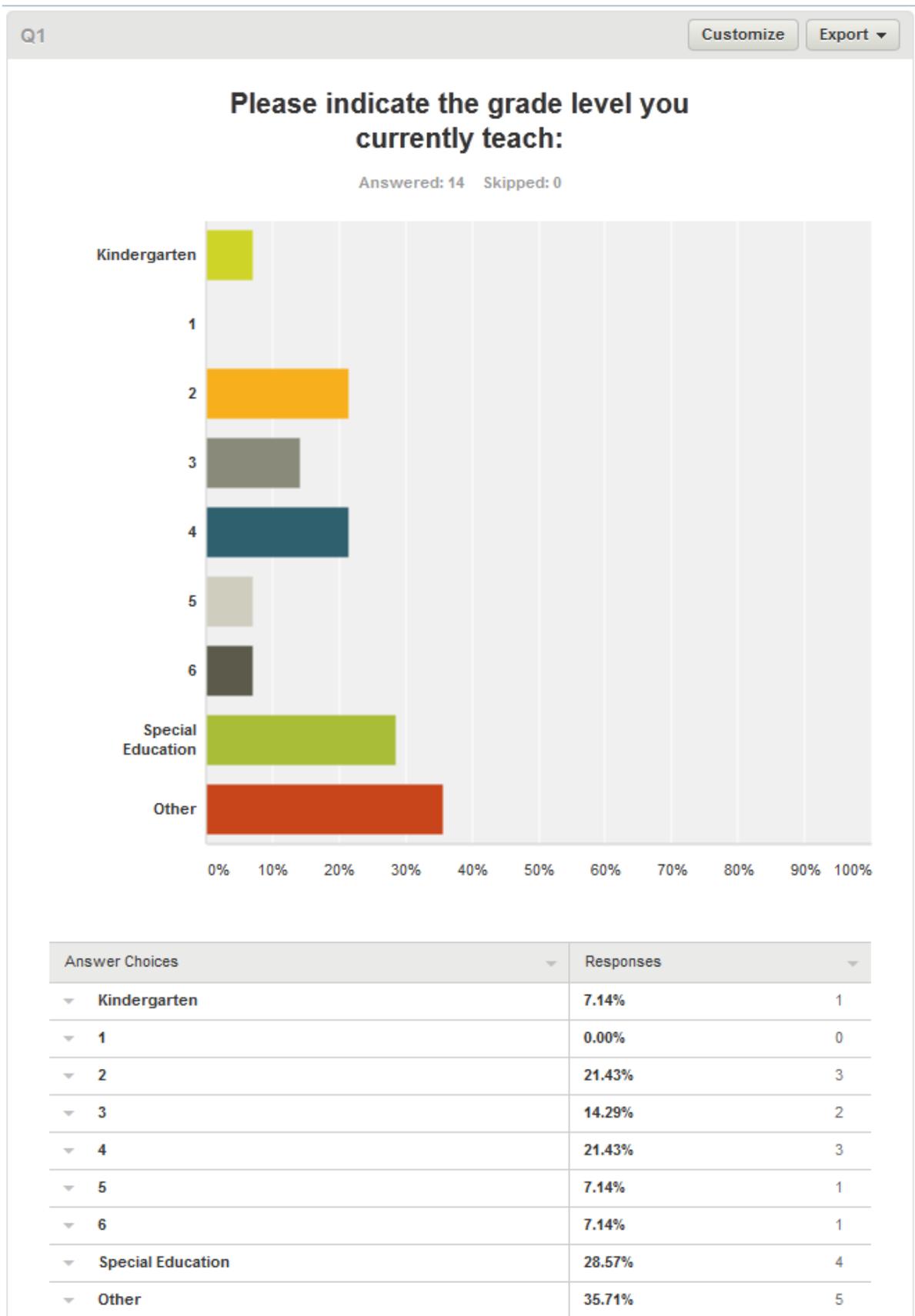
**Data Analysis**

The survey was sent via e-mail to 4 Middle School and 5 Elementary School principals. The Survey was live and accessible to principals and teachers from March 21- April 11, 2014 (3 weeks). Responses were received from 2 principals indicating that they sent it out to their faculty, and from a third principal asking to preview the survey tool. This third principal declined the invitation to participate in the survey. Using SurveyMonkey.com® allowed each question to be analyzed by percentage of responses. Since this survey was based on teacher perception and opinion, each respondent may have had a different answer for each question. The teachers responded based on their opinion of the Common Core State Standards and their implementation and effectiveness in the classroom.

**Findings**

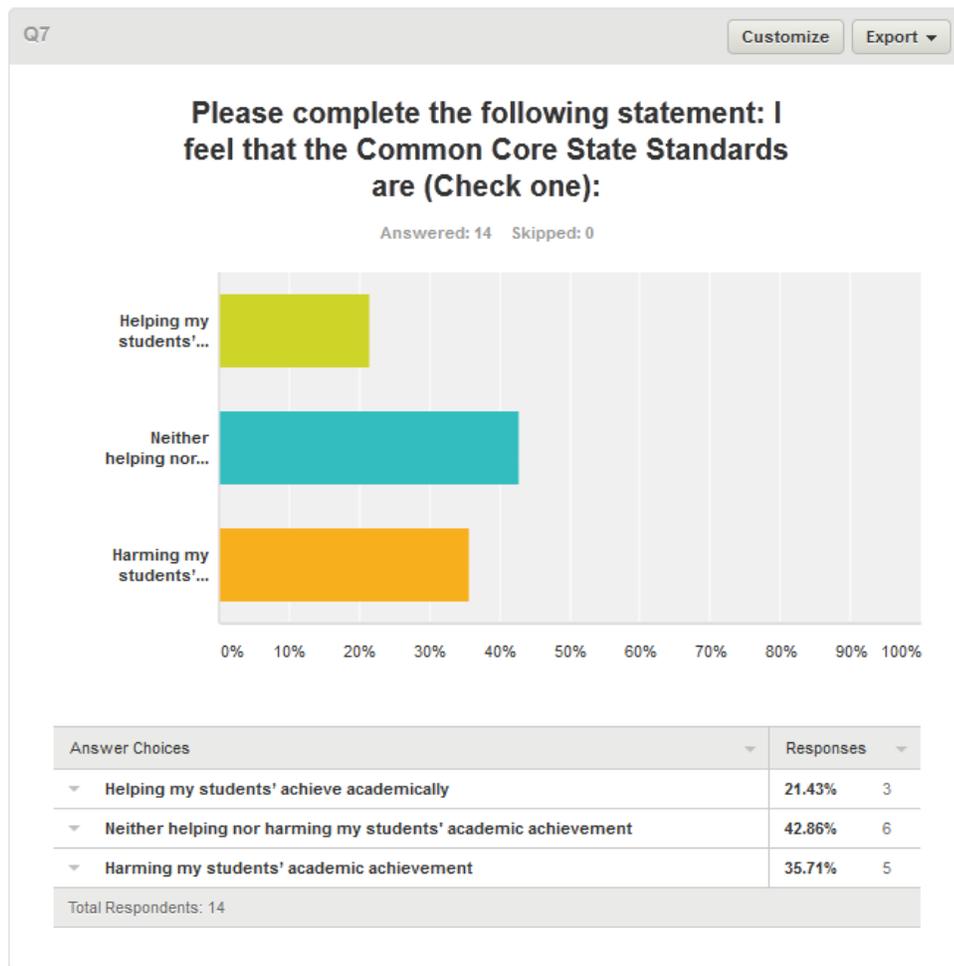
The data collected from the survey was analyzed using the survey software SurveyMonkey.com®. Fourteen completed surveys were received. Of the 14 participants, a variety of different grade levels were represented. The majority of respondents represented the category of teachers grades K-6, special education, second grade and fourth grade. (See Table 1) Six respondents indicated that they were currently using both the Mathematics and ELA Curriculum Modules, three indicated they were only using ELA, two indicated that they were only using the Mathematics and the remaining respondents said they were using neither Mathematics nor ELA Modules.

Table 1



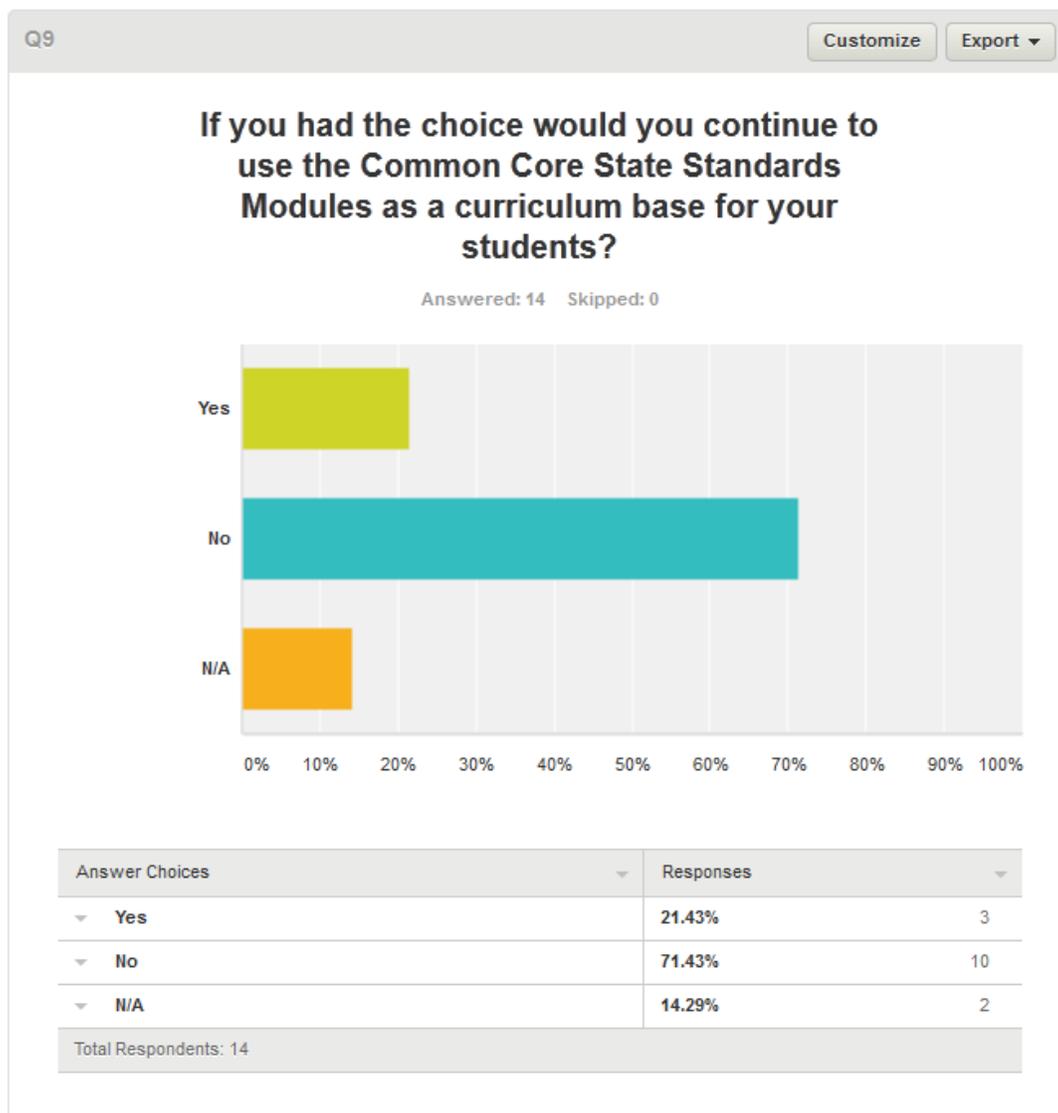
When asked whether or not they believed that the Common Core State Standard modules were having a positive impact on student academic achievement, eight teachers indicated yes, five indicated that they were not having a positive impact on student achievement, and three teachers said neither yes or no. The teachers were then asked to finish the statement, “I feel that the Common Core State Standards are...” Six of the responders said that the Common Core State Standards were neither helping nor harming their students’ academic achievement. Five indicated that they felt that the standards were harming their students’ academic achievement and 3 participants felt that the standards were helping their students’ students achieve academically.

Table 2



The participants were also asked to rank the effectiveness of the Common Core State Standards on a scale of 1-10. The mean score was 5 and the median score was 4.5. The mode of the scores were 1,4 and 7. The range of the scores was 7. The respondents were also asked if they had the choice to continue using the Common Core State Standard Curriculum Modules, would they do so. Overwhelmingly, ten of the fourteen responders said that they would not choose to continue use of the Common Core State Standards Modules. Three of the remaining responders said they would.

Table 3



### Discussion

The main question this study addressed was whether or not teachers feel that the Common Core State Standards are having a positive effect on their students' academic achievement. The new Curriculum was designed to help students become college and career ready by the eleventh grade and, according to Tienken (2011), "transform, standardize, centralize...America's public education system" (p. 5). As the results portray mixed results, there seems to be some discrepancy about whether or not the Common Core State Standards are having a positive effect on student academic achievement. There have been several different types of feedback on how the standards are effecting student achievement. Table 2 shows a graph where the participants collectively believe that the Common Core State Standards are neither helping nor harming their student achievement, however, Table 3 shows that of the polled participants, a majority of them would not continue to use the Curriculum Modules if they had the choice to opt-out.

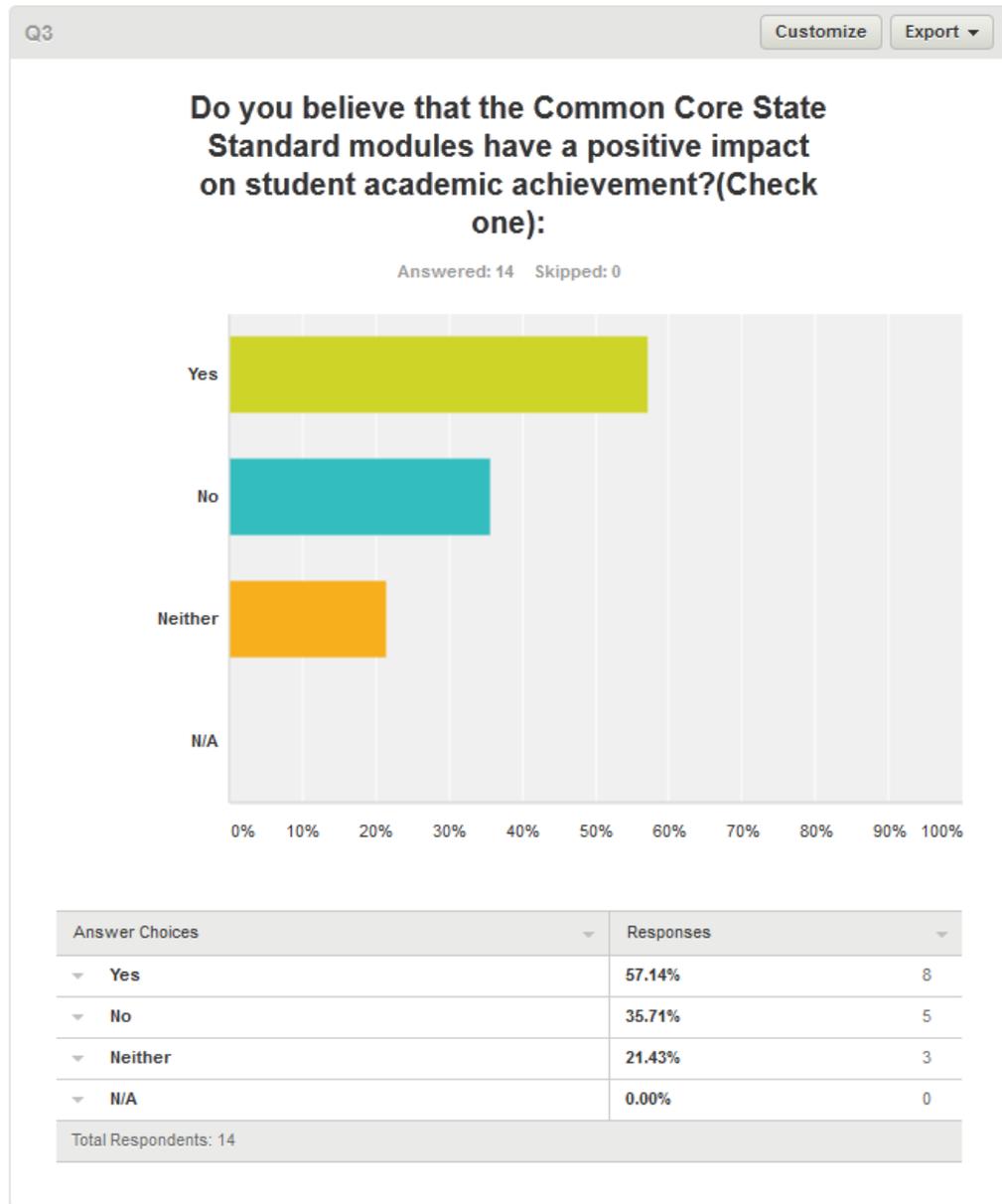
Respondents gave comments about how they feel about the Common Core State Standards and their effect on student academic achievement. One participant stated, "Our students are frustrated and feel like failures" while another participant said, "They put students on the path to thinking critically which is necessary for higher education." Each participant was asked to list up to 3 positive and negative aspects of the Common Core State Standard Modules. All participants felt that there were several positive and negative impacts of the Curriculum Modules. Positive aspects included pushing students to compete in the global market with individuals from other countries and providing useful strategies for students to carry throughout the Modules. Wilhelm (2012) agrees with the teachers stating that the standards give students "instructional assistance that prepares students for success" (p. 70). Some of the negative impacts

indicated by the teachers were expecting too much too soon, limited creativity on the teachers' end, and gaps in content from grade to grade.

### **Significance of Findings**

The findings are very significant to helping solve the initial question of this study: how do teachers believe that the Common Core State Standards are effecting student academic achievement? Rothman (2013) states that "the standards are misaligned, and some teachers focused more on what was tested than what was in the standards" (p. 18). The findings from this study give an "inside story" of how the Curriculum Modules are supposed to help students and whether teachers think they are helping students. This study is important because it measured how teachers feel as the Common Core State Standards are being implemented. It is also important to gain feedback from the people who are actually teaching in order to make changes to the standards to better meet students' learning needs. This study also examined what teachers think are the "missing links" in the Common Core State Standards and how gaps in achievement between our students in the United States and in other countries in the competitive market can be minimized. In agreement with closing the standards gap, Drew (2013) states that "knowing where the standards fall short, as well as how to remedy the situation, will help teachers prepare students for 21<sup>st</sup> century literacy demands"(p. 321). Overall, as suggested by teacher responses, most teachers who were surveyed believe that the Common Core State Standard Curriculum Modules have a positive impact on student academic achievement. Table 4 shows a graph of the responses from the teachers surveyed, indicating that over half of the respondents answered that the Curriculum Modules are helping students achieve higher academically.

Table 4



**Limitations of Findings**

There were several limitations to this study, foremost being the lack of participation. The survey was sent to a total of 7 principals in 4 middle schools and 5 elementary schools. Out of all of these potential teacher participants, only 14 responded to the survey. There are several possible reasons for this. One reason could be related to the process of sending forward the survey to teachers through their school e-mail system. A larger sample size would likely be a

more realistic representation of how the teachers in this geographic area feel about the Common Core State Standards and the Curriculum Modules, and how they are affecting student academic achievement.

Another limitation of this study is that this study was done at a time when the Common Core State Standards are just beginning to be implemented. As a result, some of the participants may be biased about the Common Core Standards and their resultant change in curriculum, which could alter how they feel about their effectiveness.

This study is one of the first done on this topic, so there was a lack of extant research with which to compare results. Also, since some schools have not yet implemented the standards, a full profile of teachers who use them and how they feel they impact their students' success is not available.

### **Further Research**

With more time and resources additional research could add to this study. For the future it would be wise to include schools that have fully implemented the Curriculum Modules. Further, accessing sample records from School profiles and report cards to match the student growth or loss with the implementation of the new standards might yield more reliable results. Teachers' perspectives about how they feel students are achieving could be compared with students' performance on Common Core-aligned high-stakes tests. Student achievement could be tracked over time to measure performance as they become more familiar with the standards. Having the concrete data of a school who has implemented the standards and seeing how the students are achieving based off the information gained in the Curriculum Modules can be helpful for states to decide whether or not the Common Core State Standards are effectively closing the achievement gap between the United States and other countries, and may shed light on what the

United States can do to try and close that gap. As the Common Core State Standard Curriculum Modules are continuing to be implemented around the country, future research can help policy-makers, administrators, and teachers figure out whether they are contributing to closing achievement gaps and ensuring college and career readiness for all students.

## **Appendices**

**Appendix A**  
Survey

Please indicate the grade level you teach:

- K
- 1
- 2
- 3
- 4
- 5
- 6
- Special Education
- Other

1. Please indicate which Common Core State Standard modules your school district is using (Check one):

- ELA Curriculum Modules
- Mathematics Curriculum Modules
- Both Math and ELA Modules
- Neither

2. Do you believe that the Common Core State Standards modules have a positive impact on student academic achievement?(Check one):

- Yes
- No
- Neither
- N/A

3. In your own words please explain how you feel the Common Core State Standards effect student academic achievement and why.

4. Please list up to 3 positive aspects of the Common Core State Standard Modules):

- \_\_\_
- \_\_\_
- \_\_\_

5. Please list up to 3 negative aspects of the Common Core State Standard Modules):

- \_\_\_
- \_\_\_
- \_\_\_

6. I feel that the Common Core State Standards are (Check one):

- Effectively helping my students' academic achievement

- Neither helping nor harming my student's academic achievement
- Harming my students' academic achievement

7. On a scale of 1 to 10, 1 being the least and ten being the most, how would you rank the effectiveness of the Common Core State Standards on increasing student academic achievement.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

8. If you had the choice would you continue to use the Common Core State Standards Modules as a curriculum for your students?

- Yes
- No
- N/A

10. How do you feel the new Common Core State Standards Module Curriculum compare to previous New York State Standards for students?

## **Appendix B**

### Informational Paragraph on This Study for School Principals:

Dear Principal,

Hannah Catalano, a graduate student within the College of Education at SUNY Fredonia is conducting this study as a part of the Master's Thesis Project. The study is being conducted to find whether or not Teachers believe that the Common Core State Standards are having a positive effect on student academic achievement. Any data collected from this study will be used as a part of the Master's Thesis Project deciding whether or not teachers believe that the common core state standards have a positive effect on student academic achievement. The results will be used only as data support for the Master's Thesis Project.

I need your help in recruiting teachers to participate in this study and ask you to please send the following material to faculty employed in your Elementary school via the school's e-mail system.

### **Appendix C**

#### Informational Paragraph for Teachers:

Hannah Catalano, a Graduate student under the supervision of Dr. Carrie Fitzgerald at SUNY Fredonia invites you to participate in a study as a part of the Master's Thesis Project. The study is being conducted to find whether or not Teachers believe that the Common Core State Standards are having a positive effect on student academic achievement. Any data collected from this study will be used as a part of the Master's Thesis Project deciding whether or not teachers believe that the common core state standards have a positive effect on student academic achievement. The results will be used only as data support for the Master's Thesis Project.

If you choose to participate, you will complete a survey that will take approximately 20 minutes. The survey is available electronically via Survey Monkey. No names and email addresses are required to participate; the researchers will not be able to identify if you choose to participate or if you don't participate. Participation in the study is independent of your teaching assignments and evaluations. If you want to participate in the study being conducted by Hannah Catalano, please read the following information regarding the survey and click on the hyperlink that follows (you will be taken to the introduction page of the survey

<https://www.surveymonkey.com/s/BXQXJM8>

## **Appendix D**

### **Consent Form**

#### Survey

#### Impact of Common Core State Standards on Student Academic Achievement

Hannah Catalano, a graduate student within the College of Education at SUNY Fredonia is conducting this study as a part of the Master's Thesis Project. The study is being conducted to find whether or not Teachers believe that the Common Core State Standards are having a positive effect on student academic achievement. Any data collected from this study will be used as a part of the Master's Thesis Project deciding whether or not teachers believe that the common core state standards have a positive effect on student academic achievement. The results will be used only as data support for the Master's Thesis Project.

Participation in this survey is strictly voluntary. If you click the statement at the bottom of the page, which says I grant my consent to participate in this survey, you will be taken directly to the survey. The survey should take approximately 15 minutes to complete. The survey asks you whether or not your school has implemented the Common Core Modules. You will be asked to respond to 10 items about the impact of Common Core State Standards on Student Academic Achievement. You do not have to answer all of the questions.

All information collected will be kept confidential. No names will be requested on the survey. The survey program gathers all of the data and returns it to the researchers. We will have no way of knowing which teachers did or did not participate in the research. You are free to withdraw from the study at any time without penalty. Also, you are free to skip any questions that you do not feel comfortable answering. If you have any questions regarding this survey, please contact the Principal Investigator at [Hannah.Catalano@fredonia.edu](mailto:Hannah.Catalano@fredonia.edu) (716-785-2407) or my faculty sponsor at [Carrie.Fitzgerald@fredonia.edu](mailto:Carrie.Fitzgerald@fredonia.edu) (716 673-4652). You may also contact SUNY Fredonia's Acting Human Subjects Administrator and Associate Director Catherine Kilpatrick at (716) 673-3528 [catherine.kilpatrick@fredonia.edu](mailto:catherine.kilpatrick@fredonia.edu) if you have questions or concerns about the study.

There are not any risks associated with this study and the survey items should not cause any distress or discomfort. The results of the study will be presented at a state conference and will be shared with Education Programs at SUNY Fredonia.

I have read and understand the consent form in its entirety, and I willingly give consent to participate in this study.

[I grant my consent to participate in this survey](#)

**If you are having trouble with the above link please click [here](#).**

**Appendix E**  
Principal Consent

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Fri, Mar 21, 2014 at 11:29 AM

[REDACTED]  
To: Hannah Catalano <Hannah.Catalano@fredonia.edu>

Hello Hannah.

I just forwarded your e-mail to my entire grade 6 team. Good luck with your project.

Andrew Ludwig

Fredonia Middle School Principal

**Masters Thesis Project Survey**

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Fri, Mar 21, 2014 at 11:20 AM

[REDACTED]  
To: Hannah Catalano <Hannah.Catalano@fredonia.edu>

I will send this out. Good luck--Ivana Hite

Ivana S. Hite  
Secondary Principal  
Westfield Academy & Central School  
(716) 326-2151 Ext. 204

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