

Considering the uncertainty regarding the Common Core's academic and economic impacts, would you favor or oppose proposals to slow down or halt the implementation of Common Core in North Carolina public schools?

Comments from respondents (verbatim):
I think the principle behind Common Core is great. I just don't think everything should be tied to testing. Our students are tested to death.
The new standards go much DEEPER into student understanding and critical thinking, which is where American Public Schools are falling behind, in my opinion, in comparison to other countries around the world. For example, in the Mathematics Common Core Standards, getting the right answer is not necessarily the only objective, but understanding the process to get to the answer and explaining why it makes sense and what it means. The standards allow students to integrate more real life experiences and problems into their learning, making the learning more meaningful.
It needs to be slowed down until the resources are available that align with the new standards.
We have a bad habit in this country to hurry up and do nothing. Slow down and develop a process based on results not some assholes doctoral thesis.
I just want to be able to teach my students. I have always gotten good results because I research and do everything I can for each of my kids not matter how rich, how poor, how limited or advanced. I don't even mind buying things I need or they need. I always buy journals and that sort of thing for them anyway. I just want to teach without interruption, to have my children love to learn because I can make it fun and engaging, and to not test all the time. I hate what has happened to education over the past two years. It has caused many teachers to rethink career choices. If I were just starting out I might do so too. I love kids, and I love to teach. Allow teachers to be professionals. We really can be trusted more than you think. We sure didn't become teachers for the money!
Our computer systems and network cannot handle the number of students testing online at the same time. We have already experienced our network freezing up and slowing down as a result of testing online.
Maybe slow down, because our parents are not use to this higher order thinking info so it's hard for them to help their students with the info at home.
I would not support slowing it down. I support HALTING this destructive curriculum. Nothing good will come from it. What we had before (the standard course of study) worked. Students were learning. End-of-grade testing should be designed based on the SCOS not something someone who is only trying to "trip up" the students has designed. If you want to know what the students know, design a test that is on their level and contains questions from their curriculum. Ask regular teachers to submit NORMAL questions for the test. Then you might see what the students know. Is the goal to see if students are learning or to make a test so out of their league that they cannot pass it and feel like a failure, year after year. What is the goal? To help students be successful, help teachers be successful... or try to ruin public education? Perhaps you should consider this.
I think they are great, we have to adapt and get the resources but I think it will be worth it
I think the whole idea is great if everyone would all get in on the same page.
At this time we need to halt it. We need funding for the implementation and less for evaluation.
Too many changes are overwhelming teachers, which in turn, affect the students ability to function productively in the classroom.
I oppose Art Ed. 3-5th grade and Music Ed. and PE as core subjects to be tested each year. I am not in opposition of testing core subjects of Reading and Math or even Social Studies.....
I don't feel that my pay should have anything to do with how a student in my class progresses. Especially when the principals can put a large amount of EC students in my class and all the TD students in another. How is that fair? Pay should be based on years of experience and the teachers education level. We all do the best we can with what we are given. This is just driving more people out of education and into another career. Academically it is too hard, especially math. Many of my

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students did very poorly on the work they were given because they just weren't ready for the material even after many strategies that myself and my colleagues used to help them understand.
Common Core is doomed for one reason: lack of planning. We need to think about what we can do to fix the mess we have made of implementation and funding. Education dollars are scarce in North Carolina, so why become a partner in something you did not have the money to participate in?
Slow down until more training and resources are available.
I think the implementation of the common core is important and if you slowed down it needs to start with Kindergarten and then each year add a new grade level so students all have the "original" common core foundation and aren't jumping into a new curriculum when they do not have the needed prior knowledge.
Not sure it's still new, only a year in place
Too, much too, fast. And combined with the added teacher standards 6 & 8your going to drive people from being education in this state (along with the low pay teachers receive).
the slowing down and reliance on test scores...we need time to develop all new lesson plans and practice implementing them -- remember, any new plan will go through a trial and error period as we figure out what works for us and for our students.
I think it should be strong in the elementary schools and gradually make its way up through middle and high school. Otherwise, those students in hs are at a disadvantage as they have not had the benefit of being taught long term in the common core way.
it needs to be modified and I believe more training for teachers is vital.
Halt
We need to know how it's going to work before implementation.
I agree with what we are expected to teach. I'm concerned that we are expected to teach so much that we are rushing through concepts and are not able to go deeply so students can really understand them. And, the bar has been raised in reading so many children who used to be "on grade level" are now labeled "below" grade level. In addition, so much time - 9 weeks out of our school year - is devoted to testing, not teaching. This is not good practice.
Common Core is not the issue. It is about finding great teachers, give them the authority they once had, take the ridiculous pressure off the principals, end the massive testing machine, try to get the pay to go up, and treat teachers like they are professionals. The turn over rate is embarrassing.
Education is about being willing to try new things so since we have started it and so much focus has been in it, we may as well continue to move forward. However, changes to testing and determining how growth will be measured needs to be halted or much more time should be taken to develop those aspects of common core.
Slow down and reevaluate materials needed, I don't want to have to start and stop something else.
I do not want to halt the implementation of the Common Core. I think that the premise behind it is sound. My hesitation is derived from the many children that I encounter in the classroom that would find it to be another obstacle to their success. For example, I incorporate cooking in my lesson plans. It blends math, science, social studies and reading. Most of my students find this experience to be a first for them. Yet, they could encounter reading passages that require them to draw on the functionality of recipe components. Does that seem fair? I favor slowing down and determining how to cultivate deeper understanding. What additional resources need to be implemented and how to fund those resources.
We need to develop and finish what we started.
I feel National standards when applied with fidelity will benefit students overall, especially since our district is so transient.

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I think it should be implemented from elementary then middle then high. Implementing it all at once seems to be setting some students up for failure because they are unfamiliar with the standards.
Halt !!! Reinstate lower pathways !!!
I would feel differently if I had aligned textbooks and other resources that I need to teach the standards. I don't understand why in education, we are told to go ahead and start teaching something, and they will eventually catch up to us with textbooks. Why is the cart ALWAYS put before the horse?
undecided
I think we should only slow down the testing. Students are tested too much!!!
When we changed standards and expectations after just a couple of years, both teachers and students fail because neither have the tools to learn and teach.
I believe it is being implemented too fast and no one totally understands it at any level,
It will take five years before we see the impact of Common Core. Changing the curriculum every other year causes teachers to not master the curriculum, which hurts students.
We need to slow down. Start the common core standards with the first graders and develop the concepts slowly. 2. Have middle school and high school teachers work to develop good methods to teach new concepts 3. Students needs to be prepared for college and I feel mixing math 1,2 and 3 does not help the students prepare for College algebra 4. Students need to have mathematics and English all year, not as designed by block scheduling. This would help eliminate some of the review 5. It is shown that students lose some knowledge over the summer but what about students who take mathematics the 1st semester of the 9th grade year and then then take mathematics the 2nd semester their sophomore year. We need too much time on review
slowing the impact not halting it.
I am in favor or halting the testing NC is incorporating not in halting the Common Core.
If we slowed down or halted the implementation of the CCSS, then what would we use?
We have to give it some time to be implemented and tried in our schools and make the decision based on our teachers and student demographics.
Teachers are overwhelmed, overworked and grossly underpaid. They are held totally responsible for student achievement when clearly, parental involvement is the key. No standard is going to change that.
All of the time, money, and effort spent on the initial implementation of the common core would be wasted if the implementation was curtailed. What really needs to be addressed/ changed is the way that teachers are being evaluated.
research has shown it doesn't work
National standards can only help normalize the unevenness in education--- but this requires more training of teachers. It seems that that hasn't been fully planned.
I would favor reduced emphasis on testing requirements
We need the resources.
I really wish there were a "no opinion either way" option. Quite frankly, I would not be surprised if things continue to change with regard to what teachers are supposed to teach. Things change each year and teachers never to get to feel comfortable and become masters at what they teach. Constant change does no more than frustrate parents and students and lower teacher morale.
I believe that teaching has become more difficult every year I have taught. We need to be prepared for a task before implementing it. I have heard numerous times, "We are building the plane while on it". REALLY? What other profession does this to their employees and clients/customers (students)?
Not enough money is available and not enough resources have been gathered and coordinated. All

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<p>the pressure goes onto the teacher to "do it all" without the support that was once there for teachers from administration and school boards. Pass the buck to the teachers when the real truth is that the preplanning needed to begin what could be a revolution in education has not happened. It is a formula for failure. I've seen it happen in the 35 years of teaching I have done.</p>
<p>Just because the federal government tells the states to fetch, does not mean we have to. I would hope that North Carolina would be more independent then that.</p>
<p>It's too late.</p>
<p>We were not ready for the implementation of Common Core and materials were not ready for us to use for teaching the strategies. Also, some of the standards were not available nor organized for us to begin the year to know what areas to present to prepare our students. We were used to a pacing guide and having the standards to teach printed out for us instead of having to search for them and then prepare our lessons.</p>
<p>Slow down the implementation and assure that schools have the updated resources. Students in rural and low socio-economic areas are in disadvantage because we don't have the money to replace our textbooks, add nonfiction to our libraries, buy interactive boards, pay for subscriptions to educational magazines or websites, etc. We work with what we have but we don't have much. Teachers are used to teaching to the old curriculum and it takes new teachers to change the way material is taught, how do you change that without professional development? How do you pay for professional development?</p>
<p>I have not seen enough research data to support the claims that CC will improve our educational system.</p>
<p>Slow down until we have the needed supplies. Can't make changes with out books and the right teaching supplies.</p>
<p>I think it should be slowed down. It is hard to change students thinking by the time they get to middle school. I don't think teachers that have more than one subject can fully implement in both subjects. It takes time to get use to a new and for some teachers to change their way of teaching.</p>
<p>With the understanding that we NEED RESOURCES!!</p>
<p>Delaying the inevitable is detrimental to the growth. The CCS are here and people need to deal with it now.</p>
<p>North Carolina needed to get away from the over broad SCOS. The testing that goes with Common Core should be national such as the Iowa Standardized Test or Stanford. We teachers should not have questions from which we can "Teach to the Test." We need to teach the things that help students reason and THINK!</p>
<p>Opposing would be silly. We've already changed course. Going back would be a waste of time and resources.</p>
<p>We have done all of this work to implement Common Core. I think that NC has jumped in too fast but I truly believe that CC is a good thing. I do not want to see it halted because I believe that there should be common teaching throughout the Country. I do think that NC needs to slow down when implementing programs by not jumping in with both feet and having their eyes closed.</p>
<p>This train has already left the station...we would waste time and energy trying to drag it back! Rather, support what we have already committed to.</p>
<p>I believe the Common Core Standards should be implemented on a staggered schedule. Meaning that the Common Core Standards should be slowly implemented grade by grade, in order that the students can be acclimated to level of rigor required by Common Core Standards.</p>
<p>Being that I am a fairly new teacher and I've only experienced working under the umbrella of Common Core Standards my opinion on this matter may not be as developed as others who are</p>

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seasoned educators.
I would oppose it only because my district has already spent 2 years implementing it.
However, put some meat into the goals and objectives; make them straight forward and clear instead of trying to impress people with the unnecessary, intellectual multitude of words.
Continue to create rigor for those who can manage it.
Does it matter what the teachers think? We continue to answer questions, "have our expertise heard", and ZERO impact is being made. Stop patronizing us, do what you want and leave us alone. We are not getting paid like we matter, we are receiving human support, (plenty of academic support, but no one seems to want to actually talk to teachers about teaching this stuff), but zero inquiries into the actual mechanics of teaching it, or the human element. We are tired of being marginalized. Leave us alone.
We have already changed, let's not change again. It would be a huge waste of time and resources for the teachers who have prepared for and attended all the training.
The district needs to first attain a strong program/materials in order to teach CCS.
My main reason would be because of the cost. every five years, or so. We are completely reinventing or realigning the testing system. this costs huge amounts of money and therefore takes money away from more sensible expenditures like salaries and teacher support (eg. assistants or tech experts in the schools).
We are already in the middle of our implementation so why stop now.
Slow down the implementation and learn from the process, making changes as necessary for the benefit if the students.
I favor a slow down - many of my peers do not like the pace and uncertainty, fear student surveys, and standard 6.
We need to slow down putting testing on the CC standards in place until teachers and students are mor familiar with the standards. We don't need to slow down classroom implementation.
Slow down, not halt. Now learning what the CC means, I like it
Being employed in a poorer district has shown me that there needs to be a slow down on the implementation till the funds equal the needs are met.
We are falling behind the top competition for the stronger students nationally...the best students need to really look at what the too students are doing around the county. NC is in trouble.
I have learned from other teachers that our district leaders and supervisors need to learn more about the implementation of the CCS and that it should have been a slower process.
I think that we should get rid of it. It was a good idea on paper, but when you have uncertified people with a non education background making decisions, then many things are over looked. I agree that we needed something new, but there was not enough time put into the planning and implementation of the CCS.
If something is going to work we need to give it time. My students this past year seemed to have a greater depth of understanding of math and language concepts and were able to apply those skills to other content areas. My concerns were that we have a limited amount of materials to supplement the core curriculum and a limited budget for paper as well in our county. Beyond that, common core lessons take more time to allow for student collaboration and exploration and it is challenging to fit in science and social studies in the school day.
There is something positive in having every state following a similar curriculum.
I do like the common core. I have planned this summer and it is refreshing to be able to teach using themes and correlate subject areas. It makes sense with everything teachers have to plan for and implement. When we spend so much time testing, it only makes sense to use themed teaching.

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<p>Again, the Common Core testing gives the same test to students who excell academically as well as the students in Title One schools, who typically do poorly on these tests. They are "socially promoted" and fall farther and farther behind. They end up not even having the ability to READ the questions of the test, much less answer the questions! It is a vicious cycle of failure for these kids.</p>
<p>By stopping or even slowing the implementation of Common Core, North Carolina is acknowledging that we do not care enough about our students to ensure that they are taught to competitive standards. How will our children compete in a global economy, if we are not preparing them to perform in an environment that required more than memorization to achieve success. In infinitesimally few careers, does the amount if information one memorized equate to success. In vastly all careers, one's ability to think critically about a issue or problem enables that person to be a valuable part of a company or team.</p>
<p>Slow down. Get the understanding clearer.</p>
<p>I think many districts have poor leadership.</p>
<p>This question is right in line with many articles from across the country that can be found on Diane Ravitch's blog. After reading some of those reports my feeling is that at least it's not that bad (yet) here in NC.</p>
<p>Again, I firmly believe we need national standards. However, there has to be a way to gradually implement a program of this magnitude in stages. I think if it is rushed, in another five or 10 years, we will be implementing yet another program.</p>
<p>NC is constantly changing their expectations, they need to pick one thing and stick to it long enough to implement it thoroughly.</p>
<p>I think the standards themselves are excellent. I think we need to put more emphasis on recruiting better teachers. One thing I think would help that I read countries like Finland do is hold teachers to the same esteem as doctors and lawyers. This would mean universities and colleges would have to have more rigorous teacher education programs that have stricter guidelines. Beginning teacher pay would need to increase to attract the brightest teachers and administrators.</p>
<p>Too much work has been put forth to abandon the Common Core, but it definitely needs tweaking. I still don't know how a kindergartner will be successful without being enrolled in a preschool program or some type of homeschooling prior to entering kindergarten. The current kindergarten curriculum standards are much like the former first grade curriculum standards.</p>
<p>Maybe slow it down a little, if possible. The train's already rolling down the track at high speed. I found it interesting that we have been talking about CCSS for at least two years, and lawmakers are just now saying we should look more closely at how this is going to work and how much success we can expect. Typical cart before the horse.</p>
<p>Specifically the testing portion of the standards.</p>
<p>Once again, let's spend millions to implement Common Core, oh, now let's change our mind again. Someone, somewhere needs to make a decision and stick with it. As a peon teacher I am tired of the "powers to be" to be so wishy washy about their decision making. Sometimes I feel the "powers to be" do not have a clue. We are getting too many "business" models in our educational system instead of educators. Business models do not put the human element the educators know need to be there in order to protect the integrity of teaching. It's about reaching out to the students not only through instructionally, but there has to be that human element. I am soooooo tired of Teach for America bringing these people in and they are not trained in education and many of them stay their two years, get their student loans paid off, and off they go. I have a principal and an assistant principal that not only do not have undergraduate degrees in education, but they do not have a masters at all. Yet they do a six week or so "intensive training" and get put in a school as an AP intern, then they are handed a</p>

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school to be a leader of. REALLY? Please, put educators back in charge of education!!!! Make decisions and stick with them.... quit being wishy washy.
If there are common standards then give us common resources - help us be successful
Slowing down or halting the implementation of CCS will just continue to bring NC down in the educational rankings. We need to find a way to implore our decision- and policy-makers the importance of teaching our future leaders how to think, create, and solve. Otherwise, we will fail as a state, which, in turn, pushes us toward failure as a nation.
We need to get everyone on the field- stopping it until everyone is happy will never work. We won't know what needs fixed until we try it out.
Really don't have a choice..legislation has the power (economics)
Slow down especially for Title 1schools
I don't know
In addition to it just not being good education, we can't afford it.
Funding has already been used. It's in motion. Don't delay the implementation. Let's get it moving.
Slow the process down so that it can be refined. Don't stop the exam but don't force it upon teachers and students half finished. Common core can prove to be a positive change but it has to be executed with care. Improve the exams, improve the grading rubric and improve the curriculum defined in common core subject area packets.Finally, please hire state graders, teachers should not be grading state standardized tests!
Economic impacts, cost of textbooks and testing, limited resources, teacher cuts and salaries
PLEASE PLEASE PLEASE GET RID OF IT!! Teachers work together without being told we have to. We need more flexibility in how we teach. We know our students better than some standardized test.
I would not say HALT it, but, as I said earlier, implement it one grade at a time, so kids will have the background they need to be successful at the next level in school. We spent a LOT of time going back and teaching things that the kids had not yet been exposed to, that Common Core assumed the students already knew.
We are behind a lot of states - by the time we get it implemented, will the rules have changed? And then we will find ourselves behind again?
Isn't the important factor the education of the students? We need to make sure that our students are at the same level (or above) students throughout the nation, so that if & when they relocate to another state they can be confident that there are no gaps. As far as testing/accountability... increasing the emphasis on teacher accountability will likely make more teachers 'teach to the test'. Is that really what we want????
Why is it that NC has to recreate the wheel? Why are we not looking at states like Pennsylvania and Ohio and how/what they do to help students and the economy. I truly believe the people in power in NC WANT to put the state in last place regarding student achievement, benefits and pay for teachers, and recruitment to the profession of teaching.
I am particularly concerned about the testing implications of the new standards.
Common Core adds more "common sense" to what is required for "good teaching practices."
I would be in favor of slowing it down, but at this point not halt it. I think the state should have rolled out one area, like ELA which is huge, and spend a few years, maybe 3 or 4, to let students and teachers use it. After that testing for ELA should begin. That would give time for students to get exposure to standards that previously were not part of their education, like some grammar skills, before they will be tested on it. At this point, teachers are trying to teach not only their year's standards but ones from previous years. It will take a few years before students are truly prepared for the current standards and be able to test well on them. Other subjects could then roll out every two

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years after another one. This year with all subjects implemented, after just implementing only two last year, was very overwhelming for teachers and students, especially those at testing grades.
I think implementation needs to slow until the state and the counties can provide resources to enable teachers to apply the curriculum.
I think it should have been phased in instead of all in one year. A lot of these kids from now until the next 5 years (especially elementary school) could very well develop gaps because they haven't had the standards prior to be able to achieve proficiency in their own grade standards.
Not really sure.
It is a little (no not a little- a great deal) late to slow down. We are on the train track and the train has left the station. We need to continue on- the first year is always the hardest. Common Core is great in the fact it challenges children to think and challenges them. The main problem I see is in the testing and the fact that we had so much to do this school year. If I had an input into the process I would have said implement one subject every 3-4 years. That would give us time to understand the subject before we moved on to the next subject. At the elementary level we had new curriculum in ELA, Math, Social Studies, and Science. Science is unbelievably difficult!; way too much detailed information to teach. And then we had to take the new online EOG for that subject this year- way unfair for 5th graders and their teachers.
It is too soon and we have worked too hard. Modifications need to be made for students with disabilities. How about making it harder for kids to be promoted who do not pass the course? We need increased accountability on students.
Lot of time and money for another program to run two-three yrs and then throw away, sometimes we need to revisit what use to work and pull from that... Fix the real problems in our school and the other problems will fall into place.
Common Core isn't the issue, it's the implementation that is the issue.
CMS is famous for jumping on bandwagons and spending tons of time and money on "the next big thing" without being sure how effective/practical/economical it is. Maybe that's part of the reason we are 46th in the nation with regards to teacher pay!
As I said in the comments to the previous question, I think that it would be a big mistake to go backwards to the same standards that were not working before. We have invested so much time and energy into implementing a much better set of standards, why would we undermine that investment just because the future is uncertain? If we go back we can be certain that we will continue to get what we have been getting for years--under performing students and low expectations. Common Core is difficult for teachers and students, but that is a good thing. We must challenge ourselves and our students if we are going to keep up in a global market. We must change the way that we think about education in this state and this country if we are going to compete with all of the nations in the world that are already providing rigorous, relevant education to their children. Common Core is a good first step in addressing this deficit. We can not go back now!
I think it would be advantageous to make sure everything is clear and in place, as much as possible, before implementing it.
I would favor slower implementation to be sure that all teachers are well prepared to teach the standards.
More of a slow down to give the lower grades time to prepare the students taught in upper grades.
Give Teachers Time To Fully Understand And Tools To Implement standards.
I think all schools in each state should be aligned.
What would be the point? We would end up with a half-baked curriculum that would please nobody.
I would like to be left alone so I can teach my students. Constant interference, especially by our

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General Assembly makes it harder to achieve the goals we are working towards.
As mentioned before, in more or less words, too much is being asked too quickly. We will probably not see true results for another decade or so. The way the tests were set up, for the first year of implementation, was entirely too strenuous, stressful, for the teachers as well as students. The questions look much like questions we were used to seeing on AP exams, not exams made for regular classrooms. We are dealing with student who have been trained to read and recall information. They've been trained as parrots their entire lives. We cannot be expected to turn parrots into critical thinkers in one semester.
The students and teachers need to know clear expectations, and they need consistency. Starting and stopping, and changing doesn't help. The state decided to make this change, so we need to own it and run with it. We do not need to try to slow it down because we don't want to teach a different way.
What's done is done. Let teachers work to figure out how to implement CCS in the classroom the best way. To change again will cause more confusion and delay to improving achievement. I don't see CCS as some evil, top-down conspiracy by anyone but the self-promoters in education who are in thrall to the educational-industrial complex. Remember when we were all talking about the military-industrial complex feeding at the taxpayer trough? Now it's education's turn. The biggest objection is using a new set of standards along with the new evaluation standards. That's the issue more than CCS alone.
I'm not sure that we have tried it long enough. One year of training and then one year of using it does not seem to be adequate time to decide. However, I do think that there are issues with it.
We need to have an idea and stick with the idea. We are constantly switching our plan of attack so often we never see if it actually works.
The sooner we implement these ideas the quicker we are teachers and our students will get used to the idea of learning in a new way and teaching in a new way. I am excited about the new standards and the hope that I see for students to be more communicative with their thoughts and ideas than they are now.
slow down. have everything ready at the top, then tell exactly what you want done. State makes decisions without living in a classroom. Unrealistic expectations.
I think slowing down is a good idea.
In light of the implementation of Standard 6 for teachers, school rating programs, etc; it is increasingly important that any measurement of program success be carefully developed and normed. The stakes are too high for both teachers and students for this to be rushed.
But I "strongly favor" a complete overhaul and "house cleaning" of DPI, state requirements and programs, etc. I'm personally tired of the state and DPI officials creating half-baked "initiatives" just for their own job security and dumping them on teachers without a thorough inventory of the whole program JUST TO CHASE and waste SOME AVAILABLE TAX MONEY.
Slow it down
After full implementation this past school year, there would be no reason to slow down. I do not understand DPI implementing a new test at this time knowing in 2014-2015 we are to give the national assessment. To me this was a waste of money.
But I would want to know what we would be using in the meantime because I don't want to have to use a third set of standards while waiting to see.
North Carolina, support your teachers and students! High standards are what we need and our students deserve. Make education a priority. If we do not start funding education and supporting teachers, we will continue to lose good teachers, both experienced as well as those who would love to

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work in this state, but will relocate to states that respect and value their teachers and quality education.
We need to slow down implementation of CCSS because we cannot catch all students up on the standards in one or two years.
They have been implemented...what difference does my feeling make..
Yes!!! A million times yes! I want the national government to stay out of our state education curriculum totally and let our states supervise and create, and let us be proud and excited to teach!
It is difficult to start something new every year. I feel like as a teacher I need time to teach something to its potential and every time we start another new initiative and expect to master it immediately, I have difficulty feeling that I genuinely taught it to its fullest potential. I worry that more of my students are just guinea pigs instead of true learners of what I should teach.
Enough said.
I am not sure about this question. I would mark it undecided.
It should not be used for students already in middle and high schools. It should be for those already in elementary and go up from there.
North Carolina needs to get up to speed with other states within the nation. The biggest question that has been made about education is " why is the south not as advanced as the the north?". For one thing, the north puts more into their educational programs, thus creating more opportunities for their students. However, they have not sacrificed their level of rigor, instructional design or commitment to student achievement.
stop this common core and the msls
I believe that we need to create multiple tracks for students. There are great jobs out there that have very different requirements. Not all jobs have the same math, science, and English requirements. This should be addressed so that students can enter training programs earlier so that they can enter the work force as soon as possible.
I think we need to "rethink" and develop a plan that is reasonable for our students.
Before we go further we need to evaluate where we are, teachers are expected to do more, more, more and more with less, less, less and even less. Teachers are feeling major stress from budget, common core, new evaluation, etc.
The State has moved too fast, and without fully thinking out the CC impact.
The resources have to be in place in each county to make the implementation of Common Core effective in each school. More information for parents should be in place.
I think CCSS makes sense and accurately reflects what is happening in American culture right now and in the immediate future. There is an emphasis on informational text, project-based learning, collaboration, and media and technological fluency. CCSS favor all of these values.
Better understanding needed
Favor only if these additional tests were dropped.
We are headed in the right direction. We have a more mobile society and we need to ensure states are on the same page with their expectations and standards.
School districts are already struggling to pay for all of the changes. Also, testing is very expensive.
We are in the implimentation process, the refinements need to be made so we can progress.
It helps when students go from one school, city, state to another. The standards are the same and so the students are still getting what they need.
Not sure
NC must decide what basket to put all their egggs in! Why do classroom teachers do without pay increases while someone is getting paid to make MORE tests?????

Considering the uncertainty regarding the Common Core's academic and economic impacts, would you favor or oppose proposals to slow down or halt the implementation of Common Core in North Carolina public schools?

<p>The Common Core Standards are good. The WAY that they have been implemented has not been good. The two need to be separated. I doubt the scores will be good because of poor preparation on HOW to teach the Common Core standards. This is no fault of the standards or the teachers, but a lack of preparation by administrators and DPI curriculum. Their hands were tied by lack of funding. Don't throw out and start again. Instead, provide funding for adopting research based curriculum and professional development on how best to implement the CCS.</p>
<p>We started it, finish it.</p>
<p>I think that we need to stick with the implementation so we can see how common core will impact our students. If we keep changing every few years we will never see the impact of what we are teaching to our students.</p>
<p>Again, the local LEA was allowed to manipulate the grades by a massive margin. I witnessed students who had failed both 9 weeks pass with Bs and As overall after the manipulation of grades. This is wrong. Students who scored 9 out of 25 and 10 out of 40 questions on various tests were scoring As and Bs after the manipulation or norming of grades as it was put. Teachers after seeing this do not take these tests seriously - they think they are a joke</p>
<p>Or at least let each state make amendments to common core.</p>
<p>Oppose, not because I like Common Core, but because we need to start change somewhere.</p>
<p>I will teach the same Common Core Standards I implemented this past year. I would have answered with the above a year ago.</p>
<p>At one time we had an Intro to Const. Masonry and Drafting where the three classes rotated every 6 weeks and got a taste of the 3 different subjects. That way the next year they could take the course that best suited what field they were most interested in and not stuck in a class for a full semester that they did not excel in. NCDPI shot that one down and the Common Core and the NCCER was introduced. The VoCats that we use to use actually covered more than a high school student could ever grasp but the NCCER is way too much for ANY high school student to absorb. The NCCER is a money racket and someone is getting rich off it.</p>
<p>Being a hands on learner myself I think that the implementation of common core has made a great difference in the classrooms.</p>
<p>Having looked over the standards, I believe that they are worthwhile goals for our students, and will help our students learn to think for themselves and express themselves more clearly.</p>
<p>Just stop the excessive testing. Give us some time to work with specific goals and to see if they are developmentally appropriate for children. Use more child psychologists, education specialists and teachers, and fewer business people.</p>
<p>There is a lot more research that I need to do before I can favor or oppose any proposals regarding CCSS. Your data will be off because I am forced to choose an answer.</p>
<p>CCSS may be the only leverage we have against our legislators who are currently decimating public education. North Carolina students are up to 4 years behind in nationally normed tests. I strongly oppose using the test results for at least the first 3 years of implementation in teacher's evaluation under Standard 6.</p>
<p>If we halt it, what would we go back to? Gateways? Those didn't work at the time because you always had the principal allow 'placement' when the student didn't meet requirements for promotion. If you put into place 'strategies' or 'combination classrooms with intensive remediation' or even a session of 'summer school', and as I've read a 'parent required class' for those that have children who are not prepared for K-1....where is all the money coming from? Surely not the "lottery"...my brother works for the State Department and I know exactly where that money goes. So how about funding intensive remediation, quarterly, during those years PRIOR to gateway years so that, when asked to show</p>

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mastery, the students are well prepared to do so.. AND we wouldn't have to wait for them to fail to do such intensive remediation. I wish that something that the state has pushed down our throats for the last 4+ years that 'it's coming, prepare for it" wouldn't be in jeopardy of 'slowing down' or 'halting'. I'm tired of trying something for a few years with such strong support and then as soon as we 'get it', someone goes and changes it.
Common core curriculum will overall be beneficial for our current and future students.
Our state does not have the economic support needed to move forward with Smart Balanced testing.
I don't think the actual concept of common core is the problem, it's all the testing that we are wasting money on it's the problem, the student don't take them serious yet add an educator I can receive a grade for their test, that's not fair especially when there is no consequences for them not passing
Stop the madness!
Let this year be the field test and obtain input from teachers, not administration or educationalist specialists (coaches). Teachers are the ones in the classroom daily.
I think this would be the best thing. Working in a Title I school there are some students who begin school behind and without parental support and student interest these students will not excel and benefit from Common Core. These students should learn to read, write, and spell correctly
We can not jerk our students and teachers around from year-to-year and expect academic success! CC's academic and economic impacts should have been fully considered before its widespread implementation this school year. I would hope our schools would be more committed to the Standards before subjecting students, teachers, and parents to such an overhaul of the state curriculum.
If economics is an issue at all and will negatively impact teacher salary and benefits, I am strongly in favor of halting the implementation immediately.
I think students need to be challenged more. And, while the Common Core is not perfect, it does promote higher order thinking and 21st century learning skills. My issue is not necessarily with the standards, but with all the testing that goes along with it.
I really have enjoyed it and found it east to read and use! I have even "talked it up" to teacher friends in other states who are all dreading it!
Absolutely favor a slow down, but would prefer to get rid of it altogether. DPI has not been very helpful: their PDs have been confusing and they have not been very clear about testing. The time and money spent on copying all those tests, figuring out how to coordinate the sheer number of tests (checking them out to teachers for administration, grading them TWICE, bubbling and scanning), and then seeing how poorly written they are was a real disappointment and hassle.
No opinion. The main issue for me is tying teacher evaluations to student test results.
WHY? WHY? This the BEST curriculum I have had the opportunity to teach. Students can really relate to the use of math in the real world!
This is a poorly worded question intended to sway survey participants. I am disappointed.
We don't need to start and stop. Commit and do your best.
I like the Common Core, I hate the testing! I am not scared of the accountability part, I am good teacher that works hard; why can't the state trust my administrators to evaluate me and eliminate the stress and money spent on these tests and provide me with some descent resources?
I think that implementing Common Core is a great program. However, I think North Carolina started testing the standards way too early. They were unprepared and did not give teachers enough information with regard to what would be on the test and what questions to review with students.
Soemthing has to change. but we also have to pick a plan and STICK WITH IT in order to see the long

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term impact.
I think Common Core works!
But again I do not think CC is all bad, it is very rigorous and pushes the upper level student but not all students have a desire to be and in all honesty the brain power to understand upper level mathematics. We should all have the same opportunities in America but we will not all choose the same path - I thankful for that!
Until we get a grip on keeping teachers with experience that can effectly teach the core with all levels of learners. We need to back up and let them teach. Not looking at the cheaper way of getting new teachers at a lower rate of pay but keeping the experienced. We do not need to teach to the statistics that make voters happy.
The implementation was way too fast.
At least we are on the same page.
Only because NC is the only state using it to not improve learning, but to control and rate teachers.
Get rid of this government influx of money. Every time there is a grant from the government, the strings will suffocate the teachers.
I think we need to slow down until there are proper resources that are aligned with Common Core and more guidance and support for teachers.
what change again? so teachers have to sit through another 58 hours of useless training? maybe the higher ups should think about all the details of implementing a change BEFORE they do it, instead of after it has be implemented. so much money is wasted in the inability or lack of planning to prepare and research the how and why before the change is made.
Don't stop something you just started. Give it 5 years to see results
We should tell Arne Duncan and Pearson that we refuse to participate in their experiment using our kids as guinea pigs. We shouldn't pay another cent to Pearson for tests, materials, PD, etc. End the corporate takeover of our schools NOW!
At least until effective training has been implemented
Physical Education/Arts needs to be taken into account. My school is so focused on reading and math that they cannot see how the arts and physical activity help students in these areas and provide essential skills that cannot be taught or are not being taught sitting at their desk with a classroom teacher.
Keep forging ahead!
Common core...common core! You understand? Common core should have always been the standard! I don't exactly understand how this issue impacts the economy, but we need to seriously take a look at what education actually is and how lack of support for the classroom and the teacher has the most devastating impacts on society as a whole! Common core is in essence addressing all of the critical elements of any given subject, and adding substance to it with each advancing grade level!
PLEASE! PLEASE! PLEASE! We jumped in SO fast with SO many changes. I think we need to put the brakes on quite a bit!
Neither
I like the idea to have "common among states. However, State is just telling us to prepare, but they should prepare more for adaption and developing lesson plans. If they make one, all the teachers in NC can use it.
Too many times we have rushed into change without being willing or able to spend money for materials to help make implementation of the new plan a success. We are doing it again.
I would favor slowing the implementation of the testing of common core, not the implementation of teaching. The CC does encourage higher level thinking skills rather than plug and chug of the previous

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curriculum; however, the implementation does not reflect this.
The standards are good, the tests are bad.
Common Core is fine - it's the test that compromises educational integrity. The questions are poorly written and inconsistent
Really????? Did anyone really think this through? When will the powers stop playing with the teachers and students of this state like we are so many pieces on a game board?
I was not aware that there was any uncertainty regarding academic impact.
We have already implemented this program, so why would we stop it?
The amount of testing concerns me greatly.
We are in the midst of it now. I would not want to change directions again.
Slowing down only - Teachers have learned what we will be implementing and a year or two to practice teaching without worrying about testing.
I think that we do not need to start the implementation of something before we see if it is going to work or not. (a constant problem in education)
I honestly don't know about this. It never occurred to me that it would be possible considering the commitments the state made to Race to the Top. I don't have any issue with implementing the Common Core. My issue is the MSLs - their expense and their impact on student motivation and teacher morale. My issue is also with how the state has taken when feels like a haphazard and maverick approach to the high school math standards.
I say we do away with Common Core COMPLETELY!!!!
Any successful alteration of any curriculum should be done in steps. The state has done a grave injustice to our students this year by making these poor assessments count as a quarter of their final grade. Even a first year teacher knows that "scaffolding" is key to the introduction of anything new in a classroom!
not halt. just slow down
I think implementation is good, but the testing aspect of it should slow down.
We are in it now, so although it'll be messy, we should work through our difficulties.
Slow the process, allow for refinement that is so very much needed.
It needs to be phased in, so the gap information is not needed to be taught in addition to the current curriculum. We also need to be confident that the material we are told to teach (or not teach) is what is actually on the state tests.
Why stop mid-stream? If we are doing it, then let's do it. Provide the materials that go along with the new standards.
Yes, particularly in the early grades and in regards to Algebra II. A lot of students do not need Algebra II and one math beyond. They will NEVER use or need it.
It should have been implemented a little slower. Maybe Kindergarten and First Grade one year, then Second and Third, and so on...Hard to teach what is expected when students didn't have CC last year. The knowlege they are supposed to have has to be first taught before actually teaching what is meant to be taught.
The state needs to decide on somewthing and stick to it. Constant change is not good.
To slow it down, especially since there is little to no staff development money during the summer for real planning and sharing.
I don't particularly care one way or another. If we've already started the process, though, it seems ridiculous to stop it. Instead, we should be working to improve it - mainly the tests.
Confusing question the way that it is worded.
I think the CCC is fantastic! I do not think loading more on top is though.

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<p>We simply need to prepare students at each level to be prepared for the next level (and we need the time required to accomplish such a task)</p>
<p>The common core with their higher level of thinking and scaffolding skills are key to improving education in North Carolina. North Carolina needs to advance past rote, drills, and regurgitating testing and teach our children how to apply and think!! Sadly they seem to be warping the goals of Common Core and twisting it into more testing material</p>
<p>People!!! If we want to be competative in the global society we need to get with the program. Slowing it down would only hurt the potential we have here in North Carolina. My suggestion would be to pass on the Race to the top Funding, simple because it is costing to much to clear the red tape hurddles. Suspend testing for a couple of years and wait for the Consortum Tests to be fully implemented. Get rid of all of the State level Testing guru's and hire more teachers... Or dare I say give us all a raise.</p>
<p>At this point we are in-between. We need to move ahead and have curriculum and testing aligned with those standards.</p>
<p>i think you have to do something that makes sense; don't throw the baby out with the bathwater. don't pin results to teacher's foreheads the first time through in a threatening manner - give it a space to grow and let teachers embrace it rather than fear it.</p>
<p>The curriculum is fine. The inequality of class sizes is not fair. If we are to be tested, then we should be in equal teams like math and language arts are. Get rid of benchmarking (but they won't because of Rttt) MSL should be like EOG for Math and LA. We should not be manualing grading them ourselves We need books. The curriculum is fine; it is all the other attachments to it that is giving teachers grief.</p>
<p>To slow down - going way too fast - need more time for transition - many of my students this year had to be taught both curriculums because they did not get a thorough exposure to the Common Core components they needed to be successful with the third grade Common Core learning targets.</p>
<p>Please make a choice and stick with it long enough for us to see it through before changing things. Constantly changing from one band wagon to another means we, as teachers, never have the opportunity to reflect and refine and better our lessons before we are expected to teach an entirely different way or different pacing. This leads to burnt out teachers and students with gaps in their skill development with standards / goals changing from one grade level to the next.</p>
<p>Not having the results and not knowing the impact I cannot really answer this question. radically making changes is rarely a good thing, especially in places where success is being made.</p>
<p>I wouldn't favor slowing it down IF the implementation were going to be funded. It's solid curriculum; teachers need to be provided with resources to deliver it.</p>
<p>Unsure without more input.</p>
<p>In our county we have already implemented so its a little to late</p>
<p>I would favor it ONLY if administrators or test creators would realize that kindergarteners need to explore and discover, not spend so much time taking assessments, and that the teachers need to be helping the children learn and satisfy their curiosities. The end-of-year math summative assessment is RIDICULOUS!!! Now should be the time that we should be doing fun projects and tying what the children have learned into real life, instead of pulling each child over for way too long to see what they remember from the whole year. Don't test creators realize that what kinder-garteners know today might not be what they know tomorrow? They are constantly learning and forgetting and learning some more. Their knowledge is seldom--if ever--static.</p>
<p>Give teachers time to understand and implement it. Don't keep switching up on us every few years and then switching up again when the test results aren't meeting legislator's expectations.</p>

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<p>It would be confusing to the children to change instruction methods AGAIN!!! What would be gained by slowing down or stopping the program? North Carolina is behind the majority of the country in it's academic progress.....If we want to help the children, we need to have a national standard and stick to it!!! It would waste more money to change again!</p>
<p>Adaptation is necessary, not elimination. Slowing down might prove unnecessary in some areas.</p>
<p>It is as worthless as tits on a bull.</p>
<p>We do not need to slow down, we just need to have DPI refine the standards and allow us to buy materials that support those standards.</p>
<p>Slowing down would be okay if the entire country is slowing down but not if we're going to do our own thing which only results in hurting the children. However, I am completely against halting. What would we do if we did. Go back to the old and then come back to this later. Seems like a waste of time.</p>
<p>Slow down because it seems things are getting implemented before they are ready.</p>
<p>They are poorly written for math.</p>
<p>We have already been working with the common core; slowing down the implementation would just make the standards we need to implement more confusing, and student achievement would not increase.</p>
<p>This is exactly what I'm talking about. We have been using Common Core standards for less than a year and we are already considering "slowing down" or "halting" implementation. It is a 12-year process!!</p>
<p>I think the the standards are a good ideal. I would not be opposed to slowing down the process of implementing them in order to give teachers more time to adjust.</p>
<p>When are we going to do what is right for our children?</p>
<p>We need a change. I would love to slow down or halt the teacher evaluation piece though until full implementation of Common Core</p>
<p>Why don't we just slow it down a bit, get more opinions from classroom teachers to compare the NC Standard Course of Study and Common Core before we just rush headlong into it.</p>
<p>I think legislators should halt ALL new programs until the time comes that Teachers can be compensated for the extra work they are constantly being asked to do.</p>
<p>GET RID OF COMMON CORE - IT IS NOT JUST A JOKE BUT A TRAVESTY TO OUR CHILDREN</p>
<p>The implementation of the Common Core is not the problem with me personally. It is the time taken away for the teachers for Common Core Inservice and all of the state tests. We can't properly do our jobs. Were we hired to teach student??? Does the state have any idea of what all of these tests do to our kids and the teachers? Do they have any idea of how disruptive all of these tests are to the learning environment of the individual schools?</p>
<p>We hae started now why quit? How much more money is it going to take? Who is getting paid and how much? How do there salaries compare to the teachers who are in the trenching really doing the work?</p>
<p>I think that the Common Core should be more slowly introduced because teachers who have to change grade levels walk into situations where they are trying to learn the new standards and implement them with a limited amount of help. Textbooks are not going to be purchased, and "new" publications are slow to reach my classroom. Testing is being revised to meet these standards, but where is the actual information to teach the concepts going to come from?</p>
<p>Slowing down to allow time for reflection and revision is probably a good idea.</p>
<p>Having students learning the same curriculum across the majority of the states is important as well as making students prove their answers based on knowledge from a source. The change in curriculum</p>

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<p>makes sense even though it was hard a bit confusing at times this year.</p>
<p>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.</p>
<p>Big ideas and broad themes are important- but vocabulary and specific terms are important in every class and need to be tested. Common Core is not all bad, nor is what I have been doing the last 16 years. There needs to be some Common Sense thinking on combining the best of both systems.</p>
<p>At this point it pretty much is in place.</p>
<p>We are in it now. Let's not change again!</p>
<p>It is time we gave a new plan time to work before changing. The impact cannot be measured until students have been through the process as planned.</p>
<p>I am not considered 'Highly Qualified' to teach a core subject area, yet I teach all four. I jumped through the HOUSSE loophole in 2006 to become highly qualified and after the time and work I put in, it has been rejected (either by the state or federal level), so I still am not considered HQ to teach a core subject matter. I paid for my education to be a special education teacher and my students DO learn. It is not ethical to take away my education IN SPECIAL EDUCATION and be labeled 'Not Highly Qualified'.</p>
<p>This question is a perfect example of how data can be manipulated. The wording of the question is tricky and likely to be answered in opposition to what the teacher actually favors. Those who OPPOSE common core actually FAVOR slowing down or halting implementation....Horrible wording of the question in an attempt to manipulate data....no surprise.</p>
<p>For all the reasons I have mentioned, I am strongly in favor of slowing the process down to ensure we are doing what is best for the students and the various curricula. Furthermore, those areas that require a performance aspect to testing are in trouble, given that there's not enough time to, say, have each child perform a dramatic monologue for theatre class and be judged on it fairly and sufficiently.</p>
<p>I just don't feel comfortable enough with these tests to believe in them. Until that happens I don't think that they should judge me by them.</p>
<p>We don't take a child who graduated from pre-K and throw them in 3rd grade! We are essentially doing that in the classroom right now. After 14 years in education, I have seen many changes, and we normally can go with them. The implementation of this one has been ridiculous!</p>
<p>We're halfway across the river. It doesn't make sense to swim back to the side we just left.</p>
<p>Because everything the school system does is reactionary.</p>
<p>Slow it down...I do believe there is merit to the idea of raising the bar, but we are turning children off to the entire education process while they are in elementary school.</p>
<p>If North Carolina does not get carried away with testing to justify expenditures [therefore, driving up the cost] I think CC can be implemented over the next few years and have a positive academic impact.</p>
<p>Do not throw out the entire philosophy, but let's slow down the process, tailor it to allow teachers to address the learners in their rooms and provide meaningful assessments to demonstrate mastery.</p>
<p>Only because my pay will be dependent upon students doing well.</p>
<p>We need to revise the standards to include areas where there are holes in skills needing covered. It will take years to perfect common core.</p>
<p>I want to put favor but I think we've already gotten our feet wet and we must now proceed to take the plunge!</p>
<p>We are going a great job of getting all staff on board with the new Common Core standards</p>
<p>We have to go forward. National common core will help students become better readers, writers and</p>

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mathematicians.
For Extended Common Core Standards linked to the Extend 1 testing, I strongly favor slowing down or halting implementation. Maybe a realistic separate set of standards for each level of intellectual disabilities (severe/profound, moderate, mild) needs to be developed to better address students' needs, and to show growth through a more thoroughly defined progressive set of objectives.
I think the curriculum is sound, though I don't fully understand why NC had to put its own tweak on the national standards. I think it would have made more sense to study the implementation models that have been successful in other states (such as Georgia) and rolled the curriculum out over a number of years, as opposed to all at one time.
More of the same. Feels too much like NCLB with a pretty face on it. HALT.
Slow down!!
There was no option for no opinion.
I like what the Common Core has to offer, but I think it would be good for teachers to be better prepared. Perhaps that would mean slowing down - or even taking it one subject at a time.
I think we definitely need to slow down. Teachers need time to learn how to effectively teach Common Core and students need time to learn the new standards that have been moved around to different grade levels. At this point, judging a teacher based on student test scores on the Common Core standards would be highly unfair and somewhat unethical - kind of like rating a brand new car before you've had time to drive it for a while.
Do it right or not at all
I favor the common core but do not approve of the testing.
I stongly favor the HALT of Common Core implementation in North Carolina Schools. No single test can ever give an honest evaluation and "picture" of a student's true academic ability and achievement. Nor can a teacher be effectively and judiciously evaluated on their pedagogy with such tests.
The decentralized approach to education results in degrees from varying states being of differentiated worth to more universally standardized university curricula.
I am in favor of rigorous standards, but let's be honest: all Common Core will be is another bludgeon to use against teachers and schools (just as the NCSCOS was). NC hasn't done well when stacked against other states (for example, on NAEP), and it won't do well on the initial CC exams. I'm also concerned about students who are at or below grade level not being prepared for the standards--it's a sudden leap in the level of performance we're expecting of them and kids can only absorb so much so quickly.
We simply are not ready. The state does not have the appropriate funds to provide what is needed to successfully carry out the program.
At this point we are strongly invested in the process, and would like to see it continued until we can get some actual test results.
Common Core implementation in North Carolina should be abandoned!!!!!!
Please NC government do something right and for the kids for once.
I neither favor nor oppose but since you didn't give me that choice, I had to pick something. Again, it all depends on who is teaching it.
Slow it down and put some responsibility on the parents.
We just need a clear picture of the requirements. It seems as if no one knows what the hell is going on
Please please please stop it and all other federal mandates about education. The decision about education should be made at a state and local level. Washington D.C. cannot make a one size fits all

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for a nation as large as ours. The profession I love is being desimated by politicians and private interests.
SLOW DOWN. Let us figure out how this is all supposed to work before holding teachers accountable for new curriculum and tests as part of our job performance.
How about letting the people VOTE on it???? How about full disclosure as to how much publishing companies have contributed to the election campaigns of our members of congress? Adults call that "bribery."
Big changes should be implemented over several years.
I'm not against Common Core. I just believe that the implementation of it was to rapid, which caused schools/teachers to be unprepared to implement it.
Any change is difficult at first, but we have always taught to standards and can make the necessary adjustments to teach to a new set of standards. We are professionals, after all.
From what I am seeing in CMS, students can't even write a correctly structured sentence in their senior exit papers much less an argumentative paper.
CC is needed.
Again, I wish there was a middle button. I think there are some things that are expected that are too difficult for children at certain ages - not developmentally appropriate - and I believe those things need to be looked at.
At this point I really and not sure, I would like to see the final results from this school year first .