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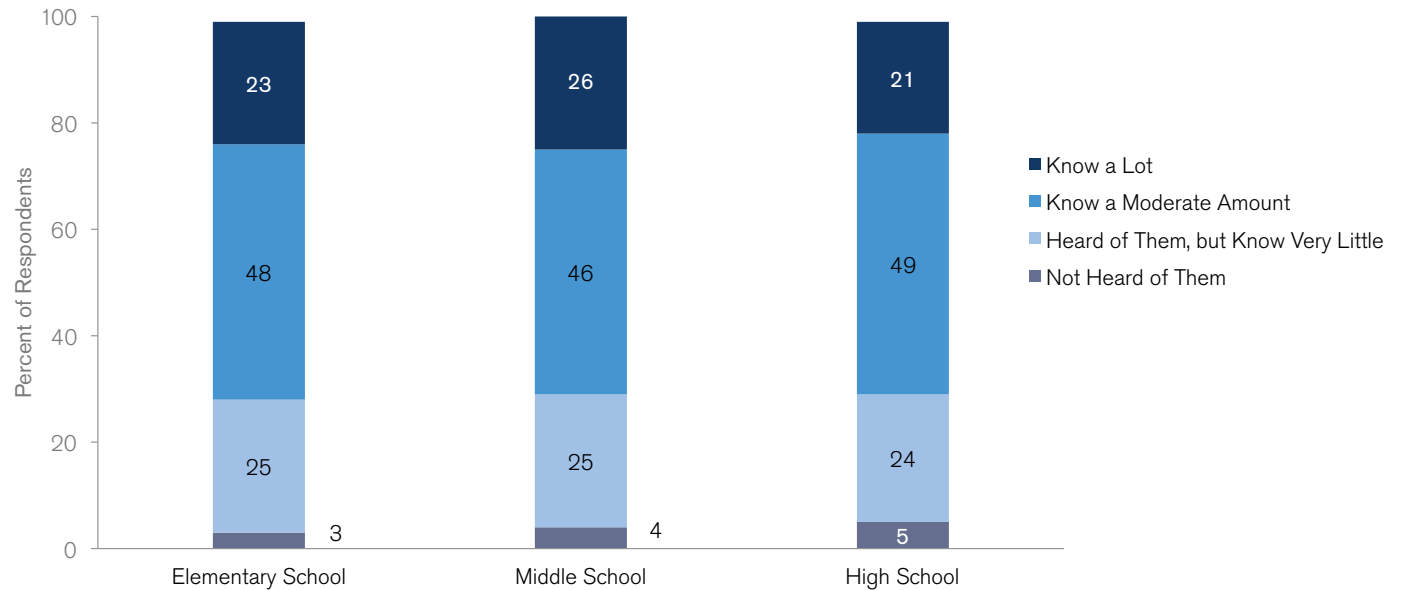
About 7 in 10 K–12 teachers report knowing a lot about the Common Core State Standards, while about 4% have not heard of the standards at all.

Every three to five years, the ACT National Curriculum Survey asks educators about what they teach (or don't teach) in their courses and how important they feel various topics in their discipline are for students to know to be successful in future coursework. The survey also asks educators for their opinions on educational topics of current interest, such as the college readiness of their students or the implementation of improved standards like the ACT College and Career Readiness Standards or the Common Core State Standards.

This brief highlights a finding from the most recent (2012) survey particularly relevant to current education policy efforts.

ACT National Curriculum Survey®: K–12 Teachers' Familiarity with the Common Core State Standards

Percent of K–12 Teachers Reporting Various Degrees of Familiarity with the Common Core State Standards



Note: Due to rounding, percentages for each group do not sum to 100.

Given recent and pending implementations of the Common Core State Standards across the grade levels from kindergarten through twelfth grade, the percentages shown in the figure above suggest that a number of the teachers we surveyed in the ACT National Curriculum Survey may lag in knowledge about the standards.¹

Of the three groups, high school teachers—those with the most proximate responsibility to help ensure that students are prepared

for college-level work—have the smallest percentage who report knowing a lot about the Common Core. This may be due in part to local and district awareness efforts in states that have chosen to focus first on earlier grades. ■

¹ ACT, Inc., *ACT National Curriculum Survey 2012: Policy Implications on Preparing for Higher Standards* (Iowa City, IA: Author, 2013). <http://www.act.org/research/policymakers/pdf/NCS-PolicySummary2012.pdf>.