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Transitioning to the common core state standards for mathematics: a mixed methods study of elementary teachers' experiences and perspectives.

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Summary: This mixed methods study explored elementary teachers' ($n = 73$) experiences with and perspectives on the recently implemented Common Core State Standards for Mathematics (CCSS-Mathematics) at a high-needs, urban school. Analysis of the survey, questionnaire, and interview data reveals the findings cluster around: familiarity with and preparation to use the standards; implementation of the standards, including incorporation and teacher change; and tensions associated with enactment of the standards. Notably, the teachers believed in the merit of the standards but were constrained by their inadequate content knowledge, limited aligned curricular resources, lack of student readiness, and a perceived mismatch with ELLs. The results illuminate the professional needs of teachers during this critical time of transition to the standards and also add to the scant research on this national-scale reform in mathematics education.

Classification: D30 B70 C29

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