

Based on your knowledge of Common Core Standards and the expectations they set for children, do you approve or disapprove of North Carolina's decision to adopt Common Core Standards?

Comments from approving respondents (verbatim)
I just wish that they had started with the lower grades for several years before beginning in the middle grades and finally in the upper grades. It seems like it would make more sense that way because we are now having to teach the Common Core and fill in a ton of gaps that were left between the NCSCOS and it.
This has been wonderful for my specialty, Theatre Arts!
Which I think for the most part, if you are teaching like you were suppose to it should not have been a hard change. I don't totally agree with some of the changes made with standards moving to different grace levels.
You know I am not really sure. It seems to me that really it is the same thing that teachers have been doing anyway, except now it is worded differently. It is very extensive and indepth, and therefore time consuming.
I approve of the purpose..however, the reason the Common Core was adopted was to establish if students moved from one county to the next, the students would not have a gap of missed knowledge. This is currently not having. Other counties are teaching different things as well as in the county..our layout is vague and so therefore, some may teach Charlemagne and some may not. I wish there was something concrete that said all teachers should cover this...and if you teach more..thats cool if you cover the required.
Once they are really put into practice and teachers are given appropriate time and training to better understand the standards themself. Many titmes teachers are requested to do something but they really don't fully understand the task themself and being an educator often feels reluctant to admit it out of fear of being seen as not knowledgeable and wearing the title, teacher. Yes, when asked in training, the most of them will say that they got it or understand only to admit to another colleague that they really don not but just going along with the others li guess is the thing to do b/c who likes to be singled out? I really do not.
I do not believe Art 3-5th grades should be included because for the last 14 years I have been at two schools and only see the 3rd graders less than 18 days and then the 4th and 5th graders also less than 18 days...it is impossible to get all the art history and art lessons for community displays and art extensive knowledge taught in a system set up this way..An art teacher who sees the students and teaches Art all year or has blocks for hours can maybe cover the art elements,art history and all methods in 1 school year.However,not all schools have full time Art so this is impossible..
I think it's great that they are adopted by most states. I do feel however that the standards are very rigorous and to not always account for the natural development of a child.
I think of Common Core not as a new set of standards but a better way of teaching students.
Yet need additional time and training for implementation
The standards yes...same as before just more specifics...However, testing must be aligned to the basic formula of the standards and not the specifics. Lets keep it real...
The standards themselves are rigorous, but I do like them.,
Common Core is great, but it's been rolled out poorly in our district.
Being in such a transient county, this will help students to be on the same grade level when they transfer in and out.
My approval is based upon the ideal that all Americans have an equal, basic education by the time they leave high school.
One concern is how some teachers are teaching to the test or "dumbing down" expectations for students.
I approve of the idea, but don't think it is going to be the solution that it has been billed to be. Our school system is writing our own units...if all other school systems do that, no one will be on the same

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page any more than with the state standards.
I do approve, however, I feel some of the expectations for students is beyond their capabilities/developmental abilities at this time. While some standards have improved, the "deeper knowledge" required for students is very difficult.
I think adopting the Common Core was a great idea, however I think testing ALL students on the Common Core the same year you adopt it is very hard not only on teachers but the students they teacher.
Common Core is a good idea except N.C. did not provide any resources for teachers to properly teach the common core standards. Also, the first two years of tests should not count towards teacher evaluations as teachers get used to what is being tested.
I like the concept, not necessarily the implementation.
I love the new curriculum.
It provides more rigor to the curriculum on the high school level. It represents what good teaching should be anyway. It also encourages writing and reading across the curriculum, not just in the language arts classrooms.
I like that the standards are very clear on what's expected of the students. It is very helpful when talking with parents about how their child is performing in class.
I believe we do need grammar and more emphasis on writing in our curriculum.
The entire process has been made more difficult by the process CMS is trying to institute for Pay for Performance.
It appears to be more functional.
I am really not sure yet.
Currently, common core standards are being tested in only math and English. I look forward to the release and implementation of common core for all courses.
I find them challenging and very attractive to students since they are encouraged to develop their skills in a holistic way.
I love them!!!
For ELA the standards under Common Core are much more clearly defined.
I like the H.O.T. skills, but feel the state did it too quickly. They should have had things in place instead of "flying by the seat of the pants".
I think that it is a good idea to implement the system since families are moving so often. I just think the implementation needs to be improved.
I believe we should have been better prepared before embarking on teaching the CCS. With rich resources, teachers can accomplish great things. We NEED better resources. I spent an entire year searching for good materials to teach with and still feel that this past year was one of my weakest years teaching.
Support in this effort from administration is not there. Materials ready for presentation to students is not there. Very discouraging to be evaluated on something that is not ready for implementation especially if merit pay depends on evaluation.
Common Core addresses science and social studies not just reading and math. The problem is that we were thrown in without materials. My administration was good at finding materials, but it still made it more difficult to plan units. Also no one could give advise of how to teach the Common Core to special ed students.
I wish teachers had been given more of a heads up at the inception of the CC being put in place for the state.
I do however think that it will take time to see results.
But teachers need more examples to help implement

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Approve but the roll out should have been done differently
It is time for the Standards for teaching to have been changed
Because of high stakes testing, teachers have started to give emphasis to right answers and the students have lost the ability to persevere in problem solving and think for themselves. I believe the Common Core will get us back to students that know how to critically think and problem solve.
I believe that all states should adopt national standards and North Carolina should stop doing essential standards and embrace national science and social studies as well. The only exception is the need to learn about state history and social studies.
I don't think that the standards are different enough to cause such a fuss.
I think that it would have been better to adopt one subject at a time instead of inundating teachers to become familiar with everything at once.
I believe a national curriculum is the most effective way to teach our students. It opens the door to collaboration among teachers. It is consistent for children. It will lead to a national test. Only then will our growth and proficiency data be valid.
Not really sure if I understand the biggest difference from previous standards and how it applies to EC children
I approve, but I do not feel I have been given adequate materials and resources to teach this curriculum effectively.
I believe that there should be more work with individual standards within our curriculum areas but otherwise the standards are very easy to work with.
Great idea, increasing standards rigor etc., however the implementation and guidance from our central office has been disastrous.
In science, students should know how to argue from experimental evidence.
My only concern is the expectation for lower grades and if it is developmentally appropriate.
I approve the move to common core standards, but I disapprove of using standardized assessments to judge the abilities of our kindergarten and first grade students! The use of assessments has been excessive this year.
Give teachers and students a longer time period to adapt to the new curriculum before the implementation of state testing.
The standards expect more out of students, make connections that were previously not in our standards, and help prepare students better for future careers.
This approval should have been taken in stages rather than push the entire curriculum at teachers to implement as if we know it compared to the original one. I have attended meeting after meeting and listened to people "spout off" about go to this website, have you been to this website, there are so many valuable resources to access and on and on and after awhile you are so overwhelmed you simply leave the meeting more frustrated than when you went. K-5 classroom teachers are so weighed down with assessments, Common Core, other mandates, discipline problems, technology, meetings, technology, and the list continues that there is little time to spend with children to teach the core concepts for mastery of the material. Lawmakers are pushing mandates yet never enter classrooms to see the schedule of a school day. The push is to embarrass the public school system and build up charter and private schools. I see young educators throw in the towel because of these things mentioned. Where is our support system? Who is listening to us? When we speak we are considered to be whining rather than listen to our concerns and see the possibilities for success. North Carolina lawmakers no better than to step on the public school system which has educated children for hundreds of years, throw the schools and educators to the side and promote a personal cause. Now we will be graded with a letter in our windows. Wow! What good is that going to do? The grade should be comprehensive to include the administrators, children, assessments, teachers,

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parental involvement, and the state educational system. Now we are being compared to eateries.
I neither approve or disapprove. I am neutral
They just won't be able to reach those standards for years. These skills start young. My 10th grade students who read on a 4th grade level will not be able to pass this test. I wish these test were more practical- life skills.
I love the standards for my topic - Social Studies - I believe it is a great idea for states to have the same subject/topic by grade level, this really helps families if they are move from one state to another or within the state. Yet, I do not want any money attached to North Carolina's participation in Common Core this will maintain our objectivity and academic freedom.
As long as students are taught basic times tables and how to cursive
Needed more preparation beforehand
Our state needs to make sure all educators are educated about Common Core and how it will effect their employment year after year.
Nationally thy are embraced by quality educators...those who don't are falling behind.
I believe this is a great start to implementing a change in teaching practices in North Carolina schools. Thus far, I am pleased with the outcome of CCS in my school and district.
We just need money to purchase the nonfiction books. Based on our pay...teachers should not be expected to purchase these independently.
It is critical that we, the educational community, raise our standards to prepare students for the many challenges they will face in a career or further education. Common Core hold teachers accountable to facilitate learning in their classroom, to promote thinking by their students, and elevate the expectations to which students can and must rise to achieve success.
As a high school science teacher I like having some concrete idea about the English and math skills that SHOULD be in place. A well-educated child is a product of a set of teachers-each ofv us blending and expanding a child's knowledge base.,
National curriculum is needed, although push down of objectives makes much of the common core developmentally inappropriate.
I like the common core curriculum, but have big concerns for children who are entering kindergarten with no preschool background! They will be LOST!
However, it will take years before it is truly effective.
The transition has been interesting, especially as a new teacher. I worry about "holes" created by the changes in each grade level's standards.
I approve if this is something we are going to stick with. I am sooooo tired that every two years or so we decide to do something difference. Continuity is important as a teacher so that plans can be made, and we can actually build on our lesson plans each year, not have to change every two years.
Resources are slim and incomplete, though. NC needs to move on this ASAP.
Yes the standards are high but we need a system that works for students who are transient! The system should be better when all grades are using the common core standards.
I like the fact that students can move from school to school and pretty much pick up where they left off. The curriculum is coordinated from Kindergarten to high school. One example of non-coordination. I was in the same school district in Pennsylvania from 2nd grade until graduation. I never studied any US history after the Civil War until I took AP History in High School.
It is beneficial for students to move towards critical thinking responses which common core encourages. Although, the common core exams provided by the state did not fulfill common core standards. Students were graded on content only, not critical thinking skills or problem solving. This is not rigorous and no different from multiple choice.
CCSS allows students and teachers to be open and creative.

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I can't believe you left three P's in "disapprove" above this box.
Some contents are too analytical for younger students and that needs to be taken onto account.
I feel this will raise the bar and the level of rigor for our students.
It is beneficial for students who are frequently moved from school to school throughout the years.
I approve because the CCSS calls for students to learn basic reading and writing in ALL curricular areas as well as to develop and nurture higher-level thinking skills and problem-solving abilities.
I think.
I support the decision to implement more focus on 21st century skills; however, some of the expectations are too rigorous for majority of the students.
I like them much Bette. The test wasn't really aligned well though. So the results will not look good for this past year. I want to keep them and the Assessment
Common Core isn't the issue, using state-created assessments that don't accurately reflect Common Core is.
Adopting more stringent standards based on higher level thinking skills is great, but we really need a lot more support to help our students. We need teacher assistants. We need after-school programs for those falling behind. We need summer school programs for ELL students. None of this is possible with decreased funding.
I like the idea of consistent nationwide standards.
These standards are a huge improvement over the Standard Course of Study that we followed before. They are clearer and easier to analyze and then apply to instruction.
I think we need to hold our students to a higher standard. That being said, we must understand that many of our children come to us with little or no experiences that will enable them to be as successful as we desire. We need to supplement the "standards" with everyday experiences for our youngest children. Many have never used paints, clay, scissors not to mention social activities that help them learn how to interact in a school setting. These MUST be taught before we can hope to teach "standards".
Need math science and ss books as well as basil readers.
I approve but feel they should have been implemented in the lower grades and gradually moved through the grades. This year we were evaluated by the results and the students were graded by them counting as much as 25% of their course grade.
This is a conditionl approval. The CCSS, while far from perfect, are an improvement on the former NCSCOS. The biggest problem NC faces with its adoption of the CCSS is the decision not to "roll-out" the standards (K-2 in year 1, K-5 in year 2, K-8 in year 3, etc.) has proven to be a huge challenge. The comparison I hear most often is that NCDPI has (thanks to our ridiculous RTtT grant) taken on the task of having teachers build a plane that is currently in flight. There seems to be no plan for how to complete the job before it's time to land...
I would like to qualify that. Common Core sounds good in that the expectations are higher, but the problem is that we are expecting these high standards on high school level now with nothing that supports it prior to high school. in 9 years they will make sense and then we will have changed courses at least twice before then. MSLs that go along with Core standards are rediculous. Teachers spend more time grading them than they would a teacher made test that would be a more accurate account of what was taught. And 62 standards in Language Arts...Rediculous! I want to see a legislator cover that much material in 18 weeks!
Not a huge change from how I taught before. I naturally have always integrated my lessons throughout the curriculum.
I approve but do not think we will see adequate results for some years because of the disconnect between elementary/middle and high school teaching. Students are not coming to high school

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prepared. What is being asked of the students, and therefore the teachers, is too big of a leap from what they're used to.
I basically approve but I personally did not think that the Standard Course of Study was a poor choice.
I still don't believe the standards are set to the correct grade level, but I do believe there should be common standards through the US
I want to hold students to higher expectations while allowing them to be in control of their learning. Exploratory learning is key for students of all ages to find an answer themselves and be able to explain their thoughts and ideas with others.
The sequence needs to be adjusted to ensure skill expectations are rooted in child development principles, and that testing does not become the sole measurement of student success.
I would at least give it a try, although how "common" it will end up is questionable.
Approve
However it should have been introduced one subject at a time and not until people in charge had full knowledge of it. And then trained others to be able to train teachers. Instead it was thrown at us, all at once, and no one knew much about it. So the year was extremely difficult. We weren't ready for it.
I like the way the common core standards make students think, explore, investigate and explain their answers to problems or questions
I only know a lot about the content I teach, which is science, so I am actually on NC Essential Standards rather than Common Core. What I do not entirely agree with is the testing we are using.
The testing is beginning to be no better than NCLB, however.
I appreciate the fact that they are the same standards throughout most of the country, which will allow for a more uniform set of expectations. However I do feel that they are more in depth and we need a way to better align classroom expectations, home expectations, along with the report card that students are ultimately held accountable with.
We did not have the materials available to incorporate the skills expected. Not only did we have to make all our center materials but we also had to make our own tests and homework. We did not have adequate reading material for leveled reading groups and we did not have enough time to teach to mastery like we were lead to believe. I feel that if we were going to adopt the commoncore, there should have been materials to teach by and with. All in all, the premise is excellent, it was just imposed incorrectly. One should prepare for a trip before launching the ship!
I previously taught 24 years in Virginia where the Standards of Learning were implemented. I found them to be equally rigerous for both students and educators. I would equate the Common Core with the Virginia Standards.
I believe that all students/adults should be encouraged and taught to "think" for themselves vs. memorizing. Sometimes, memorization is necessary, but by practicing and making a habit of "understanding" the "why" and knowing "why" will hopefully lead/encourage students to use that same mindset in other areas of school/life, etc.
I approve of the across-the-board (U.S.) standards. However, I'm unsure of how they are being implemented where I work.
However, I think for some of the content, the children were not developmentally ready for.
They should not be used for graduation purposes for those students/teachers already in Middle and High schools because these grade levels are playing catch-up and will be at a disadvantage.
Moving forward, North Carolina should support the Common Core State Standards through rigorous curriculum implementation. Becoming more strategic in the development of the CCSS in school systems, allows students to connect classroom content with the 21st century learning skills.
I think that the standards are a step in the right direction, but the testing is a step in the wrong direction. More control should rest in the hands of classroom teachers so that they can better meet

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the needs of their students.
I think the common core standards are just what was needed to provide students will quality learning.
The standards are good in theory, but the common exams are unacceptable.
I do believe our curriculum should be more rigorous, my major concern is that we have extended the achievement gap beginning in kindergarten (li teach kindergarten)as we have fewer children coming to school ready for the rigor due to cutbacks in preschool.
I do feel like NC left the teachers high and dry without resources to use to teach these standards.
I do not like that onslow county decided to implement it in every grade at once.
In my area, music, the former standards were very vague and ambiguous. Many music teachers were really able to get away without really teaching anything and doing little more than babysitting during music classes. Our new Essential Standards require us to teach specific music theory curriculum. I can only hope that the Common Core standards have done the same for math and reading.
The problems is that our county does not have the resource that we need to truly teach Common Core.
The adoption of CCSS in NC is an extremely wise and timely decision. I find the approach to CCSS much less disjointed and fragmented than NC's old Essential Standards.
Far more challenging than the old NCSOS
There is nothing wring with the common core, however the high school math standards are a mess because the they are written to be "by the end of high school...." DPI has done a poor job clearly stating which standards get adresses in which HS classes
I would have liked more examples of the standards expected to be taught.
Change to the curriculum is necessary. However, the curriculum is not as advertised, it has broaden content covered and not allowed for deeper investigation by limiting the scope of what is taught in content areas.
I approve of the Common Core, but not the MSLs that seem to come with it.
As long as we don't decide to go to something else again 5 years down the road
I like that they expect more rigorous instruction and set higher standards for students.
I wish that we could have implemmented these standards 1 or 2 subject areas at a time instead of all the standards at once. It was very overwhelming and discouraging at times.
CCSS provides students with higher level rigorous instruction.
This is a great time to be a North Carolina Educator. We are on the cusp of something that can transform and reviatlize the way we do education in our public schools. When all of the components are in place I believe that we will be the example of how to truly educate children.
In our implementation this first year we saw many positives for our students.
The idea of getting schools in NC all on the same page covering the same curriculum is wonderful. However the assessments need to also reflect the common core standards.
They emphasize literacy skills and cross-disciplinary understanding. They also put appropriate emphasis on STEM subjects. I do not like the MSLs that come along with the standards.
Common more facilitates more connections in curriculum, allowing students to think critically.
I think the concept of common core is great, but our students are behind in critical thinking skills because we haven't required that from them. We are so focused on a multiple choice eog that we don't have time to teach critical thinking skills
Common Core is fine, but the MSL for World History does not apply Common Core standards in any way
I believe we need to challenge students more. However, I feel teachers need more support when it comes to the Common Core. There is a lot to cover! Teachers need to learn how to create lessons and performance tasks that address multiple standards. Otherwise, there will be gaps in student

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knowledge.
I approve of having high expectations for students, which the Common Core does set. However, many of our students are not on the level needed to be successful with Common Core and do not need to meet those standards to live a successful life. Not every child is going to go to college, holding them to the level of someone that is headed toward college is only setting them up for failure.
I am in favor of this curriculum BUT please provide more MANDATORY professional development opportunities for everyone, especially mathematics. Problems are numerous because textbook companies are not on-board with this new shift in education. They TOO need curriculum development to help North Carolina teachers and teachers across the nation. TEXTBOOKS and/or Computers/Software MUST be priority in order to provide out of class assignments. Making out handouts to include real world application problems is just WRONG. Teachers can use their time more wisely to better improve and insure student's success.
I agree with the depth of instruction apparently required by the Common Core. However, I was very disappointed when my students informed me that little of the advanced topics that we covered were actually assessed.
You can't compare states if they all teach different standards. All states need the same tests as well.
I like how the Earth and Environmental Standards are more citizen based and preparing our students to be citizens, not scientists.
I think that Common Core is a great initiative for our students. I think teaching the Common Core Standards will better prepare our students for college. I do not agree with the fact that every child must pass Algebra 2 to graduate high school. I do not think this is a realistic goal for all students.
I think the common core standards are almost the same as what we have been doing. Writing has been implimented to answer questions. Terminolgy is stressed.
is it just a new face on an old clock? Theory good, will implementation live up to it's billing.
We already adopted it- it would be crazy to turn back now!
While the concept is excellent, the implementation is severely lacking in organized structure! Right now it is just a bunch of propaganda, without any real substance! I have been avidly reading most everything associated with common core, and while there is a lot of verbal reference to need, structure, alignment, rigor...none if this is supported; therefore, it is in essence still left up to the discretion of the teacher. If the teacher has any quality, then core topics are addressed, yet it seems as if there is still dis congruency. There needs to be strict alignment, if absolute, then some general pacing charts (with written in time allowance for reteaching) should be implemented. This has been the norm in other states, and if the concept is to truly align education on a national scale, it is self evident.
While I do not have an issue with the adoption of the curriculum, I have not enjoyed teaching it this year, no pacing guides or resources were provided and I spent a lot of extra time planning creating and locating resources with which to teach. I felt like I didn't know what the kids really knew because there were no assessments or ways to track progress in all areas.
Although in general I agree with the adoption, I do not see the rigor that was once present in our curriculum.
I do approve it because we can d topics etermine how those goals can be reached and what additional topics should be addressed.
They are good for my subject area. I just wish the state would have also adopted common unit plans so that each district would have the same expectations there too.
While I think some of the changes in Common Core are a bit too advanced, some of the changes are great. I think it will take time and adjustment to see how beneficial it is for students and staff.
But I disagree with the new sets of tests.

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<p>The merge into it was not smooth and full of unreasonable expectations for staff and students in the first year of implementation.</p>
<p>The curriculum is fine. It is the high stakes testing that is not fine.</p>
<p>I think it is important that we keep up with what is going on in the rest of the country and world. I think some type of uniformity in our expectations is key to successfully educated individuals. However, I do think it important to note that Common Core is not the answer to all our educational woes. We need to stop comparing our students to others around the world and saying they are not keeping up. Our students are keeping up! In fact, the media needs to get it straight. We test all kids and give all kids opportunities to go to college. That is not the case in other places where only those who do not have special needs are considered candidates for testing and given the opportunities that our children are given.</p>
<p>I think it is a good thing to have common standards across the vast majority of our country. I do have two concerns about it. First, I am not sure the common core standards are realistic for students who are below average. Second, I firmly disagree with NC's decision to organize the high school math standards differently from what the common core suggests. Because of this decision, NC teachers have no substantial resource materials to work from to teach these classes as there is no textbook or workbook in existence that aligns with the way NC is suggesting we teach these course. Also, by doing it differently from the recommended way - it no longer becomes "common". Students from other states may take Math 1 in their home state, and then come to take Math 2 in NC and be completely off track because NC has decided to do things differently from everyone else.</p>
<p>However, we need to go back to basics - spelling books, spelling rules, grammar books, sentence diagramming, computation in math without calculators, learning geography of the U.S. as well as the world!!</p>
<p>The common core standards are fine. The final assessments are not! If we are to be teaching concepts, why are the tests asking for specific content knowledge? I can only attest to the World History and Civics/Economics constructed responses, which were far from being "conceptual". Us teachers are not allowed to see what was asked on the multiple choice portions, so I have no idea what those asked (which is another problem in itself!).</p>
<p>I like the way the standards are unpacked to detail exactly what is meant by the standards. In the past, we have had to guess what the standard meant and what to emphasize and what to leave out. I am still weeding out things that were in the old standards that will now be taught in earlier grades. It is a learning process. I don't approve of being tested before we have really learned what is involved with the new standards.</p>
<p>However, we were not given proper materials to implement these standards in our classrooms. We have been "flying the airplane, while building it!"</p>
<p>I approve of the standards; however, the assessment at the end of the year was unacceptable. If I were to conduct an assessment such as this with my students, I would have parent and administrative compliants. Teacher's have not been given adequate time to score these assessments and the questions administered applied more to a NC Curriculum rather than a U.S. Curriculum with a NC focus. They are not aligned...poor planning and poor execution.</p>
<p>I wish it would have been phased in over several years. Teaching the expected curriculum AND the gap material is way to much.</p>
<p>I approve, although the support, materials and training we have been given surrounding implementation has been either worthless or nonexistent.</p>
<p>I believe that NC needs to "catch up" with the rest of the nation. This year has been tough with higher expectations, but in a few years, it will balance out.</p>
<p>it is broken down very well so that the students can better understand the material.</p>

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<p>I think this is a good set of standards. However, it has been put into place in a half-baked way. There was absolutley NO help in understanding the math standards.... one set of examples is ridiculous. Not having a progression of when to teach the basics.... just jump right in. And listening to administrators say, "You can find things on the web." is also ridiculous. There is a time factor to be considered. Also this school system adopted a math book the year before the common core was implemented. And guess what.... it doesn't go along with the new set of standards! The cart was definitely put before the horse.</p>
<p>However, I think doing it all in one year was a bit much!</p>
<p>Assessments, however, should more accurately reflect the differentiation and differing styles of each learner. Currently, the do not.</p>
<p>As they are they make more sense, however when the state and/or county piles on more that goes directly against the entire reason the CCC was created!</p>
<p>The foundation of teaching the "basics" is what I approve.</p>
<p>If we would adopt the math sequences that common core offers at the high school levels</p>
<p>I do approve of the common core standards; however, the common core testing and all the additional testing now involved is cutting away from productive time to teach in the classroom. Currently in the high school setting 3 weeks each semester is lost to testing.</p>
<p>However, there needs to be MORE SPECIFIC guidelines given to teachers. The curriculum needs to be specific.</p>
<p>Added too much to 7th grade science. Never did have enough time to teach what I already had and then they added more. I do approve of animan and plant cells and protists. They need to get rid of some of Force and Motion. I teach the entire grade level of 150 students so I get less than half a year to teach all this material!!! Benchmarks have robbed me of more teaching time</p>
<p>It SHOULD have been introduced slowly. This has been a very difficult year with all that the children missed from last year.</p>
<p>I like the way CCore focuses on a deeper understanding of information and development of skills rather than quick pacing and "tricks" to get the right answer regardless of true developmental understanding.</p>
<p>I do approve the decision to adopt the standards. The implementation , however, has been a nightmare. Implementation should not have ocured until the funding was available to implement it properly.</p>
<p>I do love the idea that students across the country will share a curriculum. However, I feel that the Common Core standards are not very challenging for many of my students.</p>
<p>I think some of the standards are a little ambitious for some age levels.</p>
<p>I think that the Common Core is all right. However, the assessments that the state/local agency made sometimes stress things that do not seem that important or are much more in-depth than we were led to believe in our training.</p>
<p>Although the change has been extremely challenging for the children</p>
<p>However, I think that they should have been implemented in the elementary schools first and moved up through the upper grades as those students got older.</p>
<p>The standards are excellent; the implementation is the problem, meaning that the standards should have been front-loaded rather than placed at all grades. The shift from NCSCOS to CCS leaves some gaps in certain areas and makes too big of leaps in others.</p>
<p>I do not mind the changes brought by Common Core - but whoever is writing the tests needs to learn what is in the Core for each subject. This last round of MSLs was way far afield from the curriculum cited in Common Core.</p>
<p>Due to student populations being so transient, this will help teachers and students across the US</p>

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know what instruction/skill is expected at each grade level.
I believe the Common Core Standards are in the best interest for children, however CCS is a 12 year plan for a student's education. We are expecting students at all levels, even those who have only been exposed to it for one year to be proficient.
I approve, but we seem to be skimming the top of everything and then being nit picky on the assessments.
This would be better asked on a sliding scale. I'm all for having standards for course. We have always had standards that we have to teach. I'm not sure these are any better or worse than the other re-vamps we've had over the years.
We have lots of transient populations in the US. It is important to have some commonality toward schooling.
C C S just guarantees that all teachers in any given subject area are all teaching the same content.
However, I do not approve of the State or school system taking most of our teacher workdays like they did in the 2011-2012 school year in order to inservice us on the Common Core. Our teacher workdays are in the school calendar for teachers to do work. As an academic teacher, I didn't have enough time to do my grades and then prepare for new classes. Since the economy has turned, we have not received raises, bonuses, etc. But our class sizes have been enormous and we have had more work dumped on us in terms of State Tests. I will not be returning to teaching next Fall because I cannot take the workload that has been given to us.
I don't think the state was well prepared to implement them this year and teachers had to spend far too much time looking for materials with which to teach the standards. The social studies curriculum was extremely broad and the materials provided did not aid teachers in informing students of the information they needed to complete the worksheets and activities they were asked to complete. All students need a common base of information to support the curriculum which could best be provided by a text book either hard copy or available on line to students.
Some of the math in kindergarten is not developmentally appropriate for that age student. ie. Task 12 on the summative where students are required to answer equations within 5 seconds.
There really is very little difference, but it is a good idea *in theory* for all states to be on the same page, provided that states and local districts are willing to contribute the funding necessary for such a seismic shift in terms of nomenclature, labelling, textbook jargon, etc.
It is a rigorous curriculum but I definitely see the benefits. It is a GREAT idea to have a most of the states teaching the same curriculum.
I think that the education system in the US is broken down completely and we will never be able to compete with other countries unless we fix it. One of the biggest things in CMS is that everyone is being prepared for college. Not everyone is ready or want s to go to college after high school. Part of the problem was the removal of vocational programs from schools. If they were re-instated in CMS, 1) there would be a higher graduation rate. 2) less kids would drop out. I never went to college until I was 30. I joined the military and trained as a mechanic (and was a good one).
I approve of their adoption; I am not as sure about their implementation. Also, as ever, there are far too many standards--be they CCSS or NCSCOS--for human teachers and students to adequately cover in a year's time.
Although I approve of the curriculum. I find the standardized tests to be completely unfair. First and foremost - they only test half of the curriculum. This tempts teachers to ignore language, listening and speaking instruction.
The standards are appropriate at the fifth grade level, but I think the testing we just finished was not developmentally appropriate. Multiple 3-5 step problems were mentally taxing, and a three- to- four hour testing sessions for 9-11 year olds is ridiculous.This year was difficult, and I am not expecting

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great scores on EOGs due to limited knowledge and material on my part for implementation. I think a transition year would have been more appropriate. My 5th graders were tested on decimals and fractions as if they had been given more previous exposure than they had.
The first time in known memory that we have a coordinated curriculum K-12, in all disciplines
I think the Common Core Standards make a lot of sense and are more than beneficial to students. I don't think the way NC has implemented has been beneficial to anyone. There does not seem to be any order to implementing the standards and it is very confusing to everyone.
Common core standards should be adopted as the US model and not be adjusted to fit what NC wants.
I think the overall objective of the Common Core Standards is admirable and that the standards are good for our students but there have been some drawbacks to such a rapid implementation.
Approval of standards is one thing. But the NC DPI seems to have lost its collective mind in the implementation and testing thereof.
I like the way objectives and lessons cross the curriculum and seem relevant to today's world.
if they are implemented right.
It is rigorous and comprehensive.
I teach Kindergarten, and while some children are ready for the standards, many 5 year olds are not developmentally ready for parts of the required curriculum.
I think the standards are clear. However, the assessments that go along with them are not aligned correctly.
I don't want to grade them
I think we have to raise the bar.
I do wish they did a better job of explaining exactly what we were expected to teach. 6th grade social studies taught the Renaissance, and 7th grade taught Age of Exploration. Yet on the test 7th grade had Renaissance, and 6th grade had Age of Exploration.
While I approve of the decision to adopt CCSS, I don't think the implementation was handled effectively. Going from NCSCOS to CCSS across the board K-12 with little transition was entirely too drastic and I fear it will negatively impact achievement. We will spend the next several years "patching holes" to compensate for skills/concepts students missed because of where they were in school when CCSS launched.
Mostly approve.
Although I approve of the decision to adopt, I do not feel that my county prepared its teachers for the common core curriculum. As teachers we spent most of the year feeling completely lost with the new curriculum and most often, when materials were sent to aid or supplement, it was too little too late.
The standards are more rigorous and better for our students. However, I do not think students should be assessed on the new Common Core standards for 2-3 years so that any gaps in student learning due to switching certain standards around to different grade levels is ironed out.
I'm neutral.
Makes for stronger thinkers
I think that the CCSS are an excellent goal to set for children. NC implementation of CC mathematics has been horrific. It should be gradual starting with kindergarten and then gradually adding each year. There have been no resources purchased for mathematics teachers to use in the classroom.
I agree with a writing component across the curriculum.
I think the idea of the Common Core Standards and the direction toward that student mindset of being in control and accountable for their own educations is a good one. I like the idea of the building blocks for the next year being set by each previous, and I think the segmented standards and goals interlock well and make sense.

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Should not have been implemented at the same time of Race to the Top goals!
However, the standards are very heavily language based which puts those children with language problems behind in all academic areas.
As Teachers we know all children are getting the same.
But it will take at least 8 more years for the results to be seen in high schools.
Rigor is important but I believe there are too many standards for the time we teach and some at not developmentally appropriate.
But some expectations (example--missing addend in math) are too advanced for Kindergarten, and some (counting expectation) are to low.
CCS are a great thing for the country. Because so many children move from state to state, there should be no question as to what they have had in each grade level.
I approve of NC's decision to adopt Common Core; however, I disapprove of the roll-out and training teachers and school official received on Common Core.
CC is a much needed concept.
Having and requiring the same thing from state to state is a good thing.
Comments from disapproving respondents (verbatim)
Expectations are in no way realistic for children with special learning needs
Common Core standards are very vague not as precise as previous SSCOS
Many of the standards are not developmentally appropriate for the age level of students they are assigned to
If I could say both approve and disapprove I would. I think a common core is a good thing but in some areas, I worry that the immediate switch in NC will prove detrimental to students. Some of the requirements, in both reading and math, are pushing students beyond their cognitive abilities and I fear that we will have more students that fall behind from the earliest grades. I am also upset that the current budgets do not provide for new textbooks and the amount of work that teachers are having to do to create their own materials without any compensation is totally unrealistic!
I am a kindergarten teacher. Many standards that young children need to know have been taken out and others that are very advance for children without base skills have great difficulty learning. Many of my children do not know how to hold a book showing the front and back of it. They have no concept of number and we are pushing addind and subtracting using word problems. I hardly have time to do read alouds and just get to know my children. I love for students to develop a love for books, writing to express ideas, and math skills. Patterning is a skill needed on IQ tests and in basic every day life. Why would that not be in kindergarten? Why is the calendar not there? Don't students need to know what day it is? Now we test at least a quarter of of year, not counting teacher made tests. I have been in education a long time and seen many shifts in instruction. I believe we should have high expectations. I also think that students must meet with success and love coming to school so that they will be lifelong learners, not drop outs. I think the states who looked at the standards and looked at the cost before they signed on made a great choice. We could do much better on our own.
I feel many of the standards are not age appropriate and require to much too soon in K-1 especially.
Last years class had gaps in their education due to this program. That is unacceptable and they will never be able to regain the lost knowledge. The curriculum was not more in-depth, it was just MORE. There is no sense behind the social studies curriculum. School systems are not aligned if this was the purpose. I feel the only purpose was to standardized what teachers tried to teach and to make their jobs impossible. The idea of grouping for all work is totally incompetent. It has its place, but so does whole class. You can't teach something without a base. This whole program was a waste of time and

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detrimental to student learning and teacher creativity.
I feel that the subject matter is very scattered. Children get no scaffolding of information that builds knowledge in an area before we move onto a non-related subject.
Not connected with history or the understanding of its importance.
I disapprove due to lack of funding to support these new initiatives. For instance. Earth Science is now an Environmental science course. There has been no funding to support new text books and lab equipment to implement it the way it is expected. The curriculum is well planned out, the financial support is not.
The stakes are too high, the expectations are far higher than teachers and students can reach, and the pay continues to dwindle right out of our hands.
It is a waste of time for the classroom teacher and requires more time for documenting and less time for teaching and preparation.
I realize that I did click disapprove in the hopes that my comments would be heard. I do approve, however with reservations. I believe that a more precise program needs to be in place to help the multitude of children that do not enter kindergarten with the tools necessary to succeed. Too many children are already behind their peers and continue to lag behind their peers as the years progress. If we can design a system to catch those children whose environments do not sufficiently nurture their learning we can better accomplish our goal of leaving no child left behind. That system would need to continue with the child until he or she is able to progress forward independently. Additionally, the current, previous curriculum and formative assessments do not adequately address the needs of students with certain educational needs. For instance, this year I had a student who is mentally challenged in the regular education classroom. The student was a role model of good choices and an excellent work ethic. When the student began third grade the student could not count out to sets of number and count them with success. The student would often use counters and establish the first number correctly, count out the next number incorrectly and finally count the two sets without success. The student could not successfully count to 40. By the end of third grade that student was able to add and subtract single digit numbers and count to 100. By the end of the year that student still struggled to type in his or her name on a keyboard and his or her reading level did not rise. Yet, that same student would talk to me on the playground about social studies and science content. The end of the year measures could not gauge the student's learning adequately and according to the curriculum this child did not succeed. The system could not celebrate the student's milestones. We seek to create measures and benchmarks to derive the success of learning, but children are not a product that a machine spits out. A switch can not be thrown or a formula tweaked to make each every product perfect. Children are living and breathing. Each child comes with his or her own experiences and paces when he or she is ready. Let us create guidelines that flow with the child.
The Common Core Standards leave out TOO many of the basics that the children need (ie basic grammar skills, how to tell time, how to cursive write).
I am a HS Math teacher. I was an Electronics Engineer prior. Not all Students need nor desire to follow my foot steps. HS Math in NC lost its way as soon as Tech & Consumer math was dropped. The common core sets expectations that are unrealistic for society, let alone teen age students. A cashier at Walmart does not need Algebra II !!!!!
It has its plus and minuses-does away with autonomy
These standards are not teaching students to think on their own.
I teach multi handicapped children with no verbal speech and no functional hand use. Common Core is in no way connected with what these children need. They need intense personal care training as well as Occupational therapy, physical therapy and speech. Many have the ability to learn some level of cognitive skills but those are functional cognitive skills and they are all off of grade level with many

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being well below kindergarden level. Common Core may be fine for regular ed but it is not appropriate for my population.
The standards are continuous and we shouldn't expect a student who has only had one year of a K-12 curriculum to be proficient after only one year. The standards are not bad but testing a student is ridiculous when they have had one year of a new curriculum!
some of the content is way above the students' capabilities of understanding
Our students need to know about the beginning foundation of our country without the watering down of facts and omitting the truth of our history. Also, in math, students really need to be saturated with the basics in lower grades, such as addition and subtraction, multiplcation, memorizing facts, place value. An over abundance of objectives causes students to have an unstable foundation. Teachers feel pressured to rush through to cover everything without the depth so necessary for complete understanding for more difficult standards in their next grade.
Teacher morale is down and students are learning less not more and teachers stress over details instead of the big picture
It causes too much grading work for the teachers without compensation. Also, the rigor is meaningless unless a final exam must be passed in order to pass the class.
The common core is an excellent idea but is being implemented incorrectly in the NC school system. Common core in mathematics wants the student to dig deeper into concepts such as statistics or trig but with the NC model we still have too much too cover with the basic mathematical concepts and have little time to teach everything. Also since many schools are on Block scheduling students do not have continuity. They may have a 1 year break between math courses so teachers need to review much longer than any pacing guide suggests
While I feel the standards and expectations set out in Common Core are very good (at least in terms of what I have reviewed pertaining to what I do), and I understand the need, and value the effort to improve educational standards across the board in the USA, I am very concerned about the outrageous amount of testing that is being required. Research shows that excellent instruction and increased opportunity for reading increases academic performance. Research does not validate increased testing as a means of improving academic performance. I agree with educational researcher Dr. Stephen Krashen who stated that if teachers need the kind of testing mandated by Common Core in order to know what level their students are at and how to teach them, then they have no business being teachers.
At least in high school math (Algebra 2 specifically), the curriculum appears to still be getting wider, instead of deeper. It was already packed enough, now it is even more in the curriculum. A huge problem was in the rollout - we are being asked to teach standards that have not been defined very well. Some objectives are very unclear - it is also unclear as to the specifics of what is covered in Algebra 1 vs. Geometry vs. Algebra 2 (or Math I, II, III).
Only approve if you start with a K-2 grade and build. Its not good for students in the later grades who are used to other standards
I feel that switching over all curriculums at once was a mistake that rushed curriculum, resources and testing.
I teach 1st grade and find that some of the math objectives are not develomentally appropriate as they are too abstract.
extra work for teachers. teachers not paid enough
It does not seem that the tests nor the plans to use them to rate teachers for bonuses was designed by anyone that has actually taught children for a significant amount of time.
Did we adopt ccs with children in mind or because every other state adopted it?
I think that learning to be critical thinkers is great. However, when it comes to history, there are facts

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that need to be taught so that students can grasp concepts and understand why some choices can lead to bad outcomes. If we do not teach enough of the facts, society will be doomed to repeat the mistakes of the past. Many past "critical thinkers" still made mistakes that affected the whole world.
The standards are inappropriate for kindergarten. The standards assume that students entering kindergarten have a set of skills. Many students entering kindergarten lack these basic skills. Those who have the skills can meet the standards. Those who do not, cannot "catch up" at the pace necessary to meet the new standards. This can lead to a big divide between the students who have support at home, and those who do not.
I believe the standards are untested and NC should wait to see if they work in similar states. I also find it complicated to meet the standards with NC objectives.
Some math concepts inappropriate for the grade level.
The Common Core completely disregards the developmental levels and abilities of the age of children I teach. I feel that because of this the students are being set up for failure and to be completely frustrated with school.
I feel as a county we were not prepared for making all the changes at the same time!!!!
I feel it is not developmentally appropriate. It is very hard.
I think it is good for the state to work with other states to develop and implement a nationwide set of academic standards. However, to link "teacher effectiveness" to these NEW standards is not fair to teachers or students. I think the CC standards should be introduced in Kindergarten, moving up in the grades, instead of just pushed on all grade levels at the same time.
Adopting the Common Core Standards comes with too many strings attached. The students must endure so much testing, that testing takes away from valuable instructional days, and too much emphasis is placed on testing results to determine teacher effectiveness.
You did it too soon before you had the materials needed to teach it.
Certain expectations are still not age/developmentally appropriate in multiple elementary grades.
I appreciate the rigor of the standards, but I do not feel the standards for kindergarten and first grade take children's development into consideration.
The common core does not appear to allow for building a lot of background knowledge in order for the student to be successful in learning the concepts or skills.
the info is for teacher evals not for the good of the children
I feel the standards are developmentally inappropriate for young children
Each county made their own pacing guides (what we should teach and how long on each topic) but it did not match what the state expected from us on the state MSL tests.
It is too expensive for school districts.
I did not understand anything about Common Core until I attended a MELT workshop this summer. I would have liked to understand Common Core before it was implemented.
The way the tests were implemented last year was a complete mess. I was unorganized, unfair to the students, and teachers. The entire focus is on differentiation, yet all students take the same test, which negates differentiation.
I'm torn between both opinions because common core is designed to have all students in all districts learn the same thing, however what is important in Colorado may not be relevant to the students in South Carolina. Basically, core content like English and Math only should be taught, consistently.
Students do not have the time to fully master mathematics concepts before they are thrust into the next course. There is too much new material and not enough additional time. In fact, there is no additional time.
The common core does not address the needs of all students.
does not reflect developmentally appropriate practices for the younger child.

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<p>Unfortunately, most schools in this district is segregated and it's difficult to present real world situations when students haven't experienced anything but poverty. There's no diversity and teachers are cramming basic vocabulary words that students should already know. It's very difficult to introduce new vocabulary when most of the students are 2-3 years behind grade level.</p>
<p>The more I am reading on Diane Ravitch's blog the more concerned I am becoming. The articles are collected from across the country.</p>
<p>Common Core, in my opinion, is what is currently favored by politicians, who are supported by corporate entities which write the supporting curriculum, neither of which have a deep understanding of the teaching profession. I believe, however, that we need national standards, like most industrialized nations, but these standards need to start with the basics!</p>
<p>We do not have enough interventions in place for students who struggle with basic math and reading. (no retesting or summer school for students who scored under a 3).</p>
<p>I mostly disagree because Common Core pushes group work to such an extreme that it causes issues with student responsibility. Also, the current absence policy is so lenient that teachers are forced to create many variations of lesson plans to accommodate the constantly absent, as participation is not an assignment easily made up. My biggest issues is with testing. I am not shown a test in advance, the students feel drastically unprepared, and the required state testing goes directly against the open-ended, challenging curriculum that Common Core demands.</p>
<p>The expectations are not clear, especially for newer teachers.</p>
<p>I think more study should be done because we are not ready to implement this system. The teacher need more training.</p>
<p>Many of the concepts are incorrectly placed with no attention paid to children's cognitive development.</p>
<p>It's too high for NC students. Implementation should be rolled in a few grade levels at a time and move up with the students. Current gap between existing cure a d common core is too large to just jump straight in</p>
<p>No consideration or thought was given on how to set priorities and procedures in all elective areas. as the plowing began, It started a battle ground for these elective students to ensure their classes did not disappear and that little "Susan" if she wanted to, could go to College and major in any of these elective areas. The ball was dropped in areas like Weight Training, Dance, and all the Performing Arts. It comes down to one question~why did they supress these elective areas? Did they really think that a student who wanted to go to college and earn a masters degree was less important than any other subject? I would like to see the math students stay after school and practice for 2 or 3 hours like High School Football Teams and Marching Bands do accross America in the fall. Granted, we all want to be better than "China", but a very good principal once told me a long time ago~ "You don't rob Peter to pay Paul.</p>
<p>I believe (and know from my own teaching) that teachers were doing Common Core anyway. Plus, the way it is now, there is more work for teachers and we haven't seen a dime for it! There is money for this "program" except for the teachers who are implementing it.</p>
<p>While I understand that this is supposed to make it easier for kids who move from one system to another or one state to another, I also know that not all schools are trying to fully implement the Common Core, even though they are supposed to do so. It would have made much more SENSE to start at kindergarten and move it up from one grade to another so that when students reach the next grade, they know the things that the Common Core ASSUMES they already know from the year below. It is like building a house and starting with the upstairs first.</p>
<p>I could understand the the decision to adopt the CC standards had any real/current classroom teacher been involved in the decision. However, to my knowledge, no current classroom teachers was</p>

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consulted. If a teacher (s) were consulted, then the PR dept should have done a better job of getting that message out.
I believe that the standards are okay, however the way that we implemented them has been a bit of a joke! How in the world are we supposed to implement all these changes as well as cover any gaps left from the courses that were not Common Core?
My disapproval is in how it is being implemented. It should have been started in Kindergarten year 1 and worked its way up one grade at a time. I also think they were ridiculous when they added "more" to the common core. It is too much to teach in the manner that common core is intended to be taught. Also, it should have accompanied a decrease in class size.
I agree with a more rigorous curriculum, but it has to start with kindergarten and work its way up. It is unrealistic to expect high school students to suddenly meet CC standards without adequate preparation in earlier grades.
I would be happier to see standards kept in more localized settings.
I think most teachers of subjects outside the common core were already incorporating literacy and math into their lessons. This is not a new idea. CCS just made it far more rigid.
I disapprove with the way it is being implemented. Small systems are struggling. Individual teachers are working to develop the curriculum for each subject they teach. Yet large systems are able to pay teams to come in and completely develop everything their teachers will need. Why did this not happen at the state level before it was rolled out and systems were required to implement it and be held accountable for it?
Expectations for kindergarten are absurd
Nothing specifically, it's just that I have been doing this stuff for 20 years and we are merely renaming what most teachers have been doing.
They do not allow time for critical thinking. Courses end up being a race to superficially cover targeted information, with little thinking at all involved.
The core standards for my subject are very vague and way off base.
They sure didn't seem to match the MLS given.
The federal government should not be involved in education. It is a state obligation.
I think they are good, but I think there should be more transition, a longer period to move to that. The testing examples were not even ready before test time. Don't evaluate until there is time to fully implement and experience.
The curriculum is not properly aligned with what colleges or employers are looking for. Also what is written objectives is not covered in enough depth or detail as far as released material from the state nor in releases dealing with the areas of state assessment. .
We should focus less on testing and more on high expectations on fundamentals at all levels. We also have no scientific proof that Common Core Standards as they are currently implemented will actually improve our children's education and knowledge.
I do not see big problems with the curriculum as it is I see huge issues with the state's implementation: no textbooks that match the CC, no one to advise that really knows what they are doing, meaningless required workshops from those that know very little more than I, state created EOGs that do NOT match the curriculum, and expectations (content skills, math problems with MANY steps and "Gothas" built in) that are not age-appropriate.
Common core standards are not attainable for all children. In working with exceptional children, some standards are just not realistic for all my students. Even the extensions of the standard course of study are too rigorous.
This Common core requirements are not clear.
The MSL that goes with the new common core is a joke. We were far better off with our old EOC in

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chemistry and physics. To get race to the top money, we sold out souls.
I am against the implementation of National Standards in this manner.
Differentiation is not possible
Lesson Planning using Common Core Standards takes much more time than the old Standard Course of Study. There was nothing wrong with the Standard Course of Study.
I truly don't understand what it is.
I feel NC DPI "jumped" into a plytheora of ideas not based upon years of data/research, attempting to grab what they felt teachers, in NC could accomplish. There was no consulting with classroom teachers as to the impact that it would have on the learners in NC Public Schools. It has now opened the door to charter schools and private educational facilities to provide what they call is a more "balanced" educational opportunity. Unfortunately, NC public schools' educators will feel the impact beginning in October 2013, when test scores are released. It will shed public view that NC public schools are not measuring up, when, indeed they are, as they take in and educate every student, from all walks of life, disability, etc.
It is ridiculous to think that ll children learn the same way at the same rate. We teach children not machines.
Much less content is being taught, and what is being covered by discovery/instruction has not resulted in students having a deeper understanding. The only thing that will enable students to enjoy more success in later math courses is for them to know their multiplication tables, which is currently being voted (?) into law. Why this fundamental need has to be law boggles my mind.
I think it's better for students when each state adopts their own standards.
The State Department of Education was not prepared to implement Common Core at this time. Teachers had no books, no resources - we had to go to websites in other states to get the information we needed. This has been the most stressful experience. Common Cores tests were a joke. On the Geometry test, students only had to get 9 questions right to get a 71 and pass the test. How is this a valid test??
The students are often expected to perform at a higher level than they are developmentally ready for, and this causes lower test scores. It also causes much more stress on the students and the teachers, as well as casting a negative light on the school and the school system.
Good idea but very very poorly implemented. Unfair to students and teachers.
Actually - BOTH. Yes, we do need a common set of standards for what children should know by the time they graduate. BUT, the methods being used to achieve and teach those standards are WRONG. Standardized testing is NOT the answer can comes at the expense of creativity, the arts and a whole host of educational experiences such as field trips and even recess, that have proven value and do as much or more to educate the whole child.
I approve the standards but there is too much testing with both EOG and Common Core....one or the other!
I think the old standards were more objective and easy to understand and incorporate. Common Core is too confusing.
There are many aspects of the program that are good, and well intentioned. I am just not sure or convinced that are the best strategy for raising standards.
I agree with a National Exam at key points of a student's education to measure each school system and compare. (1st, 3rd, 5th, 8th, 11 or 12th grades). A National Curriculum will not work as there are too many variables from one local community to the next. Each "Efficient Educator" should have complete autonomy in measuring the progress of each child and design an individual plan to move that student along the continuum of that child's ability. Department Chairs/facilitators can assist new or less experienced teachers in designing lessons/ unit plans/assessments that will meet the needs of

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<p>the children in their individual schools. The Federal Government should stay out of local schools and the State should reject the financial "carrot" that will be absorbed into other programs other than education. Other states have said NO we should follow suit.</p>
<p>Each state should set their own standards. Children should not be judged how they will be able to perform as adults while they are still children. Many changes will occur in IQ, study habits and attitudes toward learning by the time they are adults. You can't unlock a child's full potential while they are still a child!</p>
<p>The premise for adopting Common Core was to narrow the quantity of topics and allow a more indepth teaching of the remaining topics, but in reality the topic list was made extensively longer and thus teachers are unable to teach the topics in the depth that is needed for our students to be successful.</p>
<p>The curriculum for 7th grade Social Studies is broad and vague.</p>
<p>Just for an example, there is no way in the world a 15 year old kid needs to know how to set up a crane. Some, most of the curriculum covered in not only the Common Core but also in the other levels of construction provided by the NCCER is completely ridiculous. If these were 24 year old students already with a few hands on skills, Yes but these are 13-16 year old kids that just do not comprehend the real world of construction. There is no way they can absorb this much information.</p>
<p>Teachers do not have resources ready for them. It is very time consuming to plan effective lessons due to meetings and other school related issues during teacher planning time. Most planning has to be done at home on private time.</p>
<p>Children in the K-2 are expected to know and do things that developmentally they are not ready to do.</p>
<p>Although it is nice to have goals and objectives, they are just as restricting to the developmental needs of the child as previous NC standards. They do not seem to correlate with developmentally appropriate learning. It is especially unfortunate that the Standards are used more to rate teachers than to inform instruction. Finally, if these are national standards, why are we not using a national test? This is just another way for private education companies to suck money out of the districts, teachers, and students.</p>
<p>put more work on the teachers instead of the students</p>
<p>I feel that NC curriculum was stronger than the now adopted common core. The literature aspect of the NC curriculum was much stronger. The common core has so much emphasis on non-fiction that some of the magic of childhood is lost in the overwhelming emphasis on non-fiction.</p>
<p>Too much testing, not enough time to really teach</p>
<p>I think while there are some merits, the Common Core may eventually led to the exclusion of specialists in subject areas like music, art and creative writing.</p>
<p>It is a waste of time and money. It states the obvious.</p>
<p>Before the adoption of CCSS there was not, to my knowledge, a field test completed.</p>
<p>I feel there are students who do not know how to spell, read, or make complete sentences and do not use correct punctuation. The students in my class did not know the basics including their multiplication facts in the fifth grade. I think Common Core should be after that. How can they be expected to think critically, or write critically when they cannot do these things proficiently.</p>
<p>Might work if you start with kindergarten and come up, but throwing students into it like this is wrong</p>
<p>I agree that NC's curriculum needed revision and updating; however, I do not agree with the "whole hog" approach to implementation. This change should have been gradually introduced at each grade level, beginning with this year's kindergarten class. Introduction to the entire CC standards in one school year may lead to gaps and overlaps in instruction.</p>
<p>I disapprove mostly due to economic concerns. I think the concept is worthy, but surely there has to</p>

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<p>be a better way to get teachers across our nation to be on the same page. Our county already sets high expectations for our students, and I cannot imagine that implementing Common Core Standards will change that.</p>
<p>We are "watering down" the curriculum when we should be making it more rigorous.</p>
<p>I approve of adopting the Common Core in general, but not the way North Carolina has done it.</p>
<p>In theory, I think Common Core is a good idea. But NC adopted it without the necessary materials being available for teachers to be as successful as they could be.</p>
<p>Standards are too high and unrealistic for many of the lower income schools...although I really, really liked that nation wide we are all teaching the same things. This helps in finding resources more easily.</p>
<p>Pacing is too fast for this age child. Many of the objectives are too difficult for most 2nd grade children.</p>
<p>Feel the Social Studies a little weak</p>
<p>I teach math, I do not approve of the way in which the standards were broken down at the high school level. Algebra1/Math1 is very do able but Algebra2/Math3 is practically impossible.</p>
<p>In professional researched based dats states the children are not developmentally ready for the expectations set by the Common Core. It also states that we should take children where they are and set higher goals based on their entry level. It also, states we should base our activities on their needs. Senior teaches are able to do this easily. New teacher do have updates materials but quit easy when it gets hard. The Common Core needs flexibility to serve all students and allow them to work at their pacce not what the state sets for them.</p>
<p>The way that it was implemented was not planned out well.</p>
<p>This has weakened second grade curriculum. We are not teaching as much as we have in past years. I despise the Math Investigations</p>
<p>North Carolina has choosen to neglect all other aspects of the education process, and vital resources that have proven to propel students to focus on Common Core.</p>
<p>Not enough time to teach. Waste of money.</p>
<p>Some of the standards are not developmentally appropriate for my students and some standards are not rigorous enough.</p>
<p>To tell you the truth, I am unsure at this particular time. I appreciate the efforts to advance education for our students; however, every region of the country as well as our state is different. The county where I live and teach is a poor rural area where we have a high drop out rate and very poor reading/comprehension rates. In the Raleigh, Cary, Wake Forest areas, there is quite a different trend where children thrive and achieve at much higher levels. Therefore, what works there is not going to work in our area. We are just unable to compete with those places in many ways.</p>
<p>I feel that the new standrads were not eased into place. The system knew this was going to happen two years before they were to be implemented and failed to gradually make changes.</p>
<p>There is far too much focus on non fiction when studies have proven that fiction is better for learning.</p>
<p>Common Core standards were adopted in a mad rush for grant money that has nothing to do with improving education. The standards in and of themselves, and the MSLs that come with them, might be a good idea if they were adopted in a measured, well-planned manner. Instead, we got tests that were not ready and a new curriculum for which we did not have sufficient time to prepare.</p>
<p>They jumped into it too quickly.</p>
<p>The standards do not take development into consideration. As a kindergarten teacher who teaches kids at a wide spectrum of developmental stages, I find the Common Core insulting and flat out wrong for our kids.</p>
<p>Who decides what everyone needs to know?</p>
<p>While part of the curriculum is great and enjoyable to teach, I do worry about how difficult some of</p>

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<p>the content is for some students. For example, when working with the released test items from DPI, the non-calculator portion had some very, very difficult problems. Honestly, some of the problems on the released test make me wonder, "Who cares?" I do not mean that comment in disrespect; rather, I ponder the relevance of some of the released test items and their value to real life. I understand the need for students to think, problem solve, etc..., but are we preparing them for the 'real world'?</p>
<p>The adoption of this NEW program should have come with resources in tow as well as support for teachers. Instead, we are asked to do more with less. Not to mention the cutting of our pay, the overcrowding of classrooms, and the attempt to negate what we have done as professional by doing away with Master's Pay and Tenure.</p>
<p>When you look very closely at the Common Core some of the strands are not developmentally appropriate. This is especially a problem in the younger grades when the students are learning to read, and they have not developed abstract thinking.</p>
<p>They are too arbitrary, not specific</p>
<p>Our staff has found Common Core to be confusing and not well thought out.</p>
<p>I believe we continue to push advanced concepts to the younger aged children and they may not be mature enough to understand.</p>
<p>Teaching 10th grade biology, it is at times difficult to implement "writing" in the class. It is "doable" however, my students are coming to me not knowing how to write a letter much less a report or research paper.</p>
<p>The standards from 10 years ago never should have been abandoned. The education I received in high school was great, but it seems as though the years when I was in college education changed for the worse. We should just go back to the way it once was because students learn more when you don't test them all the time. Common Core does not change the fact that students are tested too much.</p>
<p>I have no problem with the standards (except texts are not exactly aligned with them) - It's the testing I have a problem with.</p>
<p>Good to share best practices but direct was unclear as to what we are to expect with it. Are they rating us as a way to see who is better educator(s)?</p>
<p>It has positives and negatives. I still believe we are putting our students in a box and expecting all children to learn the same way, learn at the same rate and the standards are fine but expectations of all children is not conceivable.</p>
<p>Too much work after the test and who designed the test that has nothing to do with curriculum and pacing guides set by DPI</p>
<p>I disapprove my own Common Core Standards for high school Theatre Arts.</p>
<p>The theory behind Common Core is fine, until you get to who's pushing for it and who's making money off of it. Certainly not teachers. Increased testing is not what will improve educational standards in this country, nor does increased testing improve teacher accountability. I'm not sure what does, but testing is not the solution.</p>
<p>Testing is OverRated. This is why I am getting out of education all together.</p>
<p>I disapprove strongly. Common Core is causing us to go in the wrong direction and we are gearing up to "teach to the test" which takes away from student involvement and input. Teachers were forced to create "curriculum" in staff development over a very short period of time where professional curriculum writers take years researching and developing curriculum.</p>
<p>Common Core is another way for the Federal Government to interfere in a state power. Each individual state should have the best interest in mind for their students and should be able to put together curricular requirements that meet the needs of the future and the particular needs for their state. Common Core was really no different in Social Studies than the old NCSCOS, just a bit more vague with a few changes. North Carolina should determine its own educational future and work with</p>

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its own teachers and principals instead of being directed to by some bureaucrats who are influenced by national politics and teacher unions. Please feel free to contact me if you would like to hear more.
There are some aspects of the Common Core Standards that I really like such as problem solving skills and collaborative learning, however, there are a lot of things that don't seem to be developmentally appropriate for the age they are expected to taught. Also, it would seem to me that with so many states implementing the Common Core, the next logical step would be Common pacing guides and common assessments. I'm not sure I like that either. It takes the teaching part away from the teachers.
It is a product of George Soros, who is German, and is based on a Socialist process meant to destroy our freedoms and values.
I feel like we are pushing children in math with unrealistic expectations. I spent lots of time years before teaching in the concrete stage with "Investigations" and "Math Their Way" programs. Now we jump into the abstract without a firm base of understanding established. It saddens me to see children rushed and I'm concerned about the future of education when we are more concerned about content than mastery.
not developmentally appropriate for 5 year olds
I teach high school, and the expectations are really high, but that doesn't bother me as much as the ridiculous expectations they set in kindergarten- 2nd grade. There is no longer time in the early grades to teach socialization and instill a love of learning. I cannot accept that.
Hard to find the time to set up different learning station. Dificult to know exactly what is wanted in the different stations. When students finish stations early, what then. The Common Core requires more activities in a short amout of time.
These standards are simply "cookie-cutter" criteria. It makes no sense to require inflexible requirements and expect lessons based on diversity.
Not enough prep. Too much standardized testing.
Waste of money and more important the time of the teacher.... Based on what I know they will have a certain percentage pass and fail
I think this whole transition has been way too sketchy and disorganized.
I think that the order that we teach does not make sense. I think that it makes it harder for students to have a firm foundation.
I like the idea of common core; going deeper into skills and subject matter, but it seems that many aspects actually make things harder for the students and set them up for failure
The more marginalized we become the harder it is for teachers to individualize education for their students. Standardized testing is fine, but when the test drives the curriculum and pacing for a classroom, then it begins to hurt instead of help. What are we trying to accomplish with this push?
It is nothing but a one size fits all communist system that will put kids in a position of greater reliability on the Federal Govt. when they are qualified to do nothing and know even less than others before them
It is not developmentally age appropriate
The new standards were poorly developed and not very clear. The school system should have waited until they had a better grasp on the change before flipping the curriculum upside down. The expectations on the students in math classes were way too high. Standard math classes had NO chance of meeting the expectations set forth in the curriculum.
Math only. Math has become integrated which is not the optimum learning venue for all students.
It is too rigorous for our students. There is too much information thrown at them too fast. Our stdents need more time to process and begin to grasp concepts.
Too many changes in one year-- Not enough time to prepare. Expectations are too much also.

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<p>Cramming more in is not the best for children.</p>
<p>Standards are essential in any educational endeavor but such standards should not come at the expense of a state's sovereign control of its constitutional mandate to decide what that state's standards are. North Carolina sold its educational soul in return for a few million federal dollars. More standardized tests do not make better educated students; just better test-takers.</p>
<p>I believe a common core of standards makes sense, but I don't like the lack of detail, depth and the overwhelming amount of ambiguous material that needs to be covered in a short period of time. Kids like details, it is fun to learn details. I work in a high needs school with children lacking many important baseline skills and prior knowledge....."Concept" teaching doesn't necessarily work with them.</p>
<p>We at the local level know what is best for our kids. How many times will we change curriculum? We need to teach kids our American Revolution and Founding documents thoroughly so they know what small government is all about. Why are we adopting these national standards and not told exactly who made the decisions and who crafted the entire program.</p>
<p>Standards are so above where our students are actually at. My kids had to do 60 minutes, 3 minute break without a restroom break, 60 minutes 3 minute break without a restroom break, then 60 minutes! Plus I keep being told what to teach my students when despite that they haven't mastered the basics yet. Dont even get me going on how the state of North Carolina is treating the teachers of this state. I have never worked so hard and felt like I was punishing my students not teaching them. It is a crime what we are doing to the children of this country.</p>
<p>It tends to be very limited and so much repetion of the same subject. Math is really mixed up and not in order of any kind</p>
<p>Teaches to the middle and puts low expectations for all students.</p>
<p>My difficulty is that there was not enough professional development in how to teach the standards,particularly math.</p>
<p>The standards are not developmentally appropriate and were phased in in such a way that students who were already behind have no prayer of ever catching up. The standards should have been phased in gradually over time so as this year's kindergarten and first grades students got older, they would be the test for the common core rather than throwing upper elementary and middle schoolers into the fire before they were ready.</p>
<p>While parts of it are appreciated, it will not revolutionize lessons in the classroom. We still feel like we have way too much material to cover and don't get to spend time going deeply. And if the state thinks that a few "open ended" answers on a 5th grade scantron are how they will make EOG's more linked to Common Core, that is a joke.</p>
<p>There should be no expectations set for the first benchmark in kindergarten. Students that have no pre-requisite to kindergarten should not have end-of-year benchmarks set based on any beginning year benchmarks. The expectations are setting kindergarteners up for failure at the beginning of the year.</p>
<p>There are some aspects I agree with and some I do not.</p>
<p>While the standards are broad and allow the teacher some flexibility, the final exam created by the state this year based on the standards asked for specific answers that the students were unprepared to answer. The teacher needs to know exactly what to teach and where to focus if the exam is going to have questions like the test did this year.</p>
<p>I am for common core but I believe that some of the content is being push to too low of grades. The students are developmentally ready for the information.</p>
<p>I think that the overall standards are great, but the state and local school systems were not ready to provide us with the information and materials we needed to fully meet the students needs and the</p>

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expectations of the common core standards.
STOP THE TESTING/DATA DRIVEN INSANITY and give teachers more time to do what actually improves student learning----CLASSROOM TIME TO TEACH! Fire all of these people who sit in committees and decide what needs to be done in classrooms when they would be ill-equipped to do the only thing that really matters in a school---TEACH!
I do not think the standards/expectations they set are developmentally appropriate for my first graders.
Many of us feel that NC just jumped on the bandwagon for Common Core to copy other states.
I teach English. The test is not a measurement of the material covered; it's a reading test, for the most part. I have MANY students who could pass the test on the first day of class because they are readers. I feel this test insults the curriculum that should be covered in an English class.
I do not have a problem with the standards themselves but I do have a problem with the expectations and pressure that they place on teachers and students.
Their standards were vague, and we had to scramble for resources, even though the county was diligent in trying to provide resources.
I feel like the system has not furnished enough materials for the students and teachers to use with the new 6th grade social studies.
I do not necessarily have a problem with the standards, rather the way in which the state chose to implement. It was everything all at once! In many cases, students had to learn things that should have been taught in the grade level before, but was not because we were still doing the Standard Course of Study last year. This was especially difficult for students who were already struggling!
The implementation of the CC Standards may have been needed in the long run, but you cannot throw it out in one year and expect the teachers to be able to go back and fill in the "holes"/gaps left in switching to a new curriculum. If one subject (math) had been introduced one year and ELA the next, it would have been easier for the students to cover the "missed" material and concepts thrown at them with the new standards.
The only way to achieve real education is to allow teachers to make local decisions BASED on each class and the make up of that class. Common Core is little more than an additional logistical burden and obstacle to meeting the needs of individual learners.
there is no guideline for teachers to even kind of know what material will be tested. With so much material expected to cover and only a handful of multiple choice questions and a few random short response questions, it is unfair to both teachers and students to be expected to perform well on these tests. The language is written at a level above most students and they do not reflect a language which they can interpret and understand. The success rate will depend on the size of the curve the state gives and that will thus invalidate the true measure of the tests as they were designed
Good idea, but there is too much in each of the standards.
We were already making progress in North Carolina. I do not believe the direction we are heading with standardized testing is developmentally appropriate for elementary students. Nor do I feel we are doing our students justice by moving toward testing in all subject areas.
Common core has raised the bar but it is unattainable for many students and doesn't address many of the "basics" for early elementary.
Some of the objectives are not grade level appropriate. Common assessments should be made by the state. The report card is not parent friendly when it uses all the CCSS objectives.
Not real happy. Grading teachers this way
The common Core is very unclear and confusing. Students are being taught, but how does someone in a position of "power" know the needs of students in NC?
They jumped on a bandwagon they were unprepared for. The "training" sessions have been abysmal

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at best. There are strategies and programs that work. PEAK is one This one is nonsensical, especially for non English or Math teachers. PLEEEAAASSSEEE
I teach children with severe/profound needs and even the basic extensions are not appopriate. I am not qualified to address it regaurding other students.
I teach kindergarten and there is way to much that doesn't make sense to a kindergartener or their parents
I believe that the common core standards are valid standards for children, however adding more material to cover without adding more time, or taking material away, means we cannot adequately cover all the old material and new. Since my job, and eventually pay, will depend on the content in my area I will, obviously focus on the content and skimp on the common core, which is not tested. If they decide to test both content and common core, we will have a high rate of "failure" as teachers on one or both tests.
Extend 1 standards do not reflect realistic expectations for most self contained SAC classes for students with severe, moderate and even mild intellectual disabilities.
To fast too soon too many left behind
The expectations for the students overall are fairly common sense. The amount of work and training and extra time required of teachers to implement this all is ridiculous. It's too much. Too overwhelming and another way to get good teachers to leave.
In most of the content areas, common core standards are already embedded into the content. For example, in the CTE curriculum, there are ways to implement reading, writing, math, and other strategies into the content
I disapprove because it was not implemented correctly, It needs to be gradually implemented before the tests count for teachers and or students.
I do not agree with the Common Core's blatant ties to AGENDA 21. Our nation is not an arm of the United Nations and its NEW WORLD ORDER AGENDA!
We are trying to teach the same standards to all students and all students aren't capable of reaching those standards. It is too much testing this year and students have lost valuable class time!
Not every child learns the same way - it is illogical to test them as if they are all the same
Teachers are being set up to fail by having us teach a curriculum with absolutely no resources available by any publishing company. Also, the professional development can't even be called professional and I definitely didn't learn anything!
Moving towards common standards is a good move but the standards contained in the common core and the timing associated with those standards do not appear to be age appropriate.
Everything is harder and much more is expected of the students. Maybe it is just harder the first year but I am not sure what benefit it really is.
Although common standards are important, the expectations of a "proficient" student are only achievable by a very small group, and I would suspect that those that wrote them could not be considered a "proficient" student.
The adoption process has been very inefficient, cumbersome, unprofessional, and a severe burden on teachers and students with regards to the misuse of their valuable academic time in the classroom.
Don't think was necessary.
to much testing TEACH ALREADY.....
The appropriate resources were not provided. (no textbook, no pacing guide)
It seems to be just another "Flavor of the Month" and within five years it will be replaced. Unfortunately, whatever New York state decides to do other states think they needto follow suit.
Common Core does not address the need of many of our middlw to poor income students because education for each individual is different and "cookie cutter" plan like Common Core puts everything

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on performance when a kid who has a 1 parent family and has to help at home with their siblings does not always have time to improve their performance. Complaining will not work because NC wants those federal dollars which is really what the Common Core is about, it is not about helping our kids.
We were to focus on writing within the curriculum, and the final exam was multiple choice
Common Core does not have the best interest of the students at heart. We have all the data that shows what NCLB has done to our students it will only be a matter of time before we find out the devastating effects Common Core will have on them. We cannot keep using students as guinea pigs for political maneuvering. I would never go into Bank of America and tell them how to do their job simply because I have no experience in that field. Why is it perfectly acceptable in this field for people with private interests and no education background to tell educators what is best for the students?
In several subjects the emphasis has moved away from content.
I traded a Cadillac curriculum for a Pinto.
I have no problem in states choosing to adopt a set of common standards after discussions among all stakeholders. The problem is that this was adopted with no input from the taxpaying and voting public and the fact that Pearson stands to make a lot of money from this after heavy lobbying. That is textbook CORRUPTION.
The Federal Government should stay out of the business of educating people.
One-sized fits all concept to standards is simply wrong. Spending three weeks in May to test is ridiculous.
More research on how it is done in other systems, training, and assessments streamlining needs to be done before full adoption.
Ridiculous to adopt these "standards" just to gain Race to the Top grant monies.