



Common Core Meets Education Reform: What It All Means for Politics, Policy, and the Future of Schooling (0)

Frederick M. Hess, Michael Q. McShane

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How can the Common Core complement and not conflict with school improvement efforts already at work across the United States? How can it be seamlessly integrated into accountability systems, teacher preparation and development, charter schools, and educational technology? This timely volume brings together prominent scholars and policy analysts to examine the pressing issues that will mark Common Core implementation. Whether or not you agree with the standards, the Common Core is coming, and this book will help policymakers, practitioners, and other stakeholders anticipate the challenges and take steps to address them.

“*Common Core Meets Education Reform* raises the hard questions about implementing and sustaining the Common Core State Standards so they don’t end up in the dustbin of abandoned public education reforms. These new standards can help students enormously in becoming problem solvers and critical thinkers—which is essential in the 21st century—but only if teachers become engaged in the rollout, get the support they need, and the fixation on high-stakes testing gives way to a fixation on learning.”

—**Randi Weingarten**, president, American Federation of Teachers

“Adopting the Common Core in a mad dash for federal gold, policymakers across the country blew right past critical questions about how they’d implement the thing. This volume, in stark contrast, meticulously studies the road ahead, seeking out tripwires, pitfalls, and boulders, making it a must-read for anyone who hopes to avoid total Common Core disaster.”

—**Neal McCluskey**, associate director, Center for Educational Freedom, Cato Institute, Washington, DC

“This balanced, wide-ranging, and deeply informed book is certain to guide educators and reformers through a complex time of transition for U.S. education. But it also turns out to be timely and clarifying as politicians battle over ambitious new academic standards with plenty of heat and smoke but appallingly little illumination. Thanks to the authors for turning on some lights!”

—**Chester E. Finn, Jr.**, senior fellow, Hoover Institution, Stanford University and president, Thomas B. Fordham Institute

Frederick M. Hess is director of education policy studies at the American Enterprise Institute (AEI) and serves as executive editor of *Education Next*.

Michael Q. McShane is a research fellow in education policy studies at AEI.

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Willie Wilson:

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