The prevailing educator feelings during this time are frustration, anxiety, stress, anger, and confusion.

The prevailing educator feelings during this time are stress and frustration followed by exhaustion and discouragement.

The prevailing educator feelings during this time are relief, yet exhaustion; frustration and an urgency to make up for lost time.

PARCC timing constrains the curriculum, planning, and scheduling. • Teaching to the test. • A coverage model over a focus on developing deep understanding. • A focus on PARCC skill development over competency development.

The test creates an anxious time for teachers that creates anxiety in students. “I believe in assessments, but not at the expense of my students’ mental health.” - NJ Educator

Tech configuration disrupts both normal teaching and the ability to fully prepare students and teachers alike. “Sorry - no gym, music, art or recess again because the big kids are testing.” - NJ Educator

School routines and schedules are halted, making school unpredictable for students and teachers alike. This greatly affects teacher planning and school culture.

PARCC affects learning time by constraining available minutes for teaching, diminishing a student’s willingness to learn, altering the surrounding learning environment, and reducing the availability of resources such as technology and space. PARCC administration affects those not testing as well.

“Parcc forces teachers to advocate for a process that has little perceived value to either teachers or students as individuals. This forced disengagement has a negative impact upon how teachers see themselves.” - NJ Educator

PARCC imposes an overly strict culture upon the school during its administration. Students become frustrated and overwhelmed by the experience; many are seen shutting down and giving up.

“Parcc is immedi- ately followed by final exams and AP testing. PARCC testing is seen as an irrelevant exercise interfering with more personally relevant activities.” - NJ Educator

PARCC causes lingering disrup- tion post-adminis- tration as resources are tied up for make up testing and inventorying while service providers are pulled to proctor.

The timing and taxing nature of the PARCC has a lasting impact on the remainder of the school year. “PARCC frustrates many students so much that some lose hope and give up for the rest of the school year.” - NJ Educator

The PARCC test begins to shift more time, both during and after school. The shifting routines result in a loss of valuable teaching time in exchange for preparing students to take the PARCC test.

Disruption 
• A coverage model over a focus on teaching time in

• Teaching to the test.
• A coverage model over a focus on developing deep understanding.
• A focus on PARCC skill development over competency development.

While PARCC has brought more technology into schools, the technology gets sequenced in the weeks leading up to the test. As much as one month prior to administration, IT departments take the technology away to configure it for testing. This coincides with the optimal time to teach students how to use the technology effectively on the test, leading to frustration. It also constrains educators who have built classroom routines and differentiation around modern technology.

Managing refusal requests, schedule changes, school technology, and space availability are disruptive to school. These disruptions affect educator planning, course consistency, class meeting days and times, access to resources, and considerable lost instructional time. Additionally, the classroom environment is disrupted as teachers are required to remove any posters and informational materials with content-specific tips, formulas, etc. resulting in bare walls and sterile classroom environments.

On days when PARCC is administered, learning time is affected before, during, and after test administration. Half of the day is dedicated to completing the test and the students and the students and the students know has no personal meaning, value, or purpose to students as individuals. Further, the educators have no authority to make the test or testing experience more relevant to their students. Educators expressed significant concerns with technology: “breakdown of equipment and internet” as well as suboptimal testing conditions such as a “gym with 120 students on laptops,” creating additional hurdles to success.

In the weeks leading up to PARCC administration, educators begin to focus on students’ mental health—managing student anxiety over the test, frustration over the shifting schedule, and waning engagement with the emphasis on learning PARCC software, practice testing, and test prep. This ranges from interpersonal reassurances, counseling, and encouragement to PARCC pap rallies.

PARCC Teacher Journey

Curriculum and Instruction

In the weeks leading up to PARCC administration, school and classroom routines begin to shift. More time is dedicated to cramming in information for the test because it is administered before the end of the school year. Test prep begins to take more time, both during and after school. The shifting routines result in a loss of valuable teaching time in exchange for preparing students to take the PARCC test.