

Overall, how satisfied are you with the level of participation and input teachers have had in developing plans to implement Common Core Standards?

Comments from respondents (verbatim):
It does not seem to matter anymore what teachers say or think. States and districts do what they want even though many involved in development have not taught in a classroom in many years and many do not have the background in instructional content and teaching the content to actual students. Classrooms and students have changed drastically over the past ten years, and parents often do not have the skills necessary to help or provide at home. Many of those in leadership do not have a clue what it is like for students or teachers in this time period.
It was basically thrown upon us. Did teachers actually participate in development?
If teachers were listened to, this debacle would not have happened.
I think our county has done a good job.
I think it was ok for the first year, but do to budget cuts, the way teachers had input to deal with changing pacing guides was to send them in via e-mail
I have had no one come to me or anyone in our school and be asked to proof read common core standards.
We have worked very hard to use & supplement resources that do align to the curriculum.
It's just like anything else, some teachers will excel and others will fail. It's just how the system is. We are always promoting some teachers and forgetting about others. So many teachers are set up to fail from day one in the classroom.
Most of the responses that we were given included "We're not sure exactly how that will work yet," "They haven't worked that out yet," "We'll let you know more when we find out more," and "Resources are coming," and etc.
You were told you were doing it and implementing it was a done process.
What input???
I felt it was forced on us and caused us to have to research/design the documents for a pacing guide. EXTREMELY time consuming and once again took us out of the classroom.
What input?
Been a waste of time no one at our central office have a clus what is going on!!!
I helped establish the 4th grade math SDD for my county.
I am not convinced that teachers are ever given sufficient input as to how to implement educational programs or programs that will most benefit the students. Those decisions seem to be made by people who have little or no experience in the classroom, or who want to be in charge rather than be hands on with the students.
We are told to teach Common Core, get rid of textbooks, but we aren't given anything to use for materials. I feel like we are having to figure out how to teach the standards on our own or to the expense of the families.
to what avail
The curriculum design team has worked hard, but I don't like getting the unit to teach right at the time I have to start teaching it. There is no looking ahead to get prepared when we are teaching each unit "hot-off-the-press." I hope this next year will be better.
I have no problem with the implementation of Common Core, but with the way the state is assessing Common Core.
At my school we have had little or no input.
What input for teachers? I am a member of NCTM and NCCTM . I have been an active participant in our county trying to develop pacing guides for algebra 2 and addressing the issues of the common core. We have only been reacting to what the state mandates. We have not een asked how the mandates from the state will affect our children. For example, in Math 3 we are supposed to develop trigonometric concepts (that if done well should take at least 3 weeks) but we have only 1. We are

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supposed to develop statistical procedures but do not have time to develop these concepts for our students. That word 'develop" is a crucial component of Common Core
We were not asked for our input at all. Our county has basically told us to just do it. The "trainings " we have received have been a joke because our higher ups haven't been in the classroom in so long. They have no idea what the reality of this curriculum is in classrooms of today.
we had NO input were told this is what we are doing
Teachers have had no input and the planning is very unorganized.
It depends on how much input DPI pays attention to on the critiques of the current tests.
teach pre-k and we have helped develop our standards
Perhaps this is unique to my area or my school, but I am thrilled that How I choose to implement common core standards in my classroom is up to me. Sink or swim, my decisions govern what happens in my classroom, and I wouldn't have it any other way!
I do not feel that the implementation team has worked with the teacher in the system. Many things that they have included in the pacing guide are not accessible by the teachers.
How to implement the common Core has been left up to the teachers but without adequate training and resources it is difficult improve what we were previously doing in the classroom.
I still do not have complete understanding of how "common core is being implemented. I really cannot answer what I do not understand.
State needs to make up their minds. They don't know what they are doin
Still need more resources and textbooks that are aligned with Common Core.
We are constantly told that teachers helped create this; however, there seems to be an administrative level that has the final say in shaping the Common Core and removing key factors most educators consider important.
The group of people who have developed the Common Core standards are people with PH.Ds and have never spent a great deal of time in regular elementary classrooms.. As an experience elementary school teacher this group is not aware of the realities of what is developmentally appropriate for children ages 4-12. It seems as if "developmentally appropriate" has been thrown out of education once the Common Core came along. That is not wise because young children still have cognitive as well as physical stages of developments that they are going through. I read somewhere in research that the brain is not even fully develop until after age 35. . If young children are not ready for certain skills because of that growth then according to Common Core they are behind. This is really putting unfair pressure not only on the teachers but also the children.
I believe that more training should have been given before the implementation of all subjects.
Teachers had very little input in my county.
My district has asked for our input, then twisted what we have said to fit their own agenda.
Politics and education should not mix; education should not be a part of lets-make-a-deal politics; and education should not be used as a platform for politicians who use children/education as a tool to get votes. If you aren't in the trenches teaching, and especially if you have never been in the trenches teaching, then you really don't know what's going on in today's classrooms and school systems. Data can be used to promote several different sides of an argument. As an experienced teacher with a varied career, I am so sad to see that our educational system has become data-driven instead of student-driven.
Hours of training, hours of prep, hours of professional development and it feels like wasted time.
Classroom teachers have had input in the development of common core which has been fantastic! However, we have had NO input in the assessments and they have NOT been even loosely aligned with the goals of common core for kindergarten.
We have just put more nails in our own coffins.

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Our opinions were asked but not followed.
I am one of the teachers in my district that helps to lead my subject - our participation is really good and I value all the input I can get from my fellow teachers. I am very satisfied.
But after MELT, I feel like I can contribute to the planning.
What input?
This felt spur of the moment.
Very little input by the teachers, but the assistant superintendent of Math @ the central office==what she wanted was the impute was. Suck up was the theory used.
Every teacher in my building and all teachers in my area participated enthusiastically district-wide.
Clearly, teachers in the trenches did not have much say, and if they did it was not used.
It is one thing to give input, but quite another thing to get funding to purchase the needed material. Teachers need more than input. Our opinions rarely count when it comes to our pay, our needs, and the pointlessness of testing, so why should our input be measured regarding the common core?
My district began planning for this transition 2 years ago. We formed curriculum teams and worked together to begin aligning st andards both vertically and with new technology inputs.
Were we asked?
I feel like I don't get to participate and give input in developing plans to implement CCSS.
We have had workshops to help develop the common core standards in our area. Participation was welcomes and encouraged. Anyone was welcome to attend and be a part of these process to present the common core, and then of course the required workshops that we did on the district level, and at individual schools.
I believe my school system tried very hard to build a plane while flying it.
I don't recall any teacher I know being asked their input on ANYTHING regarding CCS.
Not really sure how the Common Core was selected.
Ultimately it is a mile wide and an inch deep and doesn't teach thinking skills needed in today's global economy
Teachers are having to create their own individual curriculum plans and are scrounging for resources that will help students accomplish the standards.
I attended the conferences for my discipline, but the presenters could not truly helps us with guidance for the test.
We had to do it the way we are told to whether or not we believe in it.
We were not consulted in what should be taught, and we were left to come up with what was best for our students to cover the Common Core Curriculum from all of the sales pitches from those who will benefit financially from the change to the common core.
Our school system has gave teachers very little control in our instruction or assessment
I don't particularly feel that teacher input is ever taken into consideration at the higher levels/state levels
Until a representative (a current teacher) from every district, has had input no one will be satisfied with this. It is just another hoop to jump through.
Our opinions matter - Lincoln County has teachers highly involved in making decisions.
At the district level (and state) I feel teachers had no input or participation in developing plans. We were just told to do it.
Wish we would have seen the test at the beginning of the year vs the month before the test. The data will be skewed and ppl will want to give up on them. It will be upsetting to throw the standards out after we gave worked so hard to implement. Republicans want to end public education. This is just another attack on our Profession. I am really upset about Master pay and charter schools. Our kids will show growth.

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Too much is "directed" how and what to teach to a group of students that the person setting those plans doesn't know the way the teacher would.
I think that we have been heard on the district level. I hear that there is talk about not continuing with the common core in our state. I think that this would be a big mistake. Common Core is that best thing to happen to education in this state in the 6 years that I have been here. I hope that they talk to classroom teachers before making this decision. All of the classroom teachers that I know are very in favor of the new standards even if they are frustrated with the lack of resources.
We had tooooooo much developing
I was not aware that teachers had any say in this. As far as I know the only ones making any decisions are the clueless politicians in Raleigh who have no idea what actually goes on in schools.
NCDPI has provided some guidance, but districts are putting the pacing and planning burden ON teachers.
I do not believe that teachers were involved much at all, but again, things will change when we have been in the process for a longer period of time.
Nobody asks me anything ever.
We have had many trainings at the district level to help implement the common core. However, our textbook resources are terrible and then the state has continuously changed all year the expectations of what was on the common exam. Also, just recently at the end of school we learned that next year the state is changing the test to integrated I, II and III tests? So the curriculum and our text books do not match up at all and we as teachers are not thrilled at the idea of trying to piece together every unit from scratch.
The science and social studies unit in third grade is HUGE! There is just so very much to cover. I spent the year constantly trying to creatively get it all in and have it be meaningful. We stuffed reading full of the science and social studies and computer lab doing research, WebQuest, and our assigned science/social studies time for experiments, and projects. They really added a lot to the curriculum and I do not think they asked any teacher input. Much of what they brought in to third grade is from the 5th grade curriculum. One semester they sent us two science kits to teach at the same time.....just could not get it all in. Had to prioritize what you were going to cover.
As an English department, we have seen consistency in the EOC and MSL questions and have modified our traditional lessons to "fit the mold" for what the tests are asking students to do.
As with everything in education. Teachers and students are the last ones considered.
We've tried.
Teachers have not had enough input or proper training
I'm satisfied at the school level, but not at the state or national level.
We developed what the county asked, however as a teacher we did not have much input. because we don't know what students need
I wasn't in on the input, and I don't really know how much input other teachers had, so I don't really know if I am satisfied or not.
unlike before the CC we had input on curriculum and test items-creating helps and test questions now we do no
Teachers have had little to no input on in developing plans to implement Common Core Standards in NC. However teachers have worked EXTREMELY hard this year working to implement the standards with very little support from the state. Teachers are undervalued, underpaid, and unsupported in North Carolina. It is clear that current government has little respect for teachers and the important work they do. Students and teachers deserve better. Deciding to not continue with the implementation of Common Core is a mistake, it is what is best for kids. If the state goes back now, they are continuing to send the message to teachers that their work does not matter, the whole

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year's work was a waste for teachers and students alike.
Again, I believe it would be helpful to see and hear from other states how they implemented, rather than just our district telling us how they want us to do it their way.
We had all the work put on us! I have always been a hard worker, but this was ridiculous. My family and personal life has suffered. If the economy was to improve, I believe there would be a mass exodus from education. I am seriously considering retirement at 20 years instead of 30. Two years ago, I would have laughed at the idea.
Teachers have been invited to participate on teams to develop a "pacing guide" for the upcoming school year. However, it is during the summer, where many teachers have to take a second job to supplement income.
What input?
Teachers have tried to make it work, with almost daily planning and reflection.
There was a complete lack of appropriate LPs and resources available in this transitional year. As such, many many teachers had to self-create resources. It was nothing to put in a 75 hour work week trying to put together not only logical lesson plans that were task-oriented, but also meaningful and aligned to the new standards. There were limited folks outside of classroom teachers that had any idea what the standards meant or how we should teach them. Many teachers, myself included, tried to crib LPs from other states who had already adopted CCSS, but there are many high-quality resources that are not free and/or "locked" and password protected from other states. My hope is that if all teachers in most states are adopting and using CCSS, there will be more and more shared resources available.
What input?
Not sure
I am very satisfied in my school. The county, district and state have not requested or offered opportunities for teacher input that I am aware of.
Were we even asked? NO.
Once again it appears their are a select few that are making a one size fits all decision.
Not satisfied with the report cards for K-2 in CMS with all of the standards incorporated. The report card is 6-8 pages per child on the computer and we are in a budget crunch. Also, it is confusing to parents and too much for them to read.
Teachers have had no input on developing the standards.
Teachers actually helped develop the common core standards? Who were the teachers? Bill Gates and Steve Jobs? College professors? When I studied the standards, I thought--"Who developed this idea? Not a teacher." My colleagues and I could not believe that cursive handwriting and learning multiplication facts were removed. Many times, the work seemed to be out of our elementary students learning grasp. Just like a college professor wrote it for his students at the college level.
We teachers were given topics. We teachers developed plans every night to implement Common Core Standards for the next day's class. We teachers deserve the credit for our accomplishments this year.
That is part of the trouble. NCDPI and the teachers in charge of developing and adopting the NCCER do not have a clue about how students actually learn in a construction class. It certainly is not by trying to pass modules or spending 2 class periods while each student gets 10 min. to cut a piece of no.4 rebar in half with a hacksaw. Really?? Who in the real world cuts rebar with a hacksaw. What a joke for a hands on assignment.
This feels like it was sprung on us with not even a clear idea of why we were doing it or where it was coming from. I learned about that just recently from a newspaper article about Common Core. The training was poorly timed, intrusive, and patronizing.
It wasn't like we had a choice about whether or not to do this, it was just "If you want your voice

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heard in how they are being implemented, join in." Kudos were given to teachers and schools who "helped" make it happen, so there was a lot of pressure to comply.
The people who developed the test got it all wrong.
We have worked even harder this year, if that is possible, to develop engaging and effective lessons using CCSS.
Everyone implemented Common Core with an anticipation that it would help the students be college ready. But again, I say until they learn the basics of reading, writing, spelling, punctuation and grammar students will not excel like they should with Common Core.
Our school has done an excellent job! At least I know my 2nd grade team has done a better job of planning and implementing common core!
MSL times for taking the tests should be revamped! 30 questions for 90 minutes AND 3 to 4 Student Response questions for 30 minutes.
I have been actively participating in the implementation of the World Language Common Core Standards for many years through our district alliance meetings. From the very beginning steps of coming up with the goals, to unpacking the standards and sharing with other World language teachers, to designing lessons and exam questions which are based on the Common Core Standards at the district level. Every World Language teacher was offered the opportunity to get involved with the process through our alliance meetings as well as our curriculum team. I feel that being an active member of the CMS World Language department has made the transition from the NCSCOS to the Common Core Standards a very smooth transition for me and for my students.
I am the only teacher at my school that is teaching my content and I feel like I'm on an island by myself. The support documents haven't been very helpful, and it has been very overwhelming to try and prepare everything mostly on my own. I have worked (when I can) with the other teachers within the county that teach the same subject, but those meetings are few and far between.
I think we tried our best to create lessons that match the standards that we were told to teach by. However, again, we were not given the appropriate standards for our students to learn the materials needed to do well on the test.
Most grade levels plan together to insure that all students are exposed to the common core curriculum.
Common Core was adopted by WSFCS with no teacher input at all.
The Standards are not based on all level of learning. It is based on what society wants to see.
Where and when will any emphasis be put on non-cognitive skills, must be taught since responsibility is placed directly on the teachers with very little on students and/or parents.
Our school has done nothing except tell teachers that is what we are supposed to be teaching. There has been no training what so ever.
Our teachers are wonderful. Most of them work very hard at their jobs.
although teachers were the "teachers" of the common core they were given the basics to do and then were to add lesson plans, ideas.
We have had meetings after meetings and have been given online resources that are very confusing. Please, someone, just print and give us what we need at the very least.
Teachers and local administrators hated this implementation.
I have noticed that many teachers that are reluctant to change have had a difficult time and as a result fallen back into the "old ways" of teaching one story a week from the reading book that is based on NCSCS objectives.
Teachers have had absolutely no input in developing plans to implement the CCS. It is all being pushed down from admins.
We don't get enough planning time to adequately address it

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State mandates training and my administration gets to "make it up as they go along". Our required workday training coming up gets to be created by the admin team this weekend.
Unfortunately, my situation is different. I am the English department at the high school level at our school! I am not that much on tune with what other teachers do! While some at the high school are open to sharing ideas, sometimes it seems as if they look down at our school and dismiss our integrity. I personally put much effort into planning for common core! I read most everything I can and try to create interesting lessons which match criteria. So on that level, I am satisfied, but I also think that DPI, if they put a name on a program, should define it more in depth. From my perspective, it seems there is a lot of public relations selling the concept, but no substance into exactly what that concept is! In that regard, it is still left up to the classroom teacher, and there in essence lacks commonality!
I may be biased, but I actually serve on the county-level curriculum team, so I feel very involved. Teachers can give feedback to me, etc. We, as a school, chose the materials we used this year to teach. We also were allowed to request a change before new materials were ordered.
Each teacher makes their own plans, so I am not sure if you are referring to some other plans already made that teachers had input on or what?
We weren't allowed to have input.
we don't have enough time to prepare
Our system has worked for about 2 years on aligning to the CCS according to the state objective "Drafts" only to receive just before exams started the final draft which was very different from the ones we had been using for planning.
Where teachers asked?
In the sessions that I attended, better preparation was needed. We really missed the boat in math, at least in first grade. We even told the person doing the training what we needed and nothing was done about it. Things we received couldn have been better prepared. Have to search and search for ideas and resources to use in classroom.
No one really new what to expect so it was difficult to receive adequate training ahead of time. Materials were not provided until instruction was to begin. For many, materials arrived after instruction began. Even now we are unsure of what the test will be like so we will not know if the curriculum lines up with the assessment.
It appears that very few teachers, if any, were asked for their input when the standards were composed.
Teachers have definitely been notified of the changes. However, I do not think enough input by "our" teachers is reflected in the material.
The handling of the high school math standards has been abysmal. In my county's effort to be prepared for the future, we had already prepared plans and pacing guides and outlines for Geometry and Algebra 2 (Math 2 and Math 3) this year. But now we have to scrap all of those plans and align to the state's new plans. The state started by saying all the LEAs could do it their own way - which I actually didn't like because it really eliminated the whole idea of "common" as to how we actually implement the standards. But then we worked very hard to make our own plan since they asked us to, only to turn around the next year and force us all to follow their plan. Teacher input seems to be near zero.
Our department worked hard to create common core standards but as stated early we only had a limited of time to creat curriculum where as textbook companies spend years on developing curriculum.
at my school
I don't know of any participation and input from teachers other than developing pacing guides for our

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county grade levels.
Do the "lords" of bubble-sheet education ever ask real teachers for input?
I don't think teachers would have been supportive of jumping into giving a test when DPI didn't even have all the materials ready for us to use at the beginning of the year. This would have been a good year to do field tests rather than ones that count in our evaluation.
I don't know of any teachers, including myself who were asked for any input.
We are jumping through the hoops placed before us, much like sheep. Still the reality is that it is just No Child Left Behind with more emphasis on Marxism/Socialism. Most young teachers have no clue what they are buying into...neither do senior level administration.
Wasn't this developed at the national level? I wasn't asked jack crap.
All of the sources have been the teachers with no help from anyone else.
Within our school, it is great! Within the state and/or county, not at all.
I would like to have more input
I think it would have be brilliant at the common core workshops if we had input in developing our curriculum. IN creating testing materials.. instead of just being show activities that exemplify common core. That's the easiest part.. finding activities. The more thoughtful level would have been curriculum instruction and test/assessment development
There are still to many high priced "Experts" trying to provide guidance at the LEA level. Face it I have been in NC for more than 20 years. Some people just don't get it.
We were not consulted on the pacing guide or level of curriculum. Some of it is not age appropriate but we have no choice but to teach it. Must be a reason why so many states (using it before us) are so dissatisfied. Look at Texas!
Standards are given but the pacing and lessons are pretty much left up to us. This is often difficult because we are given the guidance to be sure we are developing at the pace that is expected by the system.
Moved to a different subject altogether from what my common core training was.
It seems an effort was made...
It is bull crap.
not enough time to develop plans. All of these coaches should be making plans for teachers
It seemed apparent to me that the developers of the curriculum (specifically for Algebra 2) have not taught all levels of students. The curriculum was designed for advanced students. Standard (average and below) students had no chance of learning everything that was supposed to be taught. The Common Core Standards need to be simplified and more clearly stated. They need to reduce the amount of material to be covered, so that students can better understand it.
To my knowledge, teachers who actually currently teach students in those gr. levels in classrooms, have not had any input in developing realistic Common Core Standards. The 1st gr. Math Standards sound like they were written by archaic college profs. who don't live in the real world
Teachers are the ones who actually work with students. We are told what to do so it doesn't really matter what we think.
Don't know for sure as we do not participate.
They don't really tell us how to implement it, but give suggestions, so it isn't bad. We have the freedom to do what we want as long as we cover the common core...
WE DID ALL THE WORK. WE FOUND ALL THE RESOURCES THAT SHOULD HAVE BEEN SUPPLIED BY THE SCHOOL DISTRICTS AND STATE!!!!!!! IF IT WASNT FOR OUR MEETINGS AND WORKING TOGETHER WE WERE GIVEN NOTHING. EVEN OUR SO CALLED PROFESSIONAL WORKSHOPS - THE PRESENTERS COULDNT DO WHAT WE WERE SUPPOSE TO DO AND JUST KEPT DODGING QUESTIONS
I had already mentioned that having inservice on teacher workdays during the school calendar (2011-

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2012) was terrible-we could not appropriately do the work required by our classes to be ready for our students.
Far too many decisions are being made by people who are no longer in the classroom and, some who have never been in the classroom. This is not an effective way to decide on what needs to be taught and how it should be assessed.
It is a done deal, teach it seems to be the answer when asking for tangible materials. My school system had a grade level meeting one afternoon where we worked on setting up pacing guides so that there was some sort of sense to the work students were expected to do.
Education continues to be a top-down system.
Civics and Economics Common Core Assessment was a joke to education. How do you give a Civics test that doesn't have any questions about the Constitution, Declaration of Independence, the three branches of government, or Supreme Court Cases. A complete waste of time.
I respect the teachers in my areas of teaching (Civics) who helped design lessons for us, however, I don't understand what I am to teach. There are so many "education" words- crosswalk, scaffolding- that took me forever to understand- I've spent more time trying to figure out the DPI website- it is arranged poorly
We work on implementing at a school and county level
I have my education and paid a lot of money for it. The implementation was nothing more than putting me through a class where I was a student...I got nothing but frustrated at the implementation of CCS. I was not frustrated because I could not do the work, I was frustrated because I didn't need to be a student 'learning' something I already knew. I am also a Special Education teacher and was only 'trained' in CCES in one subject area, I teach all 4 core subjects plus occupational classes. The work I did in the 'training' remains irrelevant to my students, they still need their classes taught on a level they can understand, learn, and use in the real world.
But, not surprised....most educational "experts" think teachers don't understand education. BS!
We had input?
I haven't had any input or participation other than attending meetings and receiving documents that tell me what was developed for me.
More hoops to jump through...
Teachers had NO input with any of the plans. We had to attend 58 HOURS of staff dev. last year as well as attend staff dev. on 3 days this year. We have lost almost every opportunity to work in our own classroom due to mandatory staff development.
I am in awe that anyone actually asked teachers. I assumed this plan was decided on before those discussions took place.
What plans? Don't know enough to comment. I'm just in the trenches doing my job.
As a newer teacher, I am not too sure how much input teachers had.
I don't recall us having any input in the implementation of Common Core.
We do not have a voice in this process unless it's someone justifying their promotion or desire for promotion.
We have had no input. It has been mandated, dictated, and forced down our throats!
I can't recall having much input other than answering surveys.
I think teachers needed more direction this year during their weekly planning time. Facilitators in the building need to find standards that are confusing for teachers and give us ideas for what teaching that standard looks like.
We have been ignored. An outside company made the questions. People who have not been in the classroom put the test together.
When was I asked to participate. Only the higher ups asked their contingency of friends and favorites

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Curriculum guides have been produced by teachers but a lot more work needs to be done.
On one had the system says they want teacher input but then on the other had it is either limited or certain personnel are selected to give input. Additionally, the time frame and scheduling for input is no conducive to a teacher's overall work schedule...too many conflicts that keep teachers from actually having an opportunity to truly offer input.
Teachers have been involved???
I don't think individual classroom teachers had enough involvement in tying the curriculum schedule or planning guide to the text and the eventual goal of preparing students for college and careers.
The tests (MSL) are so varied and difficult that teachers will just teach to the test which goes against all ideals of the Common Core.
However, I do not like how little preparation DPI and CMS has had in developing plans to implement the Common Core Standards.
They always say teacher's opinion are values the most but they never take our direction when it comes to what works in a classroom because the bureacrats Uptown always know what's best.
I don't know about nationwide, but I don't know of any teachers around here who were consulted.
As far as I am concerned the standards were dumped in the teachers laps. We were then told to develop curriculum around it. Never once had I been approached or asked about how I feel about Common Core until it was way too late.
Since wer'e not confident in our own abilities, sharing ideas has helped.
Input.....what input????????? When do teachers ever have input????
I really don't know how to answer this. It is like sentencing a bunch of people to a prisoner of war camp and having them form committees on how to arrange the prison.
Teachers had some input.
In Art, we were told that we would get to determine if a student should move on to another level. That got trashed. Parents call the shots. And even though they want us to teach "an inch wide and a mile deep," we still have 12 art show and exhibits to enter. Hmm.....so what has really changed?
I have not been asked my opinion at all from any source.
We were told not asked
Veyr little input. LAtest thing to "coem down teh pike" so let 's just do it and wait until teh next change!