

How would you rate your school's preparation to implement Common Core Standards?

Comments from respondents (verbatim):
Little to no material was provided to incorporate material into classrooms.
I believe the teachers at my school system have many resources to tap from to best implement the Common Core Standards, and have had much time to break apart the standards and see how the build on each other from the lower grades to the upper grades.
We have had extensive training
We really spent a lot of time learning the standards and working together in learning communities to create lesson plans, etc.
They do nothing to actually prepare the teachers they just regurgitate the information out.
We did all kinds of modules the state provided without solid discussions and curriculum alignment. We are really in a mess.
NOT ENOUGH SUBJECT DEPTH- ACTUAL LESSON AND PROBLEM EXAMPLES
Time to plan together was still minimal and when you did meet, it was rushed and you did not have time to actually plan. There needs to be workdays each month designed for subject area teachers to meet together and simply do lesson plans together... Not staff meetings!
We met as content teachers and established units/concepts that go along with the time periods and brainstormed ideas about topics to cover under each..however..with the Social Studies for 6th grade..there is not a lot of physical resources and answer keys are hard to come by for this time period in which is putting more and more on teachers to create a brand new curriculum..differentiate and having to rely on the internet. I did enjoy this year and the curriculum though.
We started two years ago with small changes, then progressed to full Common Core.
Again, we need funding to purchase equipment and supplies to implement these changes.
Leadership abilities are far less than above average in helping teachers to transition into a new curriculum.
My colleagues and I were trained on these standards and discussed them in depth during our planning meetings.
This is a guess on my part because I am not in regular education.
We had training, but I don't think we have the necessary resources.
We have a great literacy coach and several trained common core facilitators (LA)
I don't necessarily feel that we were unprepared as much as the difficulty of adapting and filling in the gaps. Many of us feel that the state is basically throwing away our present students and using the justification that when the present elementary students reach us, it will be better. We have gone from enabling the students with our end of course tests that are so simplistic that they are laughable to creating Common Exams based on the standards that are extremely difficult and use language that the students have had little preparation for. One semester of the wording of the present standards and wording of the test questions is not enough to produce true success.
A major problem with the Social Studies common core is the curriculum is too vast to cover with the depth and expectations.
We had sooo much staff development. But, it was at the expense of the students having many subs in their classrooms.
My school is great at dealing with whatever comes down the pike. But the vast majority of people I work with are against common core.
Our faculty is resistant to change.
We have NO textbooks in the math dept.
Numerous TLC meetings and information sent back to schools and administrators. I am proud of how my county prepared me.
I do not have anything to compare the implementation to.

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<p>I believe that more forethought needed to be placed in determining what the outcome of the standards needed to look like. This need is beyond the reach of the school's preparation. For instance, to determine what to teach for math I began with the standards, went to the unpacking documents, cross-walk documents and finally I referred to ClassScape to determine what students needed to be able to with their learning.</p>
<p>Multiple trainings have been held and very supportive administration staff</p>
<p>The school did as well as it could given the total lack of support from the State in terms of money and curriculum materials.</p>
<p>We have been working with inquiry-based learning for several years.</p>
<p>Our math curriculum adviser is not adequate to the task</p>
<p>No one including county office positions had a clue about how to implement and provide adequate resources needed to implement.</p>
<p>At least in high school math, but this was primarily due to the lack of clear objectives from the state. The Common Core standards that we received were very vague. While the state also implemented state-mandated exams, they did not provide sample questions, so we were very unsure of exactly what was expected in each course.</p>
<p>Information from DPI was either conflicting or in some curricular areas delayed until almost test time.</p>
<p>My school let us ease our way into the Common Core Standards by using them alongside with the NCSCOS the year before.</p>
<p>The teachers and staff are well-prepared to implement the new standards.</p>
<p>Our principal has worked hard to make sure that the staff is up to date with Common Core Standards.</p>
<p>Prepared? Workshops that describe what educators are expected to do but no hands on materials to begin the process. Teachers told to find materials online but not given paid time to get materials or buy online materials. Not analysis of scientifically proven methods when materials are gathered. A hot mess to say the least. The poor kids!</p>
<p>I do not believe this to be the fault of my schools administration. I believe these standards were rushed and the planning from the "top" was messy and ill conceived.</p>
<p>We needed more training before implementation.</p>
<p>The teachers at my school lack the desire to prepare for this new initiative thinking it too will soon pass.</p>
<p>There is a lack of understanding at the Administrative level in our school system as to how the Common Core is different and what implementation entails.</p>
<p>Our district spent several years "translating" each subject in the Common Core. This means we predicted/created the tasks that would build into mastery of each standard. I assisted in translating 5th grade math. The overwhelming negative is that our district has no resources to teach the math or science. Therefore, I spend countless hundreds of uncompensated hours creating my own resources.</p>
<p>I was given units of study to follow, but was not given materials, specifically copies to implement the Common Core effectively. While increased usage of technology is expected, teachers must continue to have paper & pencil resources. This is especially true in the lower grades, K-2.</p>
<p>At my school we found that most of the things asked of us by the Common Core were things we were already doing so it wasn't that much of a shift.</p>
<p>The Power Point presentations we were required to attend didn't give teachers time to look up resources, align current units of study, or analyze changes from the NCSCS.</p>
<p>If there was a level below poor, DPS would fill that.</p>
<p>Our school did the best we could to implement CCS despite being prepared with materials.</p>
<p>We have been beaten down pretty well.</p>
<p>Our motto in North Carolina seems to be "First or Bust."</p>

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Nobody knew what direction to take. Everything we did was wrong.
We are learning. This was our first year.
Very little instruction was given to teachers about common core.
All we hear about is pass the test or be fired.
The teachers in my school have embraced the CCS and are working together in district PLCs and school PLCs to learn and plan lessons that focus on implementing the CCS in every core classroom in the schools.
Not enough resources available to match the new standards with no new text books adoptions available
Eventhough many people at our school disagree with the implementation of the Common Core Standards our teachers and administration have done an excellent job of doing what is asked of them.
Not just my school. Our system providedone resource for reading and it was a website. No hard copies of anything were provided for teachers to use with students. I know many teachers who spent evenings well into the night in search of resources to use with their students.
We are Montessori, so the standards are fine, it is the testing related to the standards that is hard for our curriculum due to expectations of teaching in an order.
Our training really seemed to be just another thing to check off the list. In fairness to those involved in the process, NC had not clearly delineated any expectations for training.
We have had all the required meetings, (which I know some schools do not) and we have focused very hard on implementing the common core for each subject area including electives and core classes.
We have had required state training but state and school system have not provided as much guidance, guides, resources as other states.
Without money or adequate resources, we are struggling.
Our lower grades K-2 started 2 years ago. Grades 3-6 started last year.
It's very hard to teach a new curriculum when you've been given lots of training but absolutely no resources.
Not as much support as needed. Teachers were left on their own a lot...having to create everything since our resources didn't match.
Poor yea her training poor support poor access to materials refusal of district to buy textbooks (even the online kind) and virtual labs. Inassessability to computers students too poor to afford. Poor wireless access capabil
Administration and staff did a good job trying to communicate with staff as information came in.
Limited resources due to funds for textbooks to cover new curriculum. Personally do not like HS math using integrated method. I have searched other states adopting the common core and they are teaching the HS math standards as algebra 1, geometry and algebra 2. So teachers who are strong in these areas can continue to teach these concepts and prepare students for the ACTs and SATs.
We got the same training as everyone else. However, some trainers were better than others.
I think the common core is interpreted differently by some, and therefore some areas were confusing, this causing problems with implementation.
I work within a school system that loves to jump on any new theory or concept regardless of how flawed it may be. So, we had quite a bit if preparation for this.
Professional Development has been available. - Teachers have had support throughout the year.
Very little resources have been provided to aid with the implementation. Teachers have spent long hours researching and providing resources to use with instruction.
We were given almost no materials to implement standards by our District.
We had to listen to others make us do centers in order to learn the new CCS. It was a waste of my time. I learned them on my own time much better.

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With our large class sizes, teachers will not be able to grade all of the constructed response questions.
There are WAY too many much-needed workdays devoted to CC.
I wouldn't know, really, how to compare it to other schools, but we have had many trainings and workshops.
We are in the middle of so many changes including implementing PBIS and leaning a new program for grading among several other major changes. I think that this made the transition more challenging that it would have been. Several of the professional development opportunities were not helpful because there were no answers to the questions that we had. The testing in language arts did not change to include grammar, which was one of the changes that we were expecting. I just wish that everything was more organized before we started.
The training and preparation was done as efficiently as could be expected, considering the mass amount of information and time required for such an implementation.
We were just told to implement them with no resources to do so.
I would say that we were prepared and know what the common core standards encompass. However, when you don't have textbooks and materials that line up with the common core then that poses problems for both the students and teachers.
K-2 switched over first. I was in second grade. I then moved to third grade the year it was implemented there, so it was an easy transition.
I think my principal was/is more focused on RTI and PLCs and objective mastery implementation than Common Core Standards. In fact, I think the district was more involved in its personnel changes at the time than in really focusing on CCS.
The average is directly related to MLS's coming on line in the same year. It was absolutely ridiculous the workload put onto the school building level this year.
Even during our training, a lot of people including the facilitators are at a loss of what is expected and how to show teachers what Common Core expects.
Hearing from an outside source would have/would be helpful to be sure we are interpreting them correctly and give us direction on resources to be used.
In Montessori, we have always used the intent of the Common Core for our instructional methodology.
In spite of noble efforts by some coworkers (The instructional "coaches" were worthless.), it was "Every man for himself." You tried to interpret goals, guess important vocabulary, find materials, predict EOG test design, etc. all by yourself.
More knowledge and resources were needed
The standards themselves I felt comfortable with, but the testing I did not feel well prepared for.
we need help for teachers besides other teachers who cannot leave their classrooms to help improve other teachers situations
Almost zero to none training and NO follow up at all by district office staff nor school administration
Again in chemistry and physics, there is little difference between the original scope and sequence and common core...other than common core added a couple more topics, but with less time to teach them.
We had multiple sessions that were held by staff from our building. It would have been nice to hear from other states and ways that other districts began implementing.
We took workshops and spent days examining the standards but little did we know that there was NOTHING out there to teach by. Many materials claiming to be commoncore was just that...claims.
We have worked very hard, spent many hours, unpacking the curriculum and preparing curriculum maps. We have held many Professional Development sessions throughout the school year.
Not all test were properly in line with standards.

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<p>We have district meetings and grade level teams meet to insure content is being "covered".</p>
<p>The standards still had "draft" written across them when we needed to prepare to teach them.</p>
<p>We received training from other counties and DPI. Our school has tried to follow the intent of CC; other schools in our county have reverted to former instruction methods.</p>
<p>Lesson plans and unit plans were often unavailable in a timely fashion, obviously thrown together at the last minute in some instances, and left out key information. Also, there were very limited resources for age-appropriate ELA and math tasks that properly aligned to CCSS. Lastly, Instructional Facilitators at each elementary school and District Curriculum specialists were not knowledgeable and lacked fluency in what the standards truly meant for teachers to teach, and miscommunication was abundant.</p>
<p>The training I received in the school year prior to implementation was not of much help to me. When the new standards were implemented, my curriculum had changed completely, and the school system did not provide me with any materials to teach with. They refused to purchase new textbooks or any other materials. If my principal had not purchased a few materials that I requested from a catalog, I would have been left high and dry with nothing at all to work with. As it was, I still had to search for almost all of the information I needed to teach the students what they needed to know.</p>
<p>Lots of blather, little action. Already seeing how resources are being switched to just the CC class at expense of none CC classes. Example: this year all supply money went to technology to buy laptops. But then those classes that were not CC, but had their supply taken away for the laptops were told they could not use the laptops as the laptops were for the CC classes.</p>
<p>All resources provided were utilized.</p>
<p>Our district did not provide enough concrete resources for implementation of the standards. Common Core is a set of STANDARDS, not a curriculum. We all understood the standards that were expected, but the best way to teach each child on how to reach that standard was NOT provided to us. Obviously, it would be different for each child, but leaving all curriculum development up to each teacher was too much. Teachers are best at adapting curriculum to meet the needs of the students in their classrooms. Most do not hold degrees in curriculum development. What research is there that gives best practices on HOW to teach the standards? This is what should have been provided to teachers by the state and district!</p>
<p>My school has offered CCSS training and has provided classroom teachers with the support needed to implement the CCSS.</p>
<p>Our System and individual schools are doing their best to introduce a curriculum that no one really can define. The CC although wordy is still vague in many ways and left open to many different interpretations. Communicating with teachers in different states will prove this opinion.</p>
<p>We started training and implementing various components of Common Core two years ago and we continue to refine the process as more information is filtered through from the state level to the local district level.</p>
<p>Our school was fully prepared to implement the common core.</p>
<p>We were workshopped and "PLCed" so much so that we all quit listening.</p>
<p>Local schools in this county cannot afford to supply all the required tool and supplies to implement these courses.</p>
<p>It is a work in progress. We have done the best we can.</p>
<p>Our staff members work extremely hard to make sure they know and understand the content in the new common core standards so they can find creative ways to help students get the most of their learning.</p>
<p>As a teacher I felt uninformed about the change. I was involved in several workshops at the LEA level but none of them did a good job explain what Common Core was and how to utilize it. I did most of</p>

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the research on my own.
Did the best we could since CCS was essentially dropped in our laps and we were told, "here--GO!"
We have been in training since the beginning of this process & have had multiple days of small and large group trainings. We've also been offered more specific training in our subject areas by the county and we've sent department representatives to those trainings to bring information back to us and share it with out departments.
We are forced to do this silliness!
The staandards are fine, but in math, which is what I teach, we need classes designed to help each child learn the material proposed in these standards. Not all students can learn at the same pace, and some need extra, or inbetween classes, to help them learn. Though we might want all students to climb as high as they can on the math ladder, the rungs can not all be the same distance apart.
In the past two school years we have been lookin at and having profecssional development about CCSS (not including this year of 2013-2013).
I think Common Core, 21st Century learning, and global awareness cannot be something that can be implemented and perfected by the teachers in one school year. Teachers are also learning too.
I feel my school has a better understanding of Common Core than most. However, I feel we need to do more when it comes to writing, speaking and listening, and language. More resources need to be made available on how to teach these standards in a way that is rigorous and relevant.
Our Reading Program is based on the CC Standards and has been for 3 years! We already have started our Math planning and implementation this year as well!
The training was AWFUL.
Need training!!! Need Computers!!! Need up to date materials- books, test generators/software, technology!!!
Again, in regard to time spent on planning, most teachers were not only planning but looking for relevant materials to teach that would meet the demands of the new standards.
this is more because our district provided NO training on common core. They called times where we created pacing guides our "training," but that is NOT the same at all!!!!!!!!!!!!!!
We tried to implement Common Core Standards to the best of our abilities. Each department met during the summer and on all teacher workdays to review the standards and discuss unit and lessons plans that could be adapted to implement Common Core Standards. For our county however, our meetings focused on the Strands to teach. This March, our county made us aware that we would be tested and teaching Math 1, 2, and 3 next year. We were to be tested on this in the spring. This was not fair that my students would be tested on Math 2 curriculum when I had taught them the Geometry strand. Our county could have warned this a little more.
We have only covered 2 standards over and over again.
Common core standards were used with the "Imagine" reading series. A-Z common core activities were utilized in Reading Workshop.
When the topics are so varied and deep it is very hard to cover everthing about everything. Test questions are worded by a test writer and may not be clear to the student what the question is asking. At the county level and school level we did meet and try to understand the new objectives - but it was very hard to determine how indepth every math class went
The methods of teaching the Common Core changes like the wind. First you do Lucy Caulkins, then do it yourself. Then you have a reading series to teach guided reading then you don't, you are to make yoru own. In a few years this will change again. It is whatever is the newest which sometimes is not the best practices.
Scheduling was a nightmare.
Core teams were implemented in June of the year the new standards were to be tested beginning in

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August.
I did not have the materials I needed
training for common core was terrible. many teachers had to do their own studying of the material, esp. as the year has gone by. very few curriculum materials were available for use. jthe testing materials were no prepared prior to the start of the school year, which meant we were unsure as to exactly what was going o be tested on.
My school system did an excellent job in dealing with the idiotic hassles foisted upon us.
The trainers don't have a clue how to implement these terrible standards. They feign knowledge. Just send me online and I'll find my own PD.
This is mainly due to our personnel! We have highly qualified and dedicated teachers who raise the bar and work diligently with our students in spite of the fact that it is an alternative school where many of our students are special needs, and severely below reading level!
Our school system worked pretty hard to help us get ready for the changes.
From what little I know of other schools
They have worked hard, but the presenters do not have a handle on the subject matter.
Staff members have been given a lot of work on learning common core. However, many teachers are so used to the old standards that they are struggling to keep them in mind at all times. Some teachers want a program for math and/or reading that go exactly with common core without them having to think about it and that doesn't exist.
In terms of educating us teachers about the standards, the school and district have done an excellent job. Where they fall is when it comes to resources. We do not have textbooks or novel sets to teach these standards as directed.
I think that classrooms need to be outfitted with more than one computer in order for children to be able to access the digging deeper aspect of Common Core. At this time, we share labs and all students are not given the same amount of time for instruction in this manner.
I am confident in my school's ability to implement the CC standards. I am not confident in our ability to have the resources we need to do it as well as we could if we had proper resources. I am also not confident about our ability to prepare students for MSLs, as NC has made it impossible to know exactly what will be on the tests, leaving us unable to know exactly what to prepare the students for.
All these meetings we sit through on common core sucks.
We work at a special place with great staff, students and leadership. We knew we had no choice with the new common core standards so we jumped on board and did the best we could even though no teacher were never truly "on board" with the idea. We care about our students which is why we did what we were told even though we thought it was not the best choice for the kids.
We have had county wide training for the past two years. We also have scheduled county wide Common Core training days for 2013-2014.
Not enough resources provided to teachers
I can only speak for myself. I felt like I sufficiently implemented CC. Next year I will be able to know/do better.
We had several workshops and have expectations and examples available on wiki sites to support any teacher.
I just taught an inclusion English III class. Neither the regular ed teacher or I have looked at the Essential Standards, and I haven't looked at Common Core for that class. We just got our MSL scores back, and they were hyper inflated. Isn't the MSL supposed to reflect how well we taught these 2 things? I'm not sure if we even taught them b/c I haven't been taught what they are, and I don't care enough to look for them.
Lack of resources in the beginning made implementation a challenge.

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My school was very prepared for it.
Below AWFUL!!!
I think it was done as best it could be considering the expectations.
It was very difficult to prepare for the new standards while still teaching the old ones and preparing children for state testing.
Lots of great practical work but training never compares to actually using and teaching.
As with anything else, implementation goes fast and creates resistance due to the overwhelming responsibilities already placed on teachers.
The testes that the county has made do NOT match to common core standards very well at all. They were not carefully and thoughtfully prepared... seemed to be rushed in the making.
The trainings were not helpful. Everyone downtown was scrambling to catch up. Our materials this year did not match the standards.
Too much unnecessary workshop time; lesson plan making and curriculum mapping and benchmarks. What happen to NC Falcon Formative lesson plans??? I could organize the material; i needed no help. I just need books!!!!
There should have been a year of professional development before implementation in the classroom.
The school has done well, the system not so much
I have no idea. I did not feel very well prepared, but I cannot speak for other teachers or the school as a whole.
Some did it; some did not. Many fretted; many did not care.
The school was prepared. The school district and the state were NOT!!
Whoever came up with this should be sent to another country. Banashed.
Crammed all training into one year when we didn't have to do it in this manner. Other school systems in NC trained teachers over 2 years instead of 1. Every teacher should have been trained in every subject by a Central Office admin or staff development leader instead of teachers training teachers. It was a mess. No one felt prepared or confident in what they bringing back. Instead everyone felt panicked. We have no materials to teach Common Core with. In all of my 24 years of teaching, this is the worst I have ever seen anything laid out
Our schools preparation is great based on what is being passed down by CO and state.
I do not place any blame on my school's preperation. It is not the responsibility of my school to change curriculum. My school has done what it needs to do to adequately prepare us teachers for the new curriculum.
My school was prepared with the information provide to us from NCDPI but the test are not aligned with the information the schools were given.
Not enough resources or guides support for what a classroom should look like now. This should be a revolution, not as business as usual.
Poor leadership and inadequate planning at the state and district levels have hampered teachers and their efforts to implement such standards. Yet, we all know that teachers will, as always, bear the blame when yet another education initiative yields, at best, the pre-ordained mixed results. Such results are necessary in order for the state's politicians to keep teachers jumping through another spate of workshop hoops.
The staff and administration did all they could - in fact admnistration was overwhelmed as well. Why dont the polititicians wake up!!!!!!!
Nobody knew anything and everybody was confused.
I had excellent PLC team members who worked hard to put together instructional packets to teach students the curriculum and to create common assessments on the material we taught. I am glad this was the case, without the team it would have been very difficult to prepare for both math and social

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studies in the same year.
Our county spent a lot of time creating pacing guides and report cards instead of studying the standards and determining how to teach them to our students. I feel these things should have been done for us allowing teachers to create lessons and focus on student instruction.
My school did a pretty good job preparing, but the WSFCS system did a weak job.
Limited professional development, due to budget issues.
Given such little funding and minimal resources, we have done what we can.
We did enough staff development on Common Core in this district, but they were impossible to implement fully with the students we had in our classrooms. We had to go back and catch them up.
The training seemed like they were just trying to fill time because we were told we HAD to train on common core. It was not very useful, or things that we actually used in our classroom.
Our school did the best they could to prepare us. However, the county and state did a poor job of creating benchmark tests and even double checking for their accuracy and alignment with standards. There were many errors and it was evident that the assessment creation was rushed and unplanned. The assessments were so different from what we were expecting, and there was not adequate time to prepare our students for what was expected of them.
The ham-fistedness trickles down. I don't blame my school's lackluster implementation on them as much as on their administrative superiors. They were just doing as they were told with the materials provided--same old story.
All of the common core is so poorly organized and weakly implemented that the whole school ends up in turmoil. Students don't know when to be where; how long they stay in one place; when they are actually finished....The test I administered took less than half of the time given for the exam. Students and I were trapped in a classroom for over an hour after all had finished. I don't teach that subject; they had nothing to do....really? These weeks could be better spent on instruction. Is there a group that will stand up and cry bullshit to all of this madness, or will teachers really be scored on standard 6 as a result of this crap? Why is teacher morale so low? Why are teachers trying to find other work? We have a mass exit of excellent teachers going to private schools! Others have multiple applications in for other jobs.....WAKE UP!
I have compared the preparation by the STATE and COUNTY to building an airplane while attempting to fly it. This was implemented MUCH too quickly to accomplish a smooth transition. My SCHOOL was as well-prepared as they could be, given the circumstances.
We have received and reviewed all of the supplemental material that addresses the standards and what is to take place but I can't help feeling that I am still not fully prepared as to what types of questions are on the exam. I know the content that is to be taught but I don't know what angle that they are going to come at it from; how the questions will be worded.
The county provided and made sure we had the standards. We discussed what they might mean all year.
Teachers of each subject gather weekly in our school to share and plan the units. This is done for all subjects. It is helpful.
Although we were required by our county to go to many "trainings," in elementary, 3 full workdays, we did not find what we did actually helpful in implementation.
I don't know how anyone could have been truly prepared for the implementation with so many decisions about the curriculum being made even as the school year began.
I can only speak for myself and a few of my grade level team members, but I put in an average of 10 hours above and beyond my work week every week this year. I also worked over the summer in preparation for the new standards and took work home every weekend. I do know that other grade levels did not put in as much extra work time as our grade level put in. We were still here when

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administrators were gone for the day and the cleaning crew had already come for their shift!
We understand what and how the material is to be taught but such a short test is not indicative of what they are taught
We had many training a before implementation but now need follow up to introduce ideas to use in the classroom that help support common core.
Building the plane while you are in the air...this is the phrase being used by my county trying to implement the standards. Children should not be guinea pigs!
Instructors who have led them are doing it because they were told to or because they love to be in the limelight. I have wasted HOURS.
We know what to do, mostly. We just don't have enough time in the calendar to actually do it.
The extensions of the Common Core Standards for students in SAC classes were not addressed at the school level.
(see previous comment) CCSS should have been implemented first in K, or even K and 1, and then "rolled up" year by year. This would give many teachers more time to prepare for the curriculum change, receive sufficient professional development gradually, and begin collecting materials that align with Common Core. As it is, our children in upper primary and middle grades in particular may suffer because of the curriculum they missed in lower grades.
School is not to blame. poor district level implementation left us scrambling
Average because of lack of content examples for each subject. Copies of released tests should have been given out at the beginning of year. It would have helped with wording of questions.
We are all sick of being forced to waste our time for the last 2 years when we needed to be working for our children---NOT THE UNITED NATIONS!
I thought we were getting away from teaching to the test?????
I rate the school as average - in comparison to other schools around us. We did the best we could under the circumstances. I do not feel, however, that the county/state did a good job preparing us.
Even though we had Common Core training, we had to implement in the classroom to really know what we are doing. I think it is going to take 2-3 years before most teachers, even experienced ones, are fully confident about how to teach Common Core.
Preparation was weak because the entire process is flawed
CMS had PD just to say they offered it, when the presenter answers our questions with "I don't know and no one can help us" then I'm being set up to fail, thanks!
First semester high school Algebra 1 teachers were not prepared at all!
I would rate my own school as excellent, but I would rate the county at average.
Regardless of how many professional development workshops that the teachers have attended the constant changes and mistakes made by the "common core" role out team has made this process a mockery of effective use of time and resources in academia.
I do not think the discipline plan, accountability or data recording to accommodate the CCSS were implemented well, and I do not think teachers or administrators were extensively trained enough to evaluate student success.
Way too much training.
In 7th grade social studies we had to research and create our own resources to cover the curriculum.
We've beat it to death at our school.
We have spent two years preparing and I have been part of that team unfortunately when the Common Exam/MSL's were given the test did not align at all to what the Common Core said. It was disheartening and sad to see kids flounder on tests and for me to look at a classroom full of faces following my lead looking at me like I failed them. I did not fail them. The system failed them....again.
We have had plenty of training provided for unpacking the standards.

How would you rate your school's preparation to implement Common Core Standards?

Lots of confusion as to what the standards are. Being inundated with the English/LA standards when Social Studies and Science have their own standards but are getting NO attention/help with implementing those.
We were not prepared.
We had many days of training to get ready for the new curriculum.
Facilitators have done little to prepare this faculty for this implementation
No structure, no idea of what we are doing. Our training at the beginning fo teh year consisted of our principal throwing up a power point and saying, "I'll get you put of here asap!"
Since I do not know how any other distrct prepared, it's a little unfair to ask.