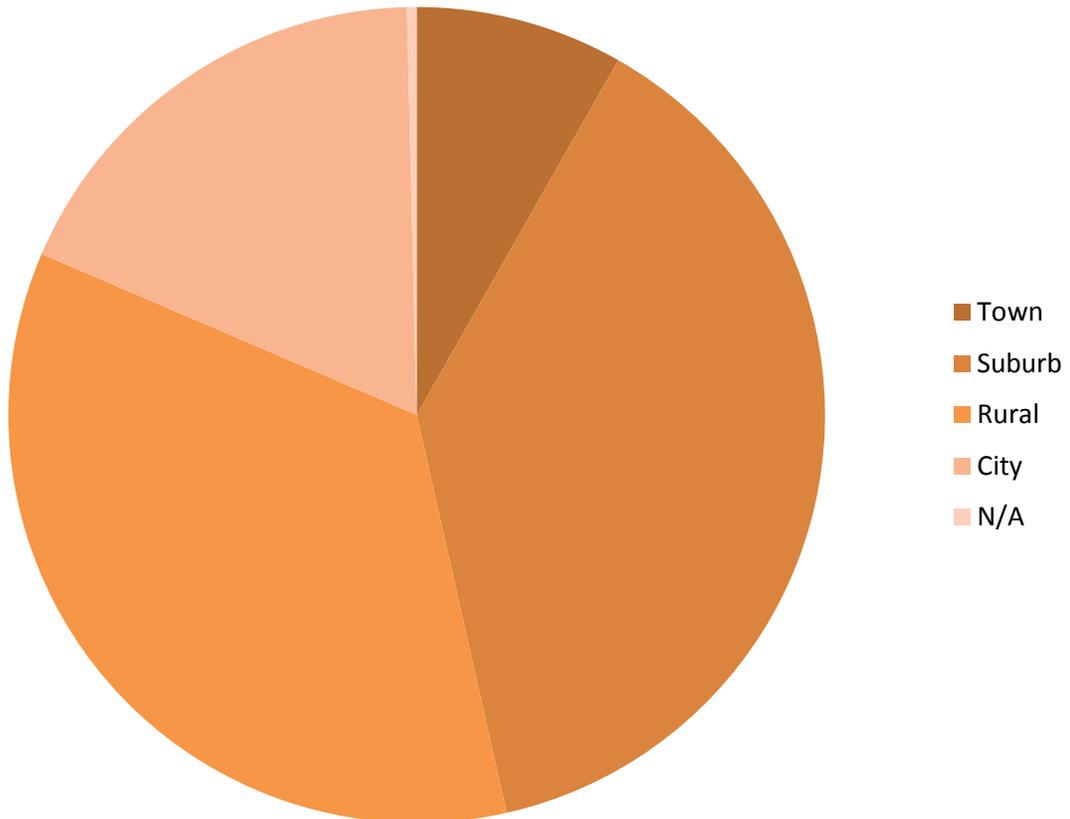


**APPENDIX C: Please share the biggest success that you have had with implementing CCGPS this school year.**

**Total number of respondents to provide a success**

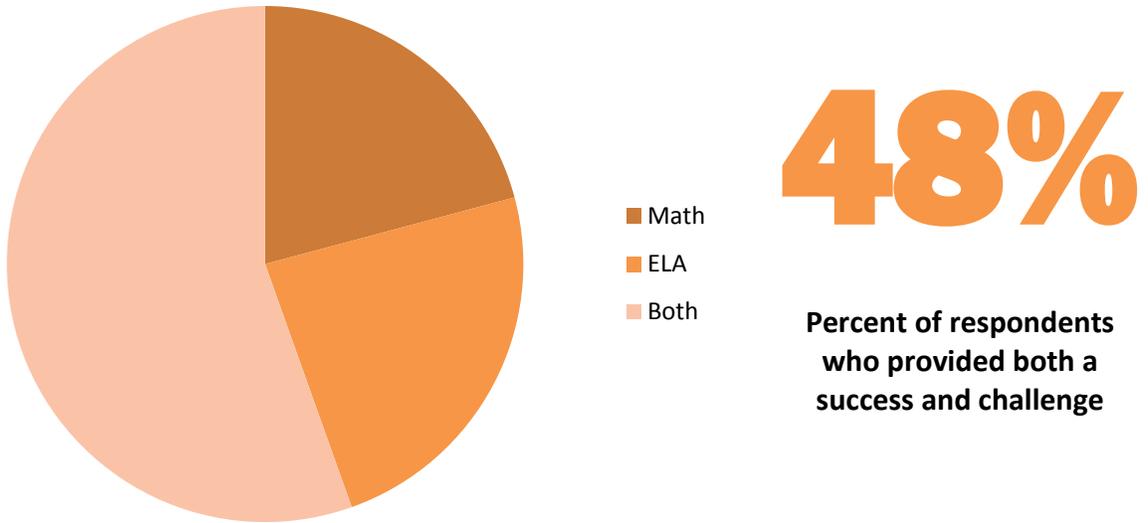
**523**

**Responses by Locale**

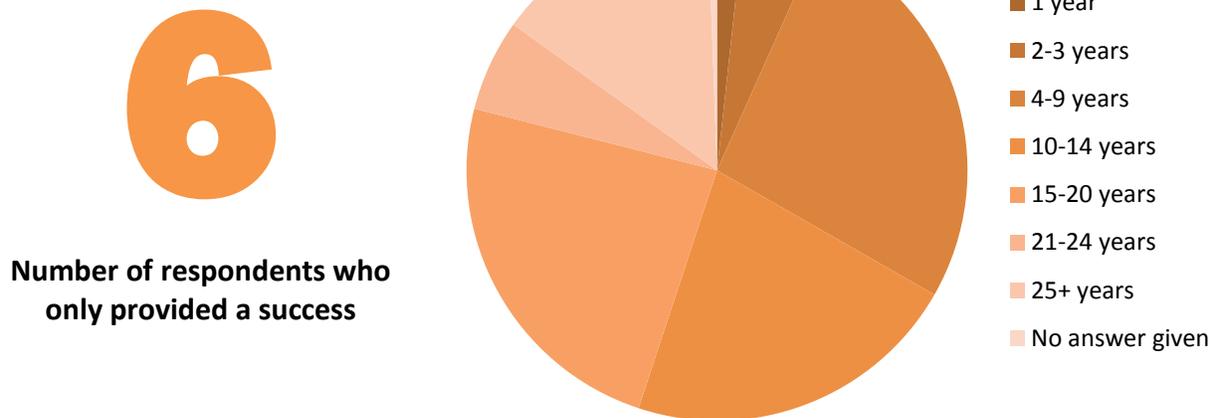


APPENDIX C: Biggest success with implementing CCGPS this school year

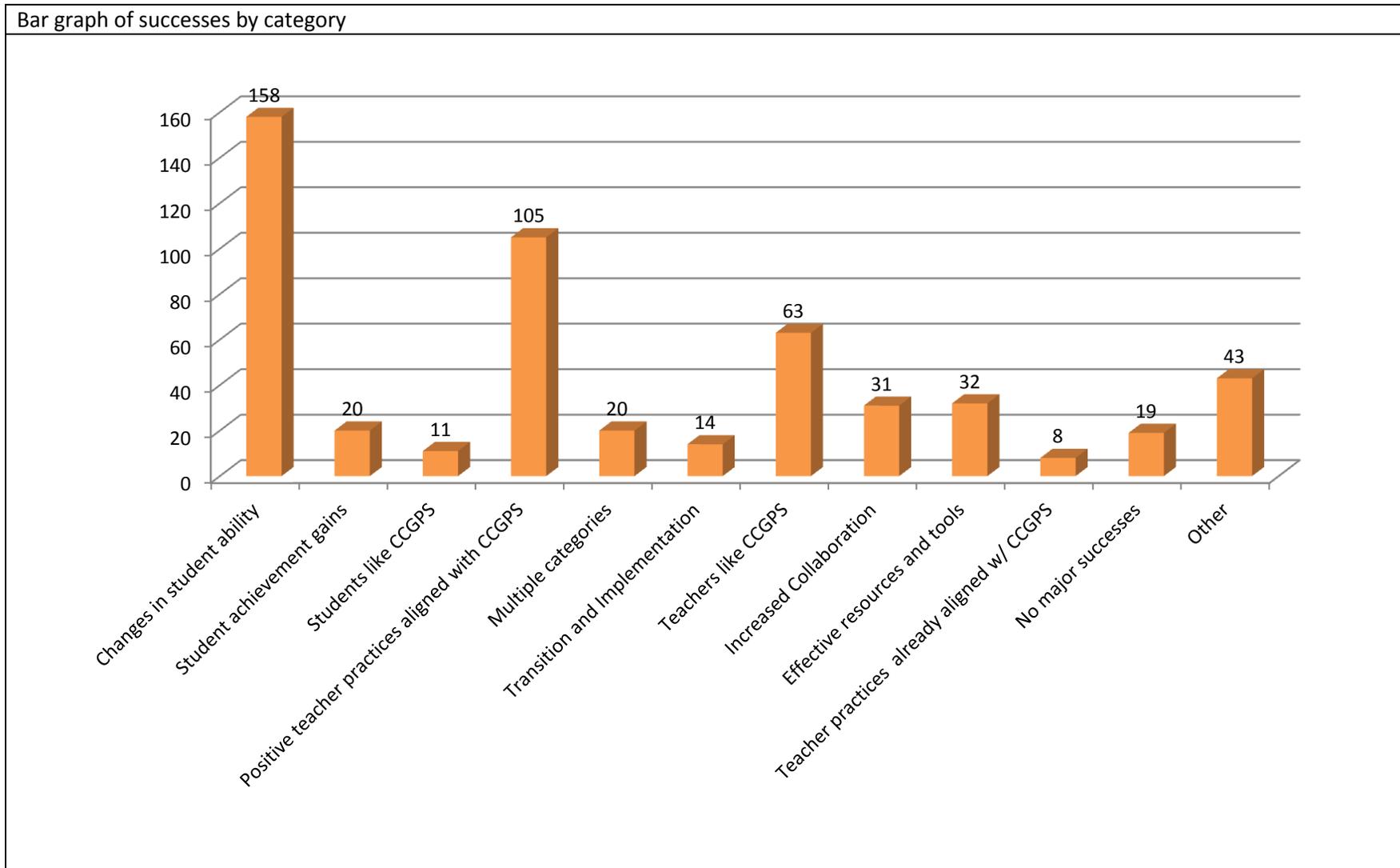
Responses by Content-area



Responses by Years of Experience



APPENDIX C: Biggest success with implementing CCGPS this school year



**Successes organized by category**

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**Changes in student ability**

The students have shown great growth with the new rigor.

My students [are] learning to think outside the box.

Independent learning has increased.

Students more active learners.....

My biggest success has been in ELA. My students have a much deeper understanding of text.

My students have made tremendous improvement with written responses to open ended questions throughout the year. Students are becoming more efficient in selecting ways to model solutions to word problems in math.

Students have been able to explain concepts rather than provide an answer. They are able to effectively explain through writing and words the process and answer "why".

Students have begun using the "new" terminology attached to the CCGPS.

The students have become more independent and aware of their learning.

My students are better writers and better at supporting their thoughts with evidence.

Students are learning to expand their thoughts and express themselves better in writing.

I have more students using more strategies to solve math word problems than before. In reading, more of my students have been reading nonfiction books than my classes in the past.

Students conducted a research project, and the end result was a website they constructed in groups.

Watching my students' writing improve using varied sentence structure, transitions, and evidence to support their ideas.

Students have learned to provide evidence of learning by citing references using various genres of text.

My students have a better grasp of real world math problems, and how to solve them.

Students are more able to express how they understand math and how they solve problems. I have seen growth in students' conceptual learning.

Students have made significant gains in all areas of reading and writing.

## APPENDIX C: Biggest success with implementing CCGPS this school year

Increased student ownership of learning.

Students understand concepts better through authentic assessment.

The students have done well with close reading and analysis of complex non-fiction texts.

The children's language abilities to explain their learning as well as the abilities they have shown with the rigor they were expected to achieve.

My students have become better writers.

Though it has been a struggle, my students have practiced writing much more frequently and have improved more as writers.

My students are taking a more active role in learning.

Students are thinking independently and asking more complex questions.

Students being able to inference in mathematics and not just work problems.

Students have acquired a stronger number sense in Math. They use much higher order thinking strategies during Reading.

The students are making connections across all concepts taught and they are seeing the connections without me having to point them out. They are also comfortable using multiple strategies to solve mathematical situations.

I believe that CCGPS provides opportunities for ELLs to increase their talk time about a subject and thus expands their academic vocabulary.

I can see the students opening up and taking risks. They are taking more responsibility in their learning.

Reading literature and writing (citing from the literature and comparing literature).

My biggest success was getting the students to think outside the box.

Students being active learners and feeling successful. For 3rd graders, success motivates their desire to learn more.

They were able to cite their work better.

The students are progressing in their writing SO much faster than before. Their quality of work has also improved.

The biggest success I have experienced is seeing students use textual evidence to justify their answers.

## APPENDIX C: Biggest success with implementing CCGPS this school year

Having students be more successful with working multi-step problems, in a real-world context.

My ELL students are beginning to be able to use those higher order thinking and reasoning skills, even though there is still quite a language barrier.

My students are excited about math and can use the math vocabulary taught in class.

My students have grown significantly in their ability to solve problems. They work individually and with their peers to solve a problem before coming to me for help.

My kindergarten students are writing much more successfully.

Depth of questioning has improved and seeing the kids respond to various levels is motivating as an educator.

The students significantly improved their critical thinking skills, reading and math skills.

Finding evidence in the text to answer questions.

Students had become better at answering open-ended questions and have become more independent thinkers.

Students are taking their time to read more complex texts and are underlining, highlighting, and paying closer attention to the overall meaning of the text. As a result, they are becoming better equipped to answer questions about the information with increased confidence.

I have more students wanting to read more complex texts. They are referring to previous texts more when discussing and sharing connections.

Students are beginning to think critically. Students are using evidence to prove or disprove solutions. Students are having literature and mathematical arguments.

Students exhibit more confidence in their mathematical abilities. :)

Students are getting more comfortable with constructive responses as oppose to multiple choice questions.

Students are exploring different ways to come up with the correct answer. Confidence is soaring!

Students have a greater understanding in regards to math concepts (i.e. why the algorithms work).

Students having the ability to utilize more nonfictional text to respond their open-ended constructive questioning.

## APPENDIX C: Biggest success with implementing CCGPS this school year

The biggest success that I had this year was that students gained a deeper understanding of concepts that were taught and were able to transfer information learned from one subject to another.

Students are better able to seamlessly relate one concept to another when problem solving.

I am very proud of how comfortable my students have become [with] "thinking outside the box" and willingly share their ideas with each other as they work on various tasks.

Intermediate to advanced level readers in Reader's Workshop have really taken off.

The students' ability to think outside the box and apply what they are learning in the classroom to everyday activities.

I have truly felt that the students have been able to go deeper which in turn has caused them to master the concepts rather than learning them and forgetting them after the test.

Students have had a better grasp of multiplication because it was introduced earlier in the year.

It has been very rewarding to see some of the students problem-solving independently or with a group more often than before.

My students have a much deeper understanding of mathematical concepts and are beginning to understand that not everyone thinks the same way; therefore, they are highly encouraged to solve problems the way they know how.

Seeing 9<sup>th</sup> graders gradually become more and more successful writing functions that model real-world scenarios.

Students making the connection between what we are teaching and how it can affect the type of success they have after their school years.

I'm amazed at how well my students have tackled the higher level questioning. In addition, they have done very well citing evidence from the text to support their answers.

Having students to write stories successfully.

Students being able to explain how and why they know.

I have seen a growth in reading nonfiction texts with my kids. I have also seen a growth of interest in nonfiction texts.

Students have improved their ability to state an opinion and support their opinion with evidence.

Students took well to the CCGPS model used this year. Saw lots of growth overall.

## APPENDIX C: Biggest success with implementing CCGPS this school year

Seeing the growth in student's writing has been the biggest success. Of course, this is the first year we have kept our students the entire school year. Past years, we received new students at the semester change in January.

Seeing my students thinking deeper and seeing how well they adapt to the new standards.

Much deeper thinking in math and much success with problem-solving.

Over time, all students have improved their independent reading skills and close analysis reading skills.

Students had a better understanding of number sense through the use of a number line more than rules.

Students are beginning to take more risks.

I noticed that my children did better in Math when I introduced multiplication facts at the beginning of the year (From day 1).

I believe the students are more engaged and have a much greater sense of accomplishment when they realize they have achieved mastery!

Students are talking and journaling math and persevering through difficult multi-step problems.

I can see a lot of growth in my students' success implementing the CCGPS in all subjects.

The depth of understanding of addition and subtraction and when/how/why to use it.

The biggest success would be in the area of mathematics. I really think that students were able to explain their thinking and strategies used to solve problems. It was nice to hear how they thought about problems and arrived at answers using a variety of strategies. Critical thinking skills were also enhanced.

Increasing students' ability to explain (in writing) mathematical solutions from multiple strategies.

When the students answer with confidence because they have evidence to support their thinking, I know instruction has been successful!

By concentrating on increased rigor, some students (although they have done it kicking and screaming) have risen to the occasion.

Deeper understandings in mathematics for my students

I feel very confident with my students understanding of math. I was so pleased with their overall ability to "think" mathematically, particularly in the areas of addition and subtraction.

One huge gain for students was the value of communicating about text and math problems.

## APPENDIX C: Biggest success with implementing CCGPS this school year

The math has been extremely successful for my students with special needs especially with ten frame grid.

Students are thinking critically and are more engaged in their learning.

My students began to understand the important details of the word problems that we practiced in class. This helped them solve the problems effectively.

Student engagement has been high with one particular novel we've been reading.

Students are able to explain how they formulated an answer by using words/pictures.

The students are learning more.

My Special Education students have tried to understand the concepts being taught in the CCGPS.

My students are better readers this year. They are better problem solvers in math because they've had to struggle thru many problems.

Students being able to give in depth answers. Giving how or why.

Students have learned to think critically about the mathematics involved in CCGPS and to make connections that eliminate many of the misconceptions that they have about mathematics.

I teach kindergarten and the students really had a great understanding of number concepts this year. Their mathematical fluency is much better!

I feel that the students are challenged with their work. They are learning to support answers with evidence and defend their beliefs.

My students have developed better and quicker reasoning skills. They are having to explain their answers, which provides evidence of learning. In addition, they are learning a variety of ways to solve problems and to use which works best for them. Better thinkers for those undiscovered jobs of the future!

I have witnessed a couple of students grow and get beyond the level I thought they would go.

My biggest success has been in the area of Math. My students can now explain their thinking when solving problems which allows me to clearly assess their knowledge and understanding of the standard being taught.

The biggest success that I've had with implementing common core was seeing my students construct knowledge and applying it to various situations across the curriculum.

Seeing students learn basics like reading charts and following directions

## APPENDIX C: Biggest success with implementing CCGPS this school year

My ELL students have met with tremendous gains. I have also send struggling students go from being resistant to learning to becoming more involved in the learning process. They are willing to take risks in the classroom.

My students are learning to use higher order thinking skills regularly.

One "biggie" has been for students to consistently cite the text with evidence to support their opinions.

The students have embraced the written responses to literature and developed strong writing skills.

The students are sharing their learning, ideas, and strategies which have turned into great teachable moments. They are more able to explain their learning and knowledge.

I was surprised that my students could read and understand the higher level reading texts.

The biggest success would be students realizing that there is no one finite way to calculate, solve, or answer algorithms, word problems, etc.

Students reading better.

The biggest success I had with implementing CCGPS this year was with the students building their conceptual understanding behind the solving of the problems. Instead of just solve the problem and finding the answer, they were able to identify each step of the problem, how and why the completed each step, and the knowledge/understanding being the complexity of the problem.

Seeing students work independently to complete performance tasks in math and being successful with it!

My students enjoy reading text at a higher level of complexity. They have learned how to compare and contrast various elements within different forms of literature. The biggest success is my students' improvement with answering text dependent questions. They are able to cite evidence from the text to construct and support their written responses. They are often able to extend their responses by making text- to-self and text-to-text connections across content areas.

Students are thinking more effectively and deeply as they solve real world problems.

Seeing students who are able to find answers to questions in the text.

Math and the way the children are thinking and solving math problems.

Watching the students really think about their reading and understanding how it relates to many other areas. They really learned to analyze their reading of new materials.

Watching students struggle over problems, but finally make connections.

## APPENDIX C: Biggest success with implementing CCGPS this school year

I've noticed a lot of the children that I teach have higher thinking skills. I've noticed that some of the children are able to think more critically.

Developing deeper and richer thinkers, problem solvers, and independent learners.

Student's willingness to accept new ways of achieving.

Students were able to unpack the standards and use grade appropriate vocabulary.

I saw my student's reading comprehension improve tremendously using the CCGPS in regards to questioning, vocabulary, & writing.

My students' thinking skills have improved.

Students have better number sense than ever before.

Students are beginning to write more.

Student reading levels have increased significantly and students are more willing to read outside of the classroom.

My first graders are reading both fiction and nonfiction on the same reading level, thus eliminating the gap between their reading ability in fiction vs. nonfiction.

Students are learning how to analyze questions and explain why choices are or are not correct. It makes a big difference when they slow down and actually pay attention to details.

Writing power and deep thinking has developed.

Several math concepts that have been more difficult for students to grasp have come easier after developing a more complete understanding of numbers.

Children understanding information but much later than required.

Students have started to look at math differently by thinking more critically and by becoming better problem solvers.

Students now not only know how to solve a problem; they know how to explain and justify their whole thinking process. Therefore, they are more confident learners.

Students did a wonderful job working together as a group to create a project on information shared in class. Then students did a wonderful job presenting the projects to the class.

It was not a major change for the students, but they really enjoy drawing representations of problems during mathematics and using real-life situations in ELA to learn new vocabulary.

## APPENDIX C: Biggest success with implementing CCGPS this school year

My kindergarteners can write five sentences about one nonfiction topic that they have researched themselves.

Having students think about what they're reading and being able to write about, transfer it, and respond to it. They're independent thinking and creativity has had a rebirth.

Since there are many opportunities to address word problems, I used the end of 1st grade Math time to have the students reflect in journals, solve word problems, and share the process of solving a word problem during their student-led conferences with parents.

Greater conceptual understanding demonstrated by students.

Students are motivated to find evidence in the text to support their views regarding what they read.

Constant feedback from the students, allowing students to be more responsible for their learning.

In general, my students' increased ability to support their ideas/positions with data from the text is my biggest "success".

My students are becoming much better problem solvers.

Many of the students have become more critical thinkers.

I felt like my students really increased their vocabulary by reading novels that were above their grade-level

Helping students learn to support answers with evidence from text.

Success is the higher level thinking that I am getting from my students.

Higher ordered/rigorous conversation.

My students in spite of the behaviors seem to enjoy the use of the strategies that I have implemented. The growth and willing to work cooperative have proven to be an asset when they are mainstreamed into the regular education setting. In addition, they are learning life skills that will bring a greater success in the workforce.

My students were very excited with the books that accompanied the Reading curriculum. They were able to better understand a variety of concepts, (comparing/contrasting, visualization) and I felt satisfied that they are better equipped for their next grade level.

I feel my students have benefited from the "deep conversations" we were able to establish in our classroom through accountable talking.

My students are much better writers.

## APPENDIX C: Biggest success with implementing CCGPS this school year

Students have learned the standards.

### Student achievement gains

My students have had high scores on the benchmarks.

Writing scores improved by 15.1%!!!

Our EOCT scores were the highest they have been in years.

Our biggest success with CCGPS was the increase in writing scores. As CCGPS focuses more on writing than GPS, our students were more fully prepared for the writing test.

Phenomenal CRCT scores!!!

The improved scores from CRCT.

An increase in the number of my students who exceeded on the math portion of the CRCT. My students supporting their answers when reading and writing with evidence from the text.

One of my ELL students that failed the Third Grade Reading CRCT last year scored an 850 this year in the Fourth Grade. My students usually do well on the CRCT, but I felt very proud of them, given the new curriculum, as we achieved more exceeds than meets in every subject but SS - where we evened out.

My students reading scores have shown a growth of 2 years in a 1 year span.

From a total of 68 gifted, 66 exceeded on CRCT reading. From a total of 68 gifted, 61 exceeded on CRCT ELA.

Having almost all students pass the CRCT

All students improved their math score compared to last year. We were not yet doing common core in the school last year.

Increased reading equals higher reading scores!!

Student learning and being able to effectively use in real world situations.

I teach students with Specific Learning Disabilities in reading. This year, we have really concentrated on exposing these students to more complex text that is well above each student's Lexile level. I have used audiobooks as a tool to help students access complex text. Over half of these students are currently reading above grade-level and the rest have made significant progress.

Students are being challenged more academically with more rigorous curriculum and they are rising to that challenge. It is exciting to see how much progress they have made since the beginning of the year.

## APPENDIX C: Biggest success with implementing CCGPS this school year

Students' increase in critical thinking skills and performance on the EOCT.

I moved with my students from 6th grade to 7th grade, and I have seen my students GROW with their writing abilities this year!!! I am truly proud of their achievements on their standardized test!!!

Students did well this year.

Closing the learning gap with students who are below grade level.

### Positive perceptions of CCGPS on behalf of students

Students love the student centered lessons. They seem to have a real understanding of the concepts by doing and figuring out the different ways to come up with an answer.

Students love the addition of the non-fiction elements and are very engaged with them.

I had a class that was ready for the change in how we do math. They liked the challenge of going beyond the computation and understanding why it makes sense.

Students enjoy the nonfiction curricula.

The biggest success was students' enthusiasm and participation for some of the new text.

My greatest success has been seen in my students' excitement about partner games within the math cc units. They are highly motivated to engage in the learning process.

The students have remained engaged and excited about learning after the 1st ELA Kindergarten Unit on friendship.

Students are excited about reading nonfiction texts.

Students enjoy being able to discover ideas and concepts and use them in real world applications.

Students love reading themed chapter books each 9 weeks! They really connect to most of the themes & relate them to everyday life.

My students really enjoyed the literature that we read. I had students who didn't like to read aloud. Now they love it and it has increased their ability to read with fluency and recognize words.

### Positive teacher practices aligned with CCGPS

The most significant success would be modeling mathematics in various ways in order to differentiate.

I find giving more feedback encourages kids [them] to go farther in their math thinking.

## APPENDIX C: Biggest success with implementing CCGPS this school year

Allowing students to discover new material (an “aha” moment) has been quite powerful. My favorite approach has been giving students a problem and an answer then, have them tell me different ways to solve the problem, relate math to real world situations, and find errors in different calculation and problem solving methods. It seems they learn more prerequisite skills by doing error analysis and catch on to new skills by breaking down problems into pieces they can articulate with each other.

Integrating the social studies curriculum with the reading curriculum through appropriate novels.

It has really made me stop and look at the standards more.

I have enjoyed implementing CCGPS this year. It has given me an opportunity to make my lessons more relevant and realistic and the students have an opportunity to see the importance of the content they are learning and how the content is being used in other courses as well as the real world. CCGPS has always made me get out of my comfort zone and try more group and begin the process of becoming a student centered classroom.

I feel that I have been successful in teaching students how to explain their thinking in their writing and to effectively support their responses with evidence from the text.

I feel that this year I focused a lot more on non-fiction and also paired text. I feel that this has pushed my students into more wondering and thinking.

I get to build a stronger foundation since I teach Kindergarten.

Introducing new texts to students that is challenging but high interest. The students really enjoyed the books that I was able to read aloud to them.

CCGPS has kept me from being "too easy" on my on-level students. I have them read much more independently than I used to.

Due to our school re-aligning our English course sequence, I was the only teacher teaching Honors 11th grade American Lit/Comp. I enjoyed not having the pressure of teaching the course as a rushed survey course, but instead delving deep into thematic units. Students liked reading more nonfiction than fiction and passionately engaged in discussions, finding many more avenues to approach writing topics because of the depth of the reading and discussions. I mostly teach AP English Language/Comp, so the transition seemed natural for me.

I have had many students that have moved into my classroom this year from various parts of the nation. I am glad to see more consistency in their learning. I teach near and air force base so our children often move several times during their childhood and a national curriculum will be very beneficial to them!

One of the biggest things that I have done this year is ask the questions "Why?" all the time. I have had them draw, solve, and explain word problems to help them better understand the concept.

## APPENDIX C: Biggest success with implementing CCGPS this school year

Being able to teach deeper into curriculum.

I have seen that by slowing down and not having to teach as many standards allowed me to focus on more of what the students need.

Being able to reach some students that in previous years did not put forth any effort at all. This year they have shown that they do know a little bit more than I thought.

I am seeing the importance of presenting materials in a manner that forces students to become more independent thinkers. Students need more hands on activities and problem solving practice. The CCGPS is designed to provide this for the students.

I started implementing a math journal.

In third grade, the students have more standards on fractions. I saw success in this area after creating many games that applied the standards.

Modifying the task to develop the student learning as the CCGPS is requiring.

The biggest success I had was getting my students to properly respond to short answer questions, including citing evidence from the text.

Increasing the amount of open-ended questions in the classroom led to more project-based instruction.

My biggest success with implementing CCGPS this school year would have been using more graphic organizers to deepen the understand and connecting subjects across curriculum.

The CCGPS has made me aware of focusing and implementing extensive writing activities with support more than I have before. I feel that my students writing skills will be more improved at the end of this school year than other classes I have had in years past. Additionally, I have had to shift my focus on implementing non-fiction texts and analyzing them more than ever before.

Teaching/analyzing new vocabulary that is associated with new standards.

Being able to stray from the basal series to incorporate literature into my reading program.

Teaching across the curriculum.

My teaching experience helps me to "read between the lines" of the CCGPS to identify the concepts that may be embedded that must be taught, but not specifically outlined.

Learning new ways to instruct my students in the overall concepts of math.

Teaching students how to use evidence from the text to support their answers to questions.

## APPENDIX C: Biggest success with implementing CCGPS this school year

My questioning skills have gotten better.

I have learned much more about how to keep my students engaged when the whole class is leaning new material, discussing or working through a context together, etc. They usually stay with the group now.

Teaching my students to view revising as a constant part of the writing process.

Teaching students different strategies to solve multiplication and division problems and having them explain how they arrived at that answer.

I have had great success with using nonfiction texts.

I have fully implemented the CCGPS Math Frameworks for Grade 1. I have written many activities to extend or supplement the units in order to have a cohesive Math Workshop for my students. In fact I took all my old math textbooks and materials back to the bookroom. My students have done great! I love the hands-on constructivist approach to math instruction.

I have enjoyed working more with nonfiction text and deeper thinking with vocabulary enrichment.

The breakdown of the math. We are able to focus more on fluency of facts to ready the student for the next grade level.

I have embraced the rigor of the standards and it has been extremely helpful having our entire grade level teachers planning, sharing, and holding all of our students to the same expectations.

I was able to conceptually develop number sense (base-ten system) much better this year.

Providing the appropriate amount of support to allow my students with disabilities to successfully read and understand complex nonfiction texts

Asking guiding questions rather than showing students has proven to increase the depth of knowledge the students are able to retain.

The biggest success has been engaging students in open-ended questioning and critical thinking skills. They enjoy learning that is expansive and global as well as learning that related to their personal experiences.

Stronger writing activities.

Learning new ways to look at problem-solving in mathematics.

Helping students begin to think through solving the problem instead of just doing the math, having students do procedural writing in math and having develop multiple ways to solve problems thereby broadening their comprehension of each math concept they learn in class.

## APPENDIX C: Biggest success with implementing CCGPS this school year

I think the biggest success that I have is when I recently obtained my reading specialist certification which gave me new knowledge aligned with the CCGPS in reading and writing that I can implement in my classroom and/or curriculum

I have done better with differentiation.

My biggest success was in the area of problem-solving in math by making sure my students could "tell me their math thinking" when solving problems.

My biggest success I had with implementing the CCGPS was using the different teaching strategies provided to teach the different standards.

Deeper and more meaningful involvement with the text, the addition of non-fiction to my students' reading lists, and greater vocabulary development.

Using more problem-solving and real-world application in my classroom.

I have been teaching with more rigor. My students are better thinkers and I have had success in areas where I thought we would struggle. I am using so much more non-fiction in my room.

We grade by standards in our math dept., so we have tried to use CCGPS standards to help guide students to mastery and take responsibility for their strengths and weaknesses. We have tried to teach some of the concepts with a higher level of rigor, which has proved successful.

My biggest success was teaching in small groups and teaching the math strategies.

I have enjoyed using the chapter books and writing daily in journals.

Using multiple texts and difficult texts. Using different questioning strategies.

My dramatic personality has come in handy this year because the curriculum is so full I have captured the students' interest quickly and the dramatics used in the lesson helped them recall and learn/understand quickly.

My biggest success with implementing CCGPS this year was teaching the economically disadvantaged students. This year, I really listened and observed the way they communicate with each other, both socially and academically. It helped me to go deeper with them. I used the knowledge gained to successfully plan for whole group instruction, organize pairs, groups, and modify tasks and games. I let them talk more, sing more, and move more as long as they used LOTS! I didn't answer all of the questions, they did. I didn't do all of the presentations at the SMART Board, they did. I didn't dash around from station to station on math lab days, they helped each other. I didn't take the test, they did. Did most pass, THEY DID!

## APPENDIX C: Biggest success with implementing CCGPS this school year

I had my students to participate in a Close Reading activity each week. I included at least two questions in which students had to cite evidence from the text when writing their answers.

Increasing use of non-fiction text with literature students enjoy.

Getting students to delve deeper into texts.

Giving the students multiple ways of problem solving, providing strategies.

Use of small groups and lots of hands-on activities.

The biggest success I have had this school year is my ability to create an environment where students promote higher-order thinking skills. I was able to be a facilitator as students debated the issues in mathematics. This task was very difficult at first, however; students began to take ownership of their own work with very little teacher input.

I think the biggest success was teaching students how to find evidence from the text independently, and teaching them how to discuss their findings in a small group.

Incorporating the use of textual evidence into our writing prompts. We are better able to explain how the "real world" fits into the classroom with the use of evidence to back up statements. We also like having our grades categorized by the standards, both for our purposes and the students'.

My fifth graders worked very hard with the multiplication using the models to work the problem and show their answers. I am effectively teaching the new standards, but having more resources always helps.

Straying away from the lesson plans the county forced us to use, and tailored the lessons for "my students" and their understanding and work performance increased drastically.

I feel like with common core it helped me to focus on bringing in more ways to create a hands on approach to learning in the math classroom.

I feel the CCGPS validates my normal teaching style. In the past ten years with such high stakes attached to standardized tests results, I feel I have become a less effective teacher each year. With the CCGPS I feel hopeful and free to teach in a manner that I believe is better for students and more effective for fostering critical thinking skills for life.

Having students use novels (ESOL/Language Arts class).

Helping students to become critical thinker and problem solvers. Helping them explain their thinking and knowledge.

Digging into the math curriculum and making assessments that match the depth and rigor of common core.

## APPENDIX C: Biggest success with implementing CCGPS this school year

Implementing the in depth writing standards and truly linking reading and writing.

The biggest success that I have had with implementing CCGPS this school year was using technology to enhance instruction and the hands-on tasks to deepen understanding. My students continued to stay engaged in the many activities which allowed them to grow academically. The numerous resources from the GADOE and School District made it easier for me implement all of the CCGPS.

All of my instructional approach, differentiation, and formative and summative assessments were all standards based.

Allowing my students to read whatever books they want in my classroom and check out from the media center. I include Highlights Magazines, calendars, authentic literature and nonfiction on many topics. All of my students are on or above grade level in reading.

Engaging students and increasing their critical thinking skills.

I added "Math Meeting" in my first grade classroom this year, and really focused on developing beginning number sense. It was amazing to see how quickly the students developed number sense and caught on to the concept. Great experience!

Focusing on student writing.

I spent much time teaching my K kids number sense and they are having an easier time with addition and subtraction as a result.

Getting the students to think deeper when answering questions. No longer were we looking for a right or wrong but a Why??? and How???? It made for great lessons and discussions.

Getting students to think more independently.

More questioning and critical thinking used in the classroom.

The ability to intersperse instruction with relevant informational texts that promote student engagement. Using Marzano question stems to promote critical thinking and questioning at higher levels.

Although it did take the entire year, my biggest success is that I was able to cover all the mandated state standards. I was even able to go into discovery activities.

Getting kids to think more critically about texts.

## APPENDIX C: Biggest success with implementing CCGPS this school year

I think I have come up with some very good LA lessons. I really like comparing and contrasting different books. I did a lot with various Gingerbread Man, Boy, Girl, Family, Baby books around Christmas, and my class loved that. We all enjoyed exploring various fairy tales from our culture and other cultures. Some unit ideas opened my mind to new things. We spent some time reading several books that were related to The Three Little Pigs ( The Three Little Aliens and the Big Bad Wolf, The True Story of the Big Bad Wolf, and others I do not have in front of me here at home. Creating plans is fun, but only if time allows it and time is very scarce. I am retiring, but I hope to be able to help some of my former colleagues with plans next year.

I have successfully created and implemented digital student portfolios that focus on CCGPS standards and elements.

Tracking and observing student growth more clearly.

My greatest success has to do with the fact that I am having more time to teach as I believe math should be taught. That is deeper with a better understanding and making the student think, discover on their own the patterns and relationships within the mathematics subject. I do not have a specific event to describe but just an overall better feeling of success working with the students this year.

Deepening students' understanding on problems.

Increasing student academic discourse.

Biggest success: making students think more critically about their reading by requiring them to pull evidence from the text.

I think the use of math manipulatives was the biggest success when implementing CCGPS.

The new math strategies have worked very well for many of my students.

Allowing students to grapple with problems and come up with varying strategies to solve.

Using more manipulatives for math.

Using manipulatives and observations instead of having all assessments written.

Text-based questioning.

Using more opportunities for routine writing.

Using more varieties of visual aids and hands-on activities to enhance the learning of special needs children.

Increasing non-fiction resources in the classroom.

**Successes that combine teacher practices, student practices, and other categories**

Students collaborated more and used the PARCCs activities. Students' fear of presenting was lowered. Presentations and knowledge of concepts showed tremendous improvement. Students liked the common core videos on given concepts. Great job! Overall the curriculum was manageable.

I have enjoyed implementing guided reading, Read-a-louds, Shared Reading, and Literacy Centers as part of my day. The children have made gains according to the Rigby and STAR Reading test.

I see students developing more in depth, working knowledge in subject areas. I also see more teachers using content (SS and SC) across subject areas (Reading and math) so students stronger and better equipped to master the content.

I was impressed with the textbook and the quality of the selections - both fiction and related non-fiction. I spent more time in close reading and was able to see students improve their critical thinking abilities as well as their writing skills.

Kids able to think independently on their own and able to use strategies in reading and math. Teaching kids how to think and what to think.

The integration of social studies and science through ELA has been evident while teaching social studies and science separately. Also the students have much better fluency with facts and a greater percentage of students have mastered the basic operations of addition and subtraction.

My students have read more nonfiction this year, which was due to my effort to align with the new standards. I didn't remove any major pieces of literature; I just added nonfiction pieces that related thematically. Students are more adept at using textual evidence in their responses, both written and oral.

I feel that my students have gotten better at writing while I have also gotten better at teaching writing.

With the shift, I have found myself asking more open-ended questions and challenging my students to prove their answer verbally instead of coming to the board and modeling the answer. This has helped my students think how to grammatically formulate sentences for all students to understand their comments.

Implementation has caused my students to read more nonfiction text and so I have pushed them more and have seen greater gains in comprehension.

I believe the children have a better understanding of number sense. I believe this was my learning year and I will do a better job next year. I noticed more change in the math curriculum than the language arts curriculum. I was already doing an excellent job teaching reading, phonics and writing.

## APPENDIX C: Biggest success with implementing CCGPS this school year

Integration of Social Studies and Science into Language Arts. Allowing students the opportunity to read grade-level nonfiction text and respond to the text. My students have all improved 5-6 reading levels.

The standards are easier to implement within the classroom, but we need more materials available from the DOE.

We have a math coach who has researched other states already implementing CC. We started implementing this last school year and test scores were fabulous.

The biggest success that I have had this year with implementing the CCGPS was allowing my students to be more hands-on and creative thinkers. Instead of figuring out one way to solve a problem, the students challenge their brains by figuring out many ways to solve a problem.

To finally get students engaged in their own learning. Focusing on becoming a life-long learner. Using what I have learned in everyday situations. Students have become excited to share how they solved a problem without help.

I teach special education and I really worked hard to modify the work for my students. Everything had to be modified, so it was a lot of work on my part, but the students grasped many important concepts. They are pretty well-rounded.

I saw a difference in my students how they learned and understand mathematics. I myself developed a deeper understanding about math.

Our district's many framework tasks are fantastic. The students are learning a lot more content when reading nonfiction more frequently.

Once I made it through unit 1 and I figured out what I was doing I have really enjoyed teaching with CCGPS. The students and I have enjoyed working with the ELA units.

### **Positive perceptions of transition to CCGPS on behalf of teachers**

Having the training to implement them.

The implementation of math has been very smooth. The unit maps and materials have been just the guiding hand that we needed.

Being able to implement the standards with more ease than I first expected.

I had much success with the implementation and use of the Georgia Frameworks.

A majority of my students transitioned into CCGPS without any struggles.

The biggest success I've had is feeling more confident in my implementation of the standards.

## APPENDIX C: Biggest success with implementing CCGPS this school year

The shift has actually been pretty smooth. I enjoy that we are covering fewer skills but more in depth.

I'm still learning the CCGPS, but it is easy to follow the lessons.

Mathematics has been a smooth transition, not difficult to implement.

The Math Framework lessons have been well written and have been thoroughly effective for my students.

Using the state frameworks to add depth to mathematical concepts. Allowing special needs students the opportunity for more independence in their learning.

My district has had Math Exemplars as an initiative for a number of years now, so extending and explaining problem solving in writing was an easy adjustment with my students.

It wasn't as hard as I thought, however I did have to change the way I taught a few things.

Teaching Math with CCGPS has been a huge success.

### **Positive perceptions of CCGPS on behalf of teachers**

Implementing CGI word problems.

Common core allowed me to see exactly what students should do.

Singapore math model.

The new standards appear to align with Georgia's GPS with some exceptions. They are not as detailed as our GAGPS, but are reasonable.

Unit development is more focused.

More higher-level thinking skills.

A better understanding in math of the progression of the basic math skills for kindergarteners. Building the basic knowledge and the challenging the students with above grade level skills.

Instruction was more specific because CC standards required a deeper understanding & response from students.

Encourages students to think deeper and more analytically. Incorporates more complex text. Teaches multiple strategies and encourages students to pick and choose based on the mathematical situation.

We had more time to focus on topics that students struggle with.

Being able to spend more time on one concept.

## APPENDIX C: Biggest success with implementing CCGPS this school year

I have enjoyed the common concepts that have permeated throughout the year. I teach 7th grade and ratio and proportion was used in almost all concepts.

The biggest success has to be when most of the units pushed my students to use higher-order thinking skills.

The higher-order thinking skills and constructed response assessments have been successful this past year.

They align well with our report card.

Organizational use of time and focus on skills.

Increasing the focus on justifying conclusions with concrete, logical evidence.

The mathematics have been a major help for my students this year.

The biggest success was teaching one strand over the curriculum.

Integrating Math and Science.

Critical-thinking, teacher-based instruction.

Math has been more in-depth and making teaching it more fun and successful for all students.

Sharing written work and focusing on editing writing.

Clear guidelines on Picasso and Michelle Mikes.

I love all the modeling of concepts to strengthen number sense.

The curriculum is more student-centered. The student is challenged more, but not to the point of frustration and shutting down.

The success has been with the different types of literature that has been added to the curriculum. The CCGPS pushes the students to listen to books that are above their level and to build comprehension strategies on that material.

The CCGPS lends itself to hands-on learning. Students have a deeper understanding because we can focus on each standard for a longer amount of time.

The variety of strategies in mathematics that help the learner deepen their understanding of mathematics.

Seeing the development of the thinking process. I really loved how the math curriculum was organized this year and how each new concept built on a prior concept.

## APPENDIX C: Biggest success with implementing CCGPS this school year

Paring down the writing to 3 main types for k-2 made teaching and mastery much simpler.

Familiarization and use of the standards.

Mostly, the standards being grouped the way they were. More focused

Better flow of standards, more focus on problem-solving.

More engagement with students.

The students have a better understanding of the standards because CCGPS required a deeper teaching of the standard.

5<sup>th</sup> grade math builds on a much deeper understanding of the concepts. Number talks really help students reason through the frameworks.

Taking a lot of time to ensure that all of the standards assessed through CCGPS were addressed through the curriculum and resources we are currently using in the county.

I have enjoyed the new deeper math standards, but need them to be a little more specific.

It provides a clear and concise guide to what I'm teaching.

I believe that the narrowed focus benefited students. Students were able to focus more intently on fewer standards.

CCGPS seems to deepen students' level of understanding with certain concepts and skills.

The students are given more opportunities to explain their thinking.

The additional stressing of utilizing non-fiction texts and the increased reference to textual evidence.

To have the emphasis on finding textual evidence and proving your thesis with supporting details from the text.

Data driven, evidence-based instruction.

Using the common core standards to help my students critically think.

I liked the emphasis on academic discourse and encouraging student to explain choices they make writing and in math.

Some of the math activities are useful. I like the way we now encourage higher-level thinking through open ended questioning.

There was more writing in the class.

## APPENDIX C: Biggest success with implementing CCGPS this school year

Students were exposed to more difficult material and expectations were set higher.

The curriculum flows together better than the GPS curriculum.

I really enjoy how the CCGPS are designed to be interwoven throughout the entire year, not in isolation.

Time spent on teaching the new standards

More time spent to develop concepts taught.

The students were exposed to more historical background.

I have thoroughly enjoyed the ELA and the children have responded well to it. We have read the extended texts and enjoyed doing more writing in regard to those extended texts. The math used more manipulatives.

It is a deeper understanding of math and reading. It has made me a better teacher.

The math has been excellent. The strategies have deepened my students understanding of mathematical concepts. While there are gaps, overall the curriculum has been a great tool. I have been pleased with the progress my students have shown in their mathematical achievement.

Common Core leaves less room for guesswork and requires students to know and understand the content better. I like that! I love the open-ended feedback from students and the discussions that arise from this teaching strategy.

Math has been a more fluid curriculum that builds upon itself. Using arrays to introduce multiplication then building on that knowledge to solve for area helped my special education students connect the two concepts and be able to apply them more readily.

Math is much deeper and focused on mastering the basic second grade skills so they can effectively move on in third grade. We have explored what the math concepts really mean, and students have discovered ways to add and subtract, rather than being told how to perform math tasks.

Nonfiction analysis.

### **Increased collaboration as a result of CCGPS**

Creating new units with my teammates and implementing the common core as a team of teachers instead of individual teachers.

Using math games that my team collaborated and made to meet specific skills, such as, composing and decomposing numbers and all the ways to make 10.

Collaboration with grade-level teachers at my school and across the district.

## APPENDIX C: Biggest success with implementing CCGPS this school year

Collaboration within our school and county schools.

Team meet in which teachers talk about connecting the standard in math, science, reading and ELA.

We are collaborating more as a grade-level.

Working collaboratively with my team to write lesson plans

Assisting other teachers in creating resources.

Collaboration.

We have worked together more to make implementing the CCGPS more successful.

Collaboration with the other 7<sup>th</sup> grade math teachers.

The biggest success has come through collaboration with my colleagues and our own personal discovery of the standards.

I have worked closer with other teachers to develop plans and pull what resources we have together.

Collaboration between teachers. We rallied to find materials and resources because we were provided with little to no resources initially.

Interacting with other teachers at my grade level to plan and implement the standards.

Sharing resources among colleagues and adapting older resources to match new standards.

The biggest success has been when my coworkers and I have been given time to collaborate and develop our own understanding of the CCGPS. By taking time to research and create lesson plans we were given the opportunity to really understand the meaning behind what we were asking our students to do.

Collaborating with the colleagues on my team.

Collaborating with grade-level teachers to create meaningful instruction and assessment.

Working together with other teachers in my school and county. I also found many, many resources on line from other states and counties.

We had more 'in house' sharing of ideas so that we would adhere to the CCGPS.

Collaborating with fellow teachers has been a huge help.

Increase in collaboration amongst colleagues to help each other understand the standards for CCGPS.

## APPENDIX C: Biggest success with implementing CCGPS this school year

Collaboration with my colleagues and the county offices.

Colleague collaboration.

It has improved collaboration between teachers, and it has made planning for units easier.

We were able to plan and have common assessments at our school for the first time in a few years. As a dept. we know we were teaching the correct standards and were pacing together as a department.

Planning with teachers from other schools.

Successful collaboration with my team, school and other schools in the county.

County-wide collaborations on how to implement and successfully teach standards.

Using common planning to plan lessons within the grade level.

### Effective resources and tools

Online database.

The biggest success I've had has been with finding materials from OTHER STATES! Unfortunately, Georgia has done a TERRIBLE job of providing resources to classroom teachers. New York and North Carolina have provided many, GOOD resources for their teachers.

State tasks are so very much better. They are far better than before.

The biggest success I had with implementing CCGPS is finding various online resources to extend my lessons. It is a great feeling knowing I can pull resources from teachers in the state of Georgia and additional states as well.

Mathematics has been the easiest and best experience for me. I found Learn Zillion, used SMART Exchange, used Go Math examples for references of content, and DOE frameworks for ideas and references. I also made my own tests, smart notebook files, participated in guided math fluency and a word problem of the day everyday this school year.

Finally getting a SMART board, but it would be great if the technicians that installed it had done it appropriately. It has yet to function correctly. Yes, I know the basic features to utilize it. Clear evidence the wiring is inaccurately connected.

TEACHERSpayTEACHERS.com is the best website! It has a ton of resources, most of which are CCGPS based.

The DOE frameworks activities are really helping the students to dive deeper into real-world problems solving. We have enjoyed using the frameworks in class.

## APPENDIX C: Biggest success with implementing CCGPS this school year

Using the frameworks from GaDOE website. Using the Teaching Channel website. Hands-on activities with guided instruction for targeting the standards.

The common core clinics book has been very helpful on breaking the material down for the students. I use this book quite a bit as a resource.

Pinterest online has been a valuable resource in helping me find common core aligned resources to effectively teach my students.

I have found a lot of resources using other websites (teachers pay teachers) incorporating common core.

The biggest success that I have had with implementing CCGPS this school year is being able to rely on my colleagues for help and my district for supplying resources through wikispaces.

Non-fiction text.

My team has helped me to find relevant resources. Also, the resources available on DOE has been helpful.

Having access to CCGPS activities found on Study Island provided the guidance and support I needed to effectively implement the standards.

Participating in MSP class through Paulding County School system and receiving training for math CCGPS along with great in class resources!!!

People in the system finally let me use whole class texts.

There were some good activities in some of the units that led students to explore and think more critically. The students enjoyed the story of ""Lulu and the Brontosaurus"" and the activities we used with the story.

Finding online resources to supplement my teaching.

I was able to visit websites for out of state schools are implementing CCGPS

I like the way that the ELA curriculum maps and frameworks are set up. It helps give a clear direction as to what we should be teaching.

Math talks.

The state site with the standards and curriculum maps and planning time with fellow teachers.

GaDOE Unit frames for Math was somewhat helpful.

I used a 7<sup>th</sup> grade math book that was aligned with the CC as a guide. It was a very useful reference.

## APPENDIX C: Biggest success with implementing CCGPS this school year

Some of the online texts provided in the sample lesson plans and framework are very helpful.

I have enjoyed the RATA for first grade. They kept my students engaged and they loved them as well. After reading them aloud I found many of them reading it again independently or the sequels. Create choice of books in my opinion. Loved the ELA frameworks!

New technology.

Having the resources and tools to model effectively. Our textbook was not completely aligned, so we had to desperately seek reliable online resources.

The selected reading for each unit has been wonderful. These books allow the students to be exposed to different literature they would not have read on their own and expand their vocabulary bank.

The text were rich and challenging, yet easily modifiable.

**CCGPS was a smooth transition because teacher practices were already well-aligned with new standards**

I really have not changed the ways I was doing things that much. I was already teaching the way CCGPS wants you to teach before it was rolled out.

I have always believed in open-ended questions to support deeper understandings.

I teach Gifted Education and have had an easier time implementing CCGPS than most homeroom teachers. I also have a background in Montessori, which has helped. My biggest success has been allowing my students to go above and beyond expectations.

CCGPS presents nothing new in terms effective teaching.

Fortunately our ELA department has been implementing CCGPS for the last several years. This year we were able to easily add more nonfiction to reading units that were previously implemented.

Fortunately, my style of teaching correlates well with CCGPS. Although I have learned some new activities, methods, etc. to use in my classroom, many of my existing strategies lend themselves to implementing CCGPS in my classroom.

I have always taught above grade-level, so the CCGPS standards did not prove to be a problem! Teaching above grade level made me successful in implementing CCGPS.

I have always believed in increased expectations of our students. Throughout my teaching career, I've required written responses with supporting evidence from the text. I believe and provide higher level texts for my students. I'm just glad we now have the ability to implement the higher expectations amongst the teaching staff. I'm seeing the most success with student writing. With more teachers requiring it, the better the students are becoming at doing it.

**Transition to CCGPS was difficult; therefore, no major successes**

NONE!

NONE.

I do not feel like I have had any success with implementing CCGPS this school year.

I feel that educators need more time to transition to CCGPS.

None.

This year has been so difficult that I am having a hard time recalling my biggest success. I don't feel very successful. However, we have had fun reading more nonfiction stories.

An easily assessable document that provides the standards and their numbers in a concise manner that can be utilized for lesson plans is needed.

NONE.

I have not felt very successful yet do to the lack of teaching materials supplied by my county.

I'm not sure I've had success with it.

The collection of frameworks for math didn't flow together like I think it should. It seemed fragmented and I felt like I was all the time trying to find lessons that fit it all together.

I do not feel like I have been as successful as I have been in the past.

I don't think that I have one.

Due to way, way too many benchmarks, interims, and constant meaningless data collecting in which we had absolutely little time to analyze before the next data, tests, etc. we had very little time to really teach as we needed. This year seemed choppy, haphazard, strung out with disconcerting loose ends because our county implemented so many changes at one time. Incidentally some of these changes are now not going forward. What a total mismanagement of our talents, efforts, and passion!!!

I have not had much success in my opinion. I had a very hard time with little to no resources.

Lack of professional development due to decreases in staff and hours.

I teach Special Education, All grades difficult to implement multiple grades and subjects at the same time.

None.

## APPENDIX C: Biggest success with implementing CCGPS this school year

None.

### Other responses

N/A

We survived!

N/A

I have not taught any CCGPS courses this year.

I am not sure. I will base this on the number of students that pass the CRCT.

I teach Math IV, which is NOT a CCGPS class.

I have been through the changes in the curriculum at least once now. I will be writing lots of, my own materials this summer. I plan to publish on Teachers pay Teachers to share my ideas in math. I have spent countless HOURS looking for resources on the computer.

Can't be sure of the success until the test results come back from the CRCT and the EOCT; also need to receive feedback from the high school teachers on whether the students were better prepared.

Surviving! :)

N/A

We are just learning about the standards and haven't fully implemented as yet.

Actually surviving.

I've taught the standards that the State of Georgia required.

My county's training for CCGPs has been very lax. They are more concerned about furlough days.

I am in a new grade level this year so everything has been new to me. I think that has made the transition easier because I would have had to learn a new curriculum either way. My team leader created a yearly map incorporating the CCGPS and I have followed it closely.

Completing 8 GAA's

N/A

The students who are developmentally ready (like always) are the ones to get it. Those who struggle continue to struggle. The capable students are able to problem solve better.

APPENDIX C: Biggest success with implementing CCGPS this school year

I don't teach the subject at present.

I am not yet teaching CCGPS.

XXXXXXXXXXXXXXXXXXXX

I will be able to answer this more intelligently after I get the CRCT scores and the EOCT scores back.

Springboard implementation seems relevant to new standards and deeper learning strategies.

So much easier to integrate new students also doing CCGPS when they come from other schools. Varying test formats and types facilitated a better chance for the lower students to be successful.

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Small groups.

Administrators were more open to performance tasks and talking among pairs and groups.

Math.

I was able to be somewhat at the same place when students transferred into my class from another school.

We only have CCGPS in 9<sup>th</sup> grade and I do not teach 9th graders.

I do not teach a 9<sup>th</sup> grade math class so I have not taught a CCGPS class yet.

Writing.

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I did not teach a CCGPS course this year since I taught pre-calculus. That's why I tried to not do this survey the first time.

Ignoring them.

Problem-solving strategies.

Student portfolios for the Georgia Alternative Assessment.

????? I believe in CCGPS!

I do think that the ideas behind aligning every state to the same curriculum have helped to ease the confusion when kids move from state to state.

## APPENDIX C: Biggest success with implementing CCGPS this school year

Math standards assessed using the CRCT were not as hard as I thought they'd be. My students didn't have as many questions (that I can't answer) during the math test. I'm just waiting to see the PARCC.

My students have used a bit more logical reasoning and mental math. I like the way there is more than one way to derive an answer. I do not feel the CCGPS is any more rigorous or in depth than previous curriculums although the new language implies that they are. The current frameworks leave much to be desired.

This is really just different standards or a different pacing guide to teach the standards. It's true that after all these years there is really not a whole lot new under the sun. We assign different terms but this is not new. I liked the fact that

Since CCGPS courses are currently limited to Coordinate Algebra, and I don't teach that course, I have had no successes. However, I do teach AP Statistics and AMDM, and both of those course curricula are based on similar ideas. My biggest success in AMDM was engaging students in a study of financial mathematics and helping them become financially literate. So many students were engrossed in the activities and some said they were inspired to become financial analysts or working in other areas of business due to their exposure.