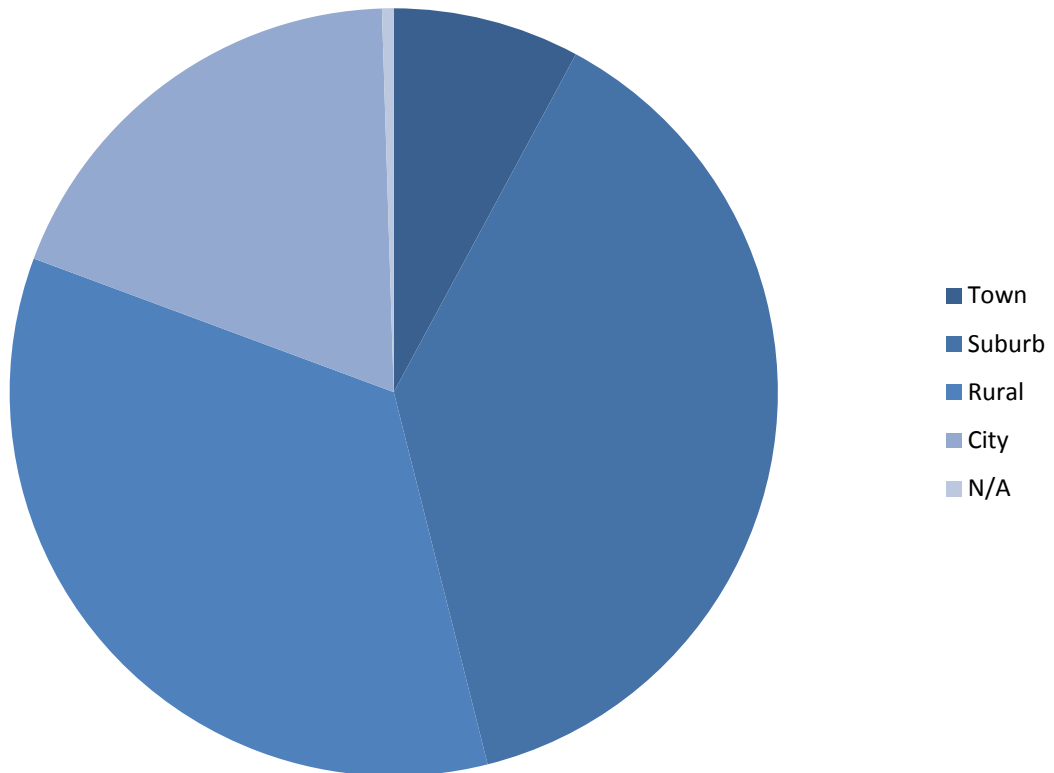


APPENDIX D: Please share the biggest challenge that you have had with implementing CCGPS this school year.

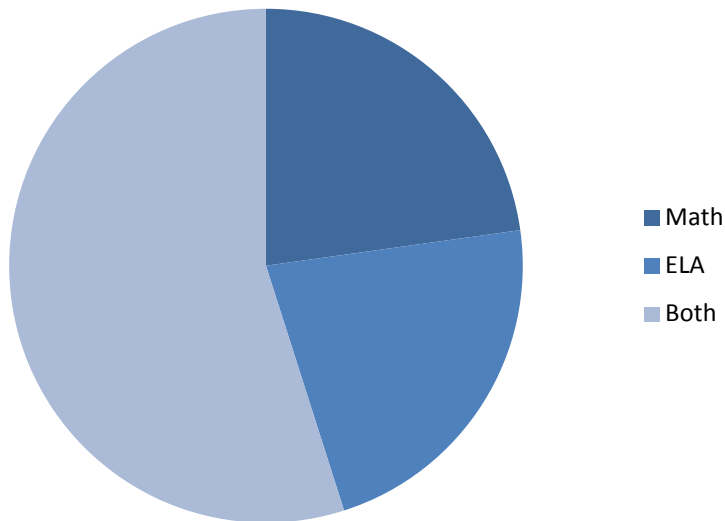
Total number of respondents to provide a challenge

610

Responses by Locale



Responses by Content-area



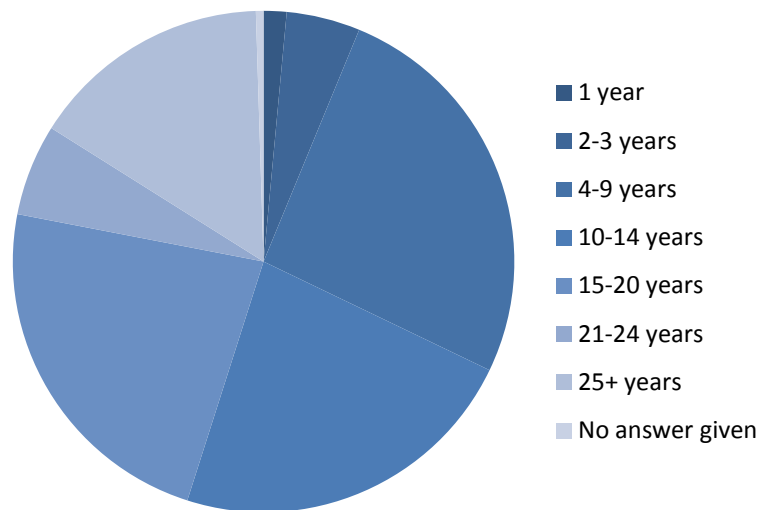
48%

Percent of respondents who provided both a success and challenge

Responses by Years of Experience

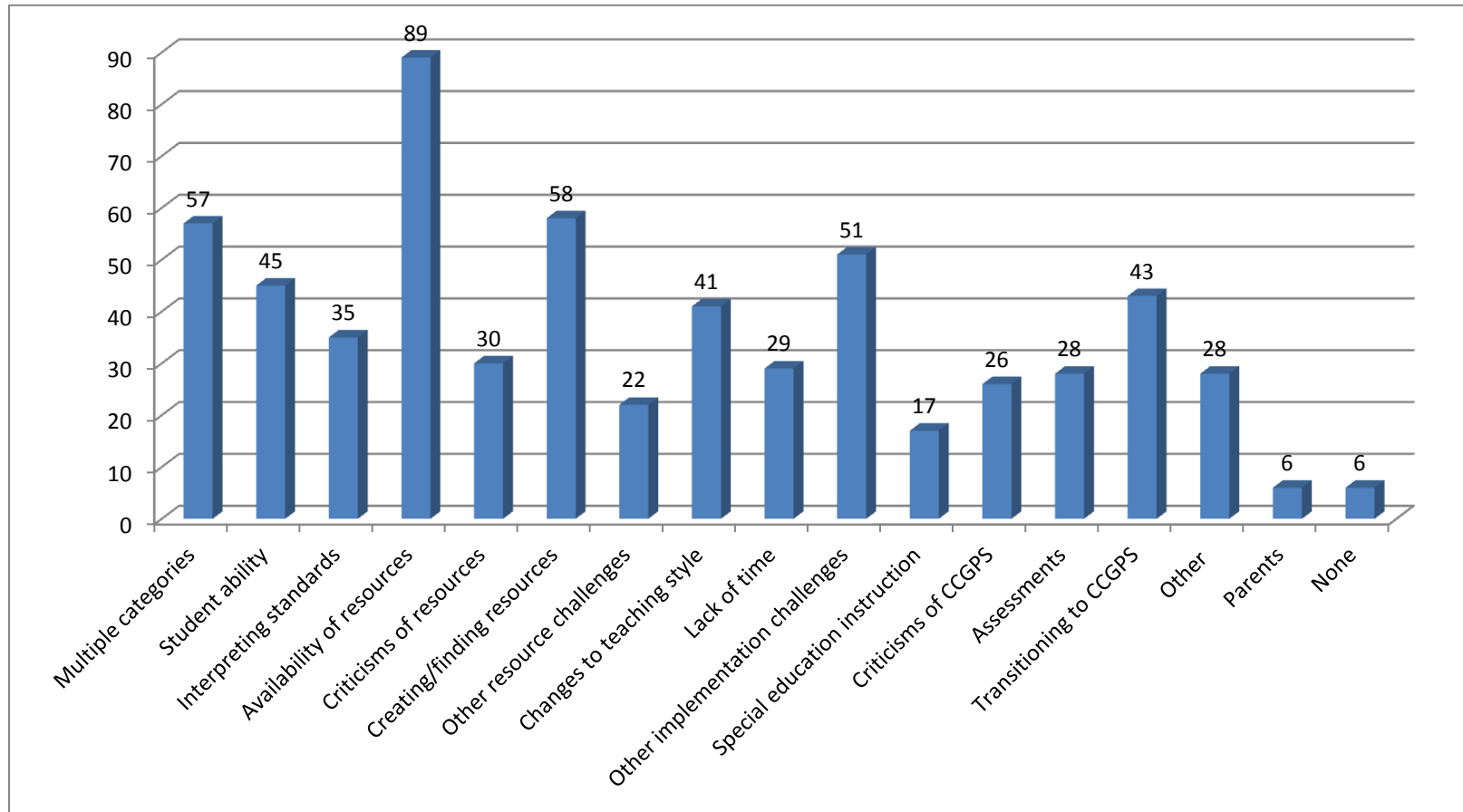
93

Number of respondents who only provided a challenge



APPENDIX D: Biggest challenge with implementing CCGPS this school year

Bar graph of challenges by category



Challenges organized by category

Resources not readily available

Availability of information and resources.

Biggest challenge was the lack of resources. We had to search the internet constantly. There were no questions available to determine how it was to be assessed. The math changed, but I did not have the manipulatives in my room to match the new standards. Pacing chart didn't match the need of the students.

Finding the materials to successfully teach my students. The books were not readily available for all students to have a book in their hands.

Finding materials, determining how to word classroom resources to match the language of CCGPS.

Finding materials; we have had to make up a lot of the activities ourselves.

Have interactive materials to teach my students the new concepts.

Having a SMART Board and other materials necessary to implement CCGPS effectively and successfully.

Having books that middle school students enjoy.

Having enough resources.

Having material available to perform the designated task.

Having the novels.

Having the correct materials for math. I feel like I have made a lot of items, but I have so much more to do. The quarterly math trainings that I went to were wonderful and provided so much information. My team was having to do a lot of research to find ways to implement some of the ideas (games, worksheets, etc). Our past math book was just about worthless and not aligned to the CCGPS.

Having the resources and tools to model effectively.

Having the technology to implement lessons in my county.

I didn't like the ELA Unit Frameworks. My district chose to use the units designed by Arkansas. I didn't like those either. I decided to go back to my early teaching career (1990s) and use thematic units based on the student interests, holidays and school events. I loved it. My first graders have become experts at making connections and using their schema. The biggest challenge has been making sure I have taught all the skills without using a traditional basal (I took those to the bookroom also).

APPENDIX D: Biggest challenge with implementing CCGPS this school year

I feel that we can always use more manipulatives and resources. I checked needing all the resources because I feel that we need to make sure that we are always meeting the needs of all student levels.

I spent a lot of time finding ideas for teaching, considering that with budget cuts, we have no textbooks or resources aligned with Common Core. I find it incredibly unfair to throw a new curriculum at us with no resources to help. Stop cutting the budget and get us the resources we need.

I would like more Common Core resources available to provide extra practice.

In middle school we split reading and language arts in to two classes. The standards and frameworks were designed more for a lit comp class - it was hard to split the curriculum. We also did not have the resources for many of the things outlined in the frameworks so that was a challenge.

In teaching the language arts, not enough materials especially the selected texts for each unit.

Knowing the best resources to address CCGPS. Seeing quality examples of what teaching CCGPS should look like.....Many of us learn best by seeing it in action.

Lack of a variety of interactive resources, such as virtual games & activities differentiated.

Lack of books.

Lack of exemplars and models of best practices for how that's supposed to look in my planning and in my classroom.

Lack of materials and help with implementation.

Lack of materials and resources to support CCGPS.

Lack of materials, examples and supplements to support the new standards.

Lack of math books. This was thrown at us and we were told to teach it. We do not need more manipulatives, but daily practice sheets, homework, and assessments!

Lack of resources and district/state support; Ineffective and insufficient professional development from district/state.

Lack of resources that are handy for use especially in the area of differentiation.

Lack of resources! We have pretty much been on our own, and have spent numerous hours and money finding our own resources! Thank you Pinterest!

Lack of resources!!!!

Lack of resources.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

Lack of resources - appropriately aligned textbooks and assessments.

Lack of textbooks!!

Limited resources

Materials, test samples, and websites for activities to meet the standards with shared examples.

Materials--huge need for teaching material, assessments, etc.

More resources needed to match the standards; Problem situations to match standards

Most of the literacy materials were not ordered.

Mostly having adequate resources to address the need of students with disabilities.

My biggest challenge has been the inadequate resources provided to all teachers to teach the Common Core Standards. Besides being provided the standards, electronically, math teachers were not given any other resources provided by our county to teach the actual standards. As a result, we have had to constantly search for materials to use with our students to teach the required concepts. The lack of resources has impacted my ability to focus on the implementation of strategies encouraged and expected to be utilized in the implementation of the standards. There is no cohesiveness of teaching across the county due to this lack of resources and funding for the resources to aid teachers in the successful implementation of the common standards. Too much emphasis is placed on teachers accessing a plethora of website in order to locate and implement classroom activities for instruction.

My school did not have money to purchase books that are aligned with CCGPS Units.

Need more copies of books, more technology - nooks, iPads, etc.

No ELA resources. It was very difficult because training did not align with what we were doing in the classroom.

No materials!! I have been all over the internet and the frameworks is sadly lacking.

No real resource such as a textbook. We need textbooks.

No resources were available.

No text book is available. It has been very difficult to find resources for CCGPS.

Non-fiction pieces as a choice, and differentiation.

Not enough effective resources and resources that showed so many different understandings of what the CCGPS meant.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

Not enough resources and guidance.

Not enough resources. I was left on my own basically and had to use Google and Pinterest for help!

Not having all the new materials listed in the ELA, mostly books recommended to use with lessons.

Not having all the resources and materials needed for the Units implemented by the state.

Not having enough guidance and resources.

Not having enough instructional materials.

Not having enough resources to cover the topic more in-depth. We need more resources and keys for the resources especially more technology resources because the students of the Y generation only know technology. Getting the students to explain their mathematical reasoning instead of the steps to solve a problem.

Not having resources available on Picasso or other websites that were accessible with examples, reading pieces, and teachers guides.

Not having textbooks and the supporting online textbook material.

Not having the games or manipulatives already available. I have to ask for things and hope we can order or have enough. Or I have to make things, which can be time consuming. I feel that some of the requirements are not developmentally appropriate.

Not having the resources and spending many hours on the internet looking for ways to teach the new CCGPS standards.

Not having the resources. I should not have to buy things out of pocket for my classroom.

Obtaining resources because of budget restraints.

Other materials and resources are not readily available, as the curriculum is still so new to us.

Resources.

Resources have been a challenge as well as flexibility to match students with special needs.

Resources to guide our implementation; there are no funds for textbooks. Parents feel lost when it comes to helping their children at home.

Resources to remediate and to teach intellectually disabled students.

Resources were not available.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

Resources!!

The biggest challenge I had this year is the lack of resources available for teachers and took many unanswered questions. Sometime when we asked questions, no one seemed to know the answer.

The biggest challenge in implementing CCGPS this school year was the lack of resources available. Our school did not adopt/purchase any resources, so I spent countless hours searching the Internet and/or creating my own materials.

The biggest challenge that I have faced this year is not having the materials needed to teach the task. Many of the task required teachers to create the materials needed with the limited amount of time that we have during the day which left us using personal time to create the materials or not having them.

The district has recommended texts to use in ELA, but we do not have enough copies of these texts for students to use.

The lack of materials and resources to implement the new standards.

The lack of resources to meet the needs of all student levels.

There are barely any assessments, exemplars, or resources to help implement the standards. We have had to create, search, and gather all year. The language arts frameworks and pacing guide are not very cohesive and are centered around sources that are not available.

There are not enough materials/worksheets/ready-made items to use under the already increasing workloads that we have all the time.

There has been little or no materials readily available. If you are to implement CCGPS then the school system should provide the materials and not expect teachers to spend time creating them. They should be created before trying to implement them. Seems the system is working backwards. At the beginning of every year the system promises there will be materials aligned for immediate use. It never happens! Several workshops will be taking place in the summer, but they never complete the task. We are left to create it all scrambling & stressing from the start of each school year.

There needs to be a document that contains ALL the subject areas and the current standards for each grade level. As a teacher who teaches across curricular units, it has been extremely hard to locate the standards in each subject area for one grade at a time. A printed document that is bound would be beneficial. I am having to create such a reference tool each year for my use and the use of the teachers I mentor. (We, educators, keep changing things and do not stick with any one endeavor long enough to measure if it is working effectively or not. This is frustrating to staff, parents and students.)

There really is not an English language arts curriculum.

There was not a lot of information/ resources CCGPS aligned.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

There were not enough resources for math as many of the standards had changed and textbooks were not as helpful as they once were.

We did not have any individual student resources until this week. We ordered coach books at the beginning of the school year, but they did not arrive until now. Fortunately, we had two teacher guides to share between two teachers. We look forward to using them next year, though.

We don't have the chapter books that are required by our state frameworks; nor do we have funds to purchase them. Also, our local board members expect every teacher in our grade level to be teaching the same concepts at the same time (down to the exact day), and that is ridiculous! The ELA frameworks are not particularly easy to understand, especially the 2nd 9 weeks for 3rd grade, yet our board members expect us to teach using them.

We need more Math supplies such as books, manipulatives, and assessments. We have had to make everything, and sometimes we are unsure if what we are making is beneficial or not. Assessments are much needed to monitor progress.

Would like to have the resources available (big books, trade books, level books, CDs, DVDs, and other teaching materials that are needed) aligned, organized in a manner that makes sense, and packaged together with a teacher's manual instead of having to look for them in so many different places. It feels very discombobulated and disconnected. A lot of time is needed to look for materials that follow the pacing of the CCGPS. Need instructions for before the learning, during the learning, and after the learning for each task in Math. Need more pictures in the GaDOE unit frameworks.

Text that fit grade-level and content-appropriate.

Criticisms of local and state instructional support resources

Many of the tasks located on the GaDOE website have errors. There are not answer keys for all of the mathematical tasks. There are not rubrics to grade the tasks on the website.

Not enough structure in ELA content maps and resources. Confused about what exactly is expected to be mastered.

One of the extended texts that we used had inappropriate content for the grade level. This was suggested by the state frameworks.

Our biggest challenge has been that our county has held to implementing the State Frameworks exactly as written. Unfortunately, some of the book choices chosen for our grade level are not appropriate literature for young children. It is giving our children mixed signals as to acceptable language when speaking to others with respect.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

Our system has tried to implement the standards based on teaching with the units published by the state. I do not feel these units are effective. The Chapter books are very inappropriate as far as content. The units are scattered and do not flow well.

Lack of packing guide. Frameworks were all over the place and difficult to follow. Some lessons lacked focus and did not make much sense with what we were covering. Lack of pre and post tests for each unit. I feel there should be statewide resources including formative and summative assessments for each and every unit in the frameworks, including some questions aligned with the PARCC or CRCT. The Frameworks included many books that were hard to come by, especially the math. When considering resources it would have been nice for the state to provide a resource pack that could be purchased with all suggested reading materials, or at least make sure the books are readily available. The books that were chosen in the Reading Frameworks were duds for 2nd grade. My students did not enjoy them, nor did I. The current reading Frameworks do not work well in a school with a basal reading series. In my opinion the state of Georgia SHOULD have provided all teachers with a pacing guide, copy of all of the standards, and copy of the frameworks in a binder to be used for the school year. The introduction of CCGPS left a lot to be desired from my point of view. The state should have provided assessments (not just the ones in the frameworks, but end of unit tests) for each and every reading and math unit. I felt like this year my county was grasping at straws, making up tests, and reinventing the wheel. Before the state decides to change the standards, especially ones that come with a set of lesson plans to be used all year, all of this should be thought out at the state level. North Carolina has some wonderful resources and I have relied heavily on those. In addition, the online classes are a joke. They are long, boring, and arduous. Nobody wants to spend an hour of their life watching them. If you want to make educational videos and require all teachers to watch them they should at least be pertinent to my teaching. Not one of those I watched made me a better teacher or helped me to understand CCGPS any better. I had to watch many of them on my own time since I'm being furloughed because there isn't enough money to pay me for staff development and teacher work days. These should be done away with completely, if you ask me. Overall I felt the implementation of CCGPS was much more difficult than the transition to GPS. I feel as if what I received was not what I had bargained for. Instead of having less topics and delving more in depth I felt like I was jumping aimlessly from topic to topic and not teaching anything as in depth as I would have liked to. I was told by my county to teach the frameworks exactly, and I felt they were lacking, to be honest with you.

Poorly written/organized pacing charts and unit plans and lack of Common Core aligned textbooks for math.

Some of the materials listed in the framework are redundant, burdensome, and the entire access point is poorly organized and difficult to search.

Some of the math tasks have been hard to understand the wording even for the adult group. We have had to really look at all of the math close.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

Sorting through the "fluff" in the ELA Frameworks can be somewhat difficult. They are not easy to read and flip through. The language, key terms and concepts are not directly stated in a separate location to be able to long-range plan. There are not page breaks between tasks which makes it very difficult to reference and read.

The 2nd grade ELA Units are TERRIBLE...POORLY WRITTEN AND THEY DO NOT ALLOW FOR DIFFERENTIATED INSTRUCTION THROUGH GUIDED READING!!

The biggest challenge has been having to skip around the text book, especially math. Also, the benchmarks for the math were very difficult for our students. The wording did not correspond to what was being taught in the text or assessments given during a benchmark period. The students got frustrated really easily.

The biggest challenge has been that SOME of the units did not have enough rigor. Compared to the benchmarks, formative, and summative assessments, I felt that my students were struggling because they were not used to certain materials.

The biggest challenge has been that the county curriculum maps don't always exactly match up to the state. We've had to do a lot of reworking of several things to fit our students.

The biggest challenge was trying to adequately respond to the vague and broad unit plans and then seeing benchmark test that barely connected to what I had taught during the unit. The reading selections were awful.

The ELA frameworks have been difficult to implement with the lack of books and resources. The ELA frameworks are overwhelming, and teachers have felt the lack of ownership in covering all standards through the use of frameworks. If we had all the books and resources before we started using the CCGPS, we could slide into the new curriculum much easier.

The ELA maps and standards make no sense to me or my grade level...dividing them into 6 week units, when everyone splits the year into 9 week quarters was very difficult to manage. We also did not have enough books that were suggested with the units, so the units were useless to us. I would have loved to use them because they were very well planned...but we did not have the resources needed to teach them, and therefore had to plan our own units, which was very challenging with the new and VERY VAGUE ELA standards.

The ELA unit frameworks are very vague. The curriculum and teacher editions we are working with do not have common core resources.

The first grade ELA frameworks were a disaster! The webinars led us to believe that if we taught these frameworks, we'd be set, but that's not what happened at all! We had to buy all the books out of pocket, some were not available anymore, they were not written well, etc., etc., etc. Very frustrating!

APPENDIX D: Biggest challenge with implementing CCGPS this school year

The first grade teacher in my county did not feel the State ELA Units were easy to follow or well written. We created our own Skills Overview to teach all Standards, each week, while integrating science and social studies. It has worked extremely well, and I feel confident that next year will be even better as we review and revise our lessons.

The kindergarten units from the state were very inconsistent. Whoever wrote the ELA Units 2 and 3 did a very poor job. I was very disappointed. The math needs to be restructured to teach in a better sequence. I felt like higher concepts were taught before there was a good grasp on the more basic skills.

The Language Arts Frameworks were difficult to use probably because they were so different from what I was use to using. Even the timing of certain text- Like Because Of Winn Dixie, seemed to be introduced at the wrong time of the year since we were still building reading levels. I think that book should come more towards the end of the year rather than the first unit. Also, teachers who do not have a wealth of reading resources would have found following the frameworks very difficult because they would have been scrambling to get the needed resources all year.

The Math frameworks offer a few tasks, but not enough to provide support for calculation, etc.

The State and County are implementing CCGPS but are unprepared in terms of providing teachers with proper resources or fully understanding what is expected of us (at principals meetings within our county the common saying is “we are trying to build a ship while it is sailing”). We were recently told that many of the State Math lessons do not correlate to CCGPS but due to staffing/budget issues, teachers are left to use their own discretion as to chose plans that they think apply. Our math textbooks are now next to useless and our adoption planned for next year was voted down by the board due to their political disagreement with the Common Core, so now we are left with no resources. Our county web support for Reading/LA is disorganized as well, so teachers are just continuing to use best practices (which generally aligned with the Common Core anyways).

The units that were prepared by the state have major gaps and are missing authentic assessments.

Unit plans written for me by district.

We do not have the materials that we need to implement the standards. I have personally spent over \$600 this year searching for materials to help my students learn the standards. Our textbooks do not correlate with the standards, and we cannot afford to purchase books again next year. The math units on the frameworks were helpful, but some of the material was too challenging for my students. The language arts units did not provide enough detail. It is very hard to implement new standards and be effective when you are constantly in search of quality materials.

Curriculum does not always meet students' current reading level. Texts are often un-engaging for students. Almost all units in curriculum are incomplete. Incomplete units are posted to district IDMS site.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

ELA frameworks, or lack of, tasks, subject implementation (such as science and social studies), and assessments have left me to constantly research online what the students needs to learn and be able to do. This is extremely time-consuming, especially when there is zero planning time before, during, and after school.

Math frameworks not good for special education.

Too much time spent searching for and creating instructional support resources

Developing practice materials and reference notes.

Finding necessary and relevant material and being able to make use of the materials the school already had.

Finding new writing examples and multiple texts.

Finding practice resources for the students that are aligned with Common Core

Finding quality materials to teach lessons.

Finding resources for ELLs and Special Education students to provide differentiation and flexible groups, while ensuring that the standards were met.

Finding resources that support the common core, and then having to buy the resources with my own money.

Finding resources to get parents more involved.

Finding resources to give additional practice.

Finding resources to help implement.

Finding resources within the school to aid CCGPS implementation.

Finding resources!!

Finding resources.

Finding rigorous material.

Finding the books and materials that CCGPS uses with the standards.

Finding the readings in the frameworks.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

Finding the resources to teach the standards, practice them, and assess them!! I want a legitimate book! I am tired of searching for my resources for every topic, then making copies of every lesson we do. I feel like I am reinventing the wheel with many topics.

Finding the texts to go along with the standards.

Gathering materials for lessons.

Gathering supporting instructional materials. I believe, time is better spent present material to students and supporting their learning rather than teachers becoming text book authors.

Getting resources.

Having resources readily available instead of having the search the internet for hours.

Having to find and print our own curriculum & frameworks has been challenging.

Having to find new materials and resources.

Having to write new units for each subject was time consuming and confusing. Having units already made to show exactly what needed to be covered would have helped tremendously.

Honestly it was my first year implementing the new standards this year. The challenge was gathering the resources and then implementing them for the first time. I understand this will be easier next year and each time thereafter...

I have had difficulty gathering resources for practice and assessment beyond the tasks provided in the units. Parents request practice work and resources that will allow them to help their child at home. It is difficult to provide this to them with limited resources. I have also been exposed to many resources during my professional development training, but it is difficult to research them and also sort them into a way that is most beneficial due to time constraints.

It has been difficult to find hard-copy materials and it has been challenging to teach the new common core standards without a textbook aligned to these standards.

It isn't very easy to find resources and worksheets to actually fit the needs of my kids.

I've been teaching the new standards daily, but I spend hours almost daily researching materials to use to effectively teach these standards. I do not feel we have been provided with any valuable resources. I have had to search and buy materials on my own to cover the new standards. It takes me hours to plan each week because of our lack of quality resources. GKIDS assessment is terrible. We need to be provided with the same materials and means of assessment & we need definite answer keys. GKIDS is way too subjective. It also seems that we are spending too much time testing, which takes away from our time of quality teaching.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

Lots of materials to prepare. I hope to teach the same grade levels again so I can reuse the materials that I now have.

My biggest challenge has been in obtaining resources in math.

My biggest challenge was finding good resources for the students to utilize outside of school.

My school did not have the resources/tools. we had to use the past years resources and try to align it ourselves with the CCGPS which was stressful & time consuming.

My school district, Bibb, had done away with math textbooks this year. My grade level found ourselves scrambling to hunt for resources. All the teachers on my grade level have experience, so we teach standards, not the book. It still would have been beneficial to have student texts as a resource. Another huge challenge was implementing the language section. So many standards (modal auxiliaries, progressive adverbs, etc...) were new and difficult to find resources.

Need more time on my own to find the best resources for the new standards

No one has taught CCGPS Coordinate Algebra until this year, so we've had to figure out resources as we go along.

NO resources to work with and little guidance from the county. I have to spend most of my time searching for lesson plans and ideas for teaching the CCGPS

Our team struggled with some of the books that were chosen for the 5th grade ELA frameworks. The content (i.e. the "n" word) was a little out of our league in this rural community. The biggest challenge was coming up with resources. We teachers had to spend so much of our time developing, finding, creating, tasks and assessments that matched the standards. Many teachers spent their own money on resources purchased through Teachers Pay Teachers website. I feel that with the initial implementation of CCGPS, the DOE would have provided us with a plethora of resources.

Resources!!!!!! We had a hard time finding resources that fit the needs of our students! The resources we had we made ourselves!!!!

Spending lots of extra time creating new assignments and tests to align with the Common core.

The biggest challenge that I faced this year with implementing CCGPS was finding materials for assessments and sample test questions so that I could create my own.

The biggest challenge was finding and receiving resources for various learners.

The biggest challenge was finding material that my students could connect to.

The biggest challenge was locating useful resources.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

We are having to create our own curriculum and teaching materials!!!! We have no resources, or text books or teacher resources.....only a standard & we have to research and create everything to teach that standard...ridiculous and way too time consuming....plus, this isn't "common" if the teacher is making things up herself. All standards look different depending on whose classroom you walk in....How is this common? Where are we supposed to find time to do this & how are we supposed to know what the standard is supposed to look like on a standardized test????? Resources are needed. Also, our county, Cobb, wants to do everything differently so we are at a real disadvantage as we don't have same resources as teachers in other counties!!!! Teachers in my school unhappy, frustrated, stressed and angry that we are so unsupported by our county throughout this transition....

We do not have resources and it's up to the teachers to create material. With so many budget cuts and more and more responsibilities this has just added to the teachers' burdens. I feel as though we are asked to do it all. Create the material, differentiate the material, create assessments, review the data, and still keep up with all of our other responsibilities. It has become impossible to do all that is asked of us and teachers are feeling overwhelmed, overworked, and underappreciated.

We have struggled to find materials that covered the standards. As stated earlier, we know that there is a general "frowning" upon the use of textbooks because of the Internet and it's many, many sources, but even on the Internet we were struggling to put our hands on appropriate first grade materials, lessons, and activities that were child friendly in teaching the new common core standards. For example, in math we have never introduced regrouping or the use of equations in first grade. There are very little resources available to us to help in teaching these concepts. The units that were written did not even seem to introduce addition and subtraction till late in the year. If we are to teach the complexity of the common core, units must be designed and structured in such a way as to lead to scaffolding of skills.

Finding appropriate materials for practice of skills and appropriate tests.

Finding resources that fit the culture and skill level of my students while keeping the rigor.

CCGPS UNITS prepared by teachers. Teachers have always been driven to add/experiment with resources; however, it is unethical to force curriculum development upon all teachers who are teaching approximately 85 to 90 students or more each day. We acquired an education for teaching students while others specifically sought the job, pay, and time to develop curriculum. One job or the other can be maintained with quality if a teacher has a balanced life.

Finding the time to create and use helpful materials

Finding the time to find materials to implement the CCGPS in math.

Getting resources that are aligned with the CCGPS.

I teach an adapted curriculum that aligns to CCGPS. The greatest challenge is the time spent adapting learning materials to make them accessible to my students.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

Time invested in adding space into the frameworks and making them look more student-friendly.

Time to create new materials has been a challenge, along with lack of non-fiction sources.

Time to learn the find and learn new tools for implementing the standards

Other resource challenges

Access to resources.

Access to resources.

Accessing material. The textbooks did not align with the new standards so I was constantly searching and creating work for the students.

In Fulton County we use a website called SAMS that has all of the instructional units and standards. They have changed the website this year, making it extremely user UNfriendly. It takes at least 10 minutes to log on and choose what you teach. Then, you have to scroll forever to locate what you are looking for. I would love a website that I can go to, click my grade level, click what subject, and have everything for me right there.

Locating some of the books suggested in the Frameworks.

Out-of-print resources that are suggested as texts in ELA for K-5. Our system did away with textbooks for Math. Those text books are crucial to studying and tutoring your own child when at home. Websites listed by the state were not always available. Not student friendly. Teachers had to make a ridiculous amount of manipulatives, games centers and copies in the math CCGPS

Resources! Some of the books are out of print or are a challenge.

Accessing the CC standards is very difficult.

Getting the frameworks in a timely manner for planning. We were in a holding pattern up until 2-3 week before each quarter to know what the county lay out was going to be with resources. Since it was based on the Science/Social studies we were able to pull together ideas to get started. Hopefully for next year it will be a lot smoother.

Aligning previously used material to the new standards, i.e. changing them in some way.

Existing textbook adoptions misaligned with new standards.

In my district the performance charts and standard based report cards do not align with the CCGPS.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

Our school did not adopt a Common Core Math Textbook series. The old series covered very few of the standards we needed. We have had to create and find our own materials to effectively teach the standards.

Our textbooks do not align with the standards. While I know you should not teach strictly by the textbook, it's nice to have guidelines.

Still using the old textbook aligned to GPS. However, this will be ameliorated next year because all of our students will be receiving iPads.

Textbooks that didn't align (Parents had this concern, because they weren't able to use the book as resource to help them with their work at home.)

The biggest challenge that I have had with implementing CCGPS this school year is finding the resources/activities/technology to “fit” or “match” each standard.

We don't have the financial resources to purchase new, nonfiction materials. More students will fail classes with the tougher standards, and school systems have to be prepared for this result.

My biggest challenge is the lack of effective technology in my district. I have a SMART board that has issues and a technology person who can't be bothered. I do not have access to computers for students. The computer that goes with my SMART board is so slow that it is almost impossible to use the internet to illustrate concepts.

My class is a collaborative classroom with Special ED children in 4th grade. We need more computer type of programs that students could use when they have trouble hearing information for the first time. A preview on a video would help enormously.

Not having the technology that encompasses the assessment and the learning phases.

The same challenge as before: Lack of technology, namely, being able to have ready access to computers for things like papers.

Challenges due to changes in teacher practice or style

Curriculum maps at my school did not initially focus upon the relation of materials to specific, overarching themes. It was difficult at first to change my thinking from the unit-centered instruction that I was previously used to; I am becoming more adept at incorporating standards in lessons throughout the entire year.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

ELA tasks were difficult, hard to follow, and materials were not readily available. When we chose another text with comparable complexity, we were marked down on our walkthrough after we had approved the text through the reading coach. Math tasks were difficult for the children, and many days of backtracking happened due to students not understanding the basics BEFORE completing the tasks. It is a new way of thinking about teaching, but I feel our students suffered greatly this year.

I believe that I have been my biggest challenge. When you've been teaching a certain way for so long, it takes a lot of practice to do things that were routine a different way.

I don't teach reading, but my class focuses on writing instruction. This has been a challenge.

Incorporating the increased of writing into instruction with the current schedule.

It has been most challenging regearing my thinking for math. At times I have found myself teaching too much.

Learning what performance tasks look like. However, once you get the hang of it, it's really what you should have been doing all along.

Letting go of the old topics covered and focusing on the new expectations.

Math has been hard not to tell them one way to solve and just give the algorithm. It has been hard for me but great at the same time.

My biggest challenge in implementing the CCGPS was agreeing with some of the strategies provided to teach certain standards. In other words, it was kind of hard to let go of old habits and start developing new ones.

My biggest challenge was teaching a little and testing a lot.

My biggest challenge with implementing CCGPS this year would have been getting started in the beginning of the year implementing the new strategies and learning the classroom management techniques that help to enable more partner collaboration and small group projects.

Remembering that some of our math curriculum has changed and making adjustments.

Teaching effective formal persuasive writing skills.

Text complexity in kindergarten as well as having time to teach all of the language arts standards effectively!

The biggest challenge I faced was allowing my students to struggle during Math class and encouraging them to persevere.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

The biggest challenge is not knowing all the different ways information can be presented and how to test them.

The biggest challenge with implementing CCGPS was using the extended texts (chapter books) for instruction (i.e. Because of Winn-Dixie, Mr. Popper's Penguins, etc.). I was so used to using the short stories in the basal readers to teach a certain skill each week. The extended texts had to be used to teach all the reading skills. I think I will use them better next year.

The largest challenge is teaching students to compare and contrast various reading materials without any resources. I would love to see samples of texts to compare with questions available for teachers.

Visuals of the shift of spending more time on one concept.

Redirecting students' behavior.

Providing individual instruction.

Differentiation.

The biggest challenge is managing a large class while differentiating it is impossible with small children who come to school ill prepared to give struggling students enough time to master skills. EIP pullout and EIP reduced class size (really) must be utilized or the nation is doomed to fail.

The depth of the standards and not being able to get that deep with struggling learners.

Having to accommodate the needs of multiple levels of students, below average, average, above average, and gifted learners in the same classroom and teach the CCGPS to them in a manner that they feel confident and perform proficiently. Mastery is the key but these standards are so complex that the students of all levels, especially lower level kids or economically disadvantaged kids are struggling.

It is difficult to get students to slow down, take their time, and read questions carefully. Especially on standardized tests when answers are tricky. It is also difficult to get some students to verbalize their thoughts on paper - to be descriptive enough to understand their thinking.

It was difficult getting students to think outside the box; that is, connecting the cause and effect.

Learning how to teach my students to become independent thinkers.

My biggest challenge implementing CCGPS was creating a culture of students with elaborate vocabulary skills. This is an ongoing problem within our school district. Students do not have very strong vocabulary skills and lack fundamental phonic awareness. This made my job very difficult because I had to bring my classroom alive with magazines, books, newspapers, dictionaries, and atlas.

Math - overcoming poor fact skills of students.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

The biggest challenge was getting students to write answers to the questions.

Getting students to understand how to decode numbers.

Getting students to be comfortable about writing about their math and the process.

Getting my students to attack deeper thought provoking word problems in math, and/or taking the time to analyze content.

Getting students to start thinking critically about the mathematics involved in CCGPS and making connections that have allowed them to eliminate many of the misconceptions that they have consistently held about mathematics.

Getting students to think. Most completely shut down when working on their own if the way to get “the answer” is not clear to them pretty quickly. Also, they make no effort to remember anything. I've made some progress with them, but I have most of them less than a semester (I teach in an alternative school and get new students every week and then most of them return to their home schools at the end of the semester), so it's very difficult.

Helping students develop higher order thinking skills through the use of nonfiction.

The biggest challenge that I have had this year with implementing CCGPS was getting the students used to this higher-level thinking. Introducing the number line in math was a challenge because the students already knew a way of solving the problem and did not understand why they had to find out multiple ways to solve it.

The biggest challenge with implementing CCGPS this school year is developing students to think critically when they have been previously taught with a teacher-centered method.

Students have been quick to come up with a correct answer to a given problem. They often hesitate to explain their thinking processes. Teaching students to explain their answers has been a challenge.

Insufficient time to adequately address CCGPS

Adequate time in class to provide for practice and more long-term problems.

Because of so many scheduled meetings, it was difficult to have time to plan. There are many useful strategies our department could have added to our group activities if planning time (or lack of) was not an issue.

ELA has been a challenge for me. Teaching students to read (letters, sounds, blending) and teaching story elements and writing in a limited amount of time is difficult. I feel that I missed the mark with some skills.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

Finding the time to implement the new standards, but also incorporate the old standards from CRCT. Making sure all data is up to date and relevant to the learning. Making time to meet with so many parents, as class size has increased to 35 students. Creating the different lessons to enhance the learning of all my 35 students to meet their individual needs!

Getting time to teach everything.

Having enough time to grade all the written assessments for over 150 kids is impossible if I want to do a good job. I feel as though I haven't had time to give all my kids my best.

Having the time needed to make ensure that the students had a deep understanding of the concepts covered this year.

Having the time to absorb all of the CCGPS and understand completely the concepts in each one.

I was not able to complete the units.

No time to adequately assess and reflect

The biggest challenge I have experienced with implementing CCGPS is finding time to study the manuals and organize materials and activities suggested in CCGPS.

There are many Social Studies and Science standards that are not included in the frameworks and there is no time to add them in.

There wasn't enough time to cover the material as thoroughly as I wanted!!!

Time.

Time.

TIME.

Time.

Time.

Time.

Time constraints -getting it all in and creating applicable assessments for each standard.

Time is always a factor and an educator's biggest challenge. I don't think we need any more training. I think we need to be given the time to plan and work within our departments.

Time to allow students to do longer tasks.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

Time to allow students to fully understand a concept before having to move to the next concept.

Time to lesson plan!

Time to plan and resources.

Time to plan!!!

Time to really dig in and assimilate the information...new standards, new TKES, is a bit overwhelming!

Time.

Time... the lack of time.

Special education instructional challenges

Aiding my Special Education students in accepting the changes it will bring.

I have severe and profound students it is hard to implement CCGPS to this group of students

I teach Special Education math, so I have had to rely on my team taught teachers as the primary resource for interpreting the standards and providing the curriculum. From there, I tailor the materials and instruction to my resource classes, but still standards-based. There were too many standards to cover in depth in the resources classes by the time of the CRCT. By the end of the semester, all standards were introduced, but in my view, too much for students with learning disabilities to master. As for all of the exemplars, curriculum maps, etc., this is an overwhelming amount of information to process and implement. I rarely had time to explore all of the guides and guidelines due to other priorities involving the IEP process. So again, I rely heavily on my Gen Ed teachers.

I'm a special education teacher and the higher order thinking is very difficult for my kids. Teaching them the basics is challenging enough.

Implementing the standards to Mi-ID students

Implementing this with students with significant cognitive disabilities.

Making sure that all students regardless of their disabilities have access to the same CCGPS curriculum.

Since I am a Special Education teacher my greatest challenge is affective Co teaching strategies.

Students with Autism that are non verbal functioning below a 3 yr old level and how Core Curriculum applies to what they need to learn. Daily living, self help, functional life skills!

Students with significant learning disabilities struggle with the pace of the curriculum and without the deep, working understanding of the content, they do not demonstrate mastery as readily.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

Teaching severe/profound ID students, the challenge was to bring some aspect of the element in the standard down to their level and making it functionally relevant. We need multi-sensory approaches, instructional strategies and more appropriate assessment techniques but most importantly, functional relevance. Frankly, we need state standards for students with severe/profound intellectual disabilities.

Teaching students with disabilities how to answer questions critically and independently. Students with disabilities have a difficult time working through problems without asking questions throughout the activity.

The biggest challenge I have had this year implementing CCGPS is the way students are taught. My Special Education Students struggle with the academics in general. Now they struggle even more with what is expected and the pace that needs to be maintained.

This curriculum does nothing to help the students with significant cognitive impairments. When are we going to stop and take a look at what these students really need and how we can help them to get there? We should not be "watering down" the general education curriculum so that we can say that we provided access to the same curriculum for general and special education students. We should provide a curriculum that will address the individual needs of the students with disabilities so that we can see real growth instead of a "dog and pony" show.

Using it effectively with students with disabilities.

Some of the material is too complex for EIP/low ability students who are not functioning on grade level.

The extended texts are not easily accessible for students with disabilities.

Students unable to meet rigor of CCGPS

9th graders don't have pre-req knowledge needed for success. Social promotion impedes classroom success.

A big challenge has been incorporating more rigor, for students don't always like to be challenged.

Adapting the changes to urban, low income disadvantage students

As a reading resource teacher, increasing text complexity was a big challenge for the students who were struggling readers.

Building off prior knowledge has been difficult. Most students this year knew what to do, but not why. Since students struggled with the overall concept, building upon the knowledge to learn higher skills was often a struggle.

Dealing with students working below grade level and discipline problems.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

Figuring out how to increase students reading fluency and comprehension with texts that are WELL ABOVE grade level and students reading level. Many of the texts in first grade are WELL ABOVE students lexile. I realize that students are suppose to be reading increasingly difficult texts, but not texts that frustrate them and turn them off from reading. Some of these texts are far too difficult for beginning readers to read independently. Learning how to have students read the first grade texts (which are above lexile levels of all students) and manage behavior because the students are frustrated from trying to read the texts is very difficult.

It has been very hard to build problem solving skills when students struggle with basic computation skills in math such as multiplication and division. What do you do if they haven't reached the fluency they should have in multiplication and division as 5th graders?

Just a challenging way of thinking for the students.

Kids are still not coming to my class expecting to have to think and problem solve on their own. Expect to be spoon fed.

Lower, struggling, Tier II, III, IV students have fallen further behind.

Many students do not have the prerequisite skills necessary to complete grade level material independently. And due to large class sizes, there isn't time or space to effectively address students' needs. There are too many needy kids and too little of me! :(

Math: Students learning rates are vastly different and many cannot stay on the same task as others. I have some students who need 2-3 months for addition and others mastered it in 2 weeks.

My ELL students have struggled a lot with the rigorous expectations of the CCGPS, due to an extensive language barrier. For most of my students, the only place they speak, read, or write English is at school. There is not a lot of opportunity for out of class practice of the standards because there is no one at home to help if the students do not understand what they are working on.

My students have really struggled with working through difficult problems. They did not like making mistakes, and often broke down when they did not understand things. We worked through it but they are not doing as well as I would have liked at this point.

My students who were already reading below grade-level really struggled this year with both reading and writing.

On the other hand, I am seeing more students coming to me that are less mature with MANY more problems (attention and social issues as well as parental support). This has gradually gotten worse within the past 3 years. With this growing problem, it makes implementing the new standards and way of thinking even more difficult for the classroom teacher. The gap is growing wider because the expectations of student performance is so much higher than many of these students are mentally prepared to accomplish with the other issues interfering.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

Paper pencil activities are ok for students who are already accelerated. Hands on activities are needed for students who have difficulty thinking abstractly. They need to manipulate given concepts with their hands. Scaffolding the activities so that students will grasp the concept was also a time consuming challenge. Scaffold hands on activities would be great. Students who were academically challenged had difficulty grasping concepts at a pace that would keep them on track.

Reviewing information that students should have already mastered (retention).

So much of the math was based on the assumption that students already knew skills. Most of lessons were games and such. There was very little actual teaching of the skill. That all fell to the teacher to figure out.

Some challenges involve younger children who have trouble grasping information.

Some of the students are not memorizing the multiplication and division facts to become more success with mathematics.

Some students that are not on grade level struggle with the reading shifts within the curriculum.

Student resistance to change and increased lesson rigor.

Students are having difficulty with problems solving and applying skills in order to solve multi-step problems. Students want to find a quick answer to all problems and be done! The tasks can seem overwhelming for students and I have had to break them down into smaller parts. Many of my students have asked for "worksheets" instead of the tasks.

Students come to me several years behind and having to re-teach/review previous grade standards AND teach standards for my grade level.....

Students have had some difficulty making the transition.

Students not use to open ended questions in math

Students who do not have 3rd grade or 4th grade simple tools of multiplying, dividing and adding/subtracting trying to learn 6th grade math.

Students who were in 4th grade last year did not cover standards that we moved from 5th to 4th this year. For instance, divisibility rules were totally skipped for them.

The biggest challenge has been for those students who inherently do not like to read. It is most difficult to engage them in utilizing the strategies mentioned in answer # 17.

The biggest challenge I had implementing CCGPS this school year was that students were not developmentally able to meet the expectations of the standards.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

The biggest challenge was trying to teach these students that come into my classroom with no background knowledge of hardly anything (letters, sounds, animal names, etc.) at the pace the CCGPS are expecting of us.

The biggest challenge would be the gap that seemed to exist from the previous grade level. Some students had trouble with handling more rigor.

The greatest challenge has been facilitating the students' process of communicating their learning in writing instead of a multiple choice format. Students with special education exceptionalities (especially that impact writing) struggle in this area. I, also, think students miss a greater concentration on fiction.

The learning gap is immense in my students. I teach co-lab classes.

The Student Tasks are very difficult for my students to do on their own. They are still relying on me too much to give them the answers or show them how to do it rather than figuring it out on their own. Generally their responses to the questions are "I don't know how to do this." I hope the longer we are implementing the CCGPS the more the students will adjust to 'learning on their own'.

The students do not have a book in their hands on a daily bases. It has been harder for the lower readers to be able to read the books chosen because they were to far above their levels.

The students learning to answer critical thinking questions... Also writing is always a challenge.

The students wanting to write papers

There are a lot of different levels of students in my classroom; it is difficult for a lot of students to comprehend.

Unprepared students

Working with English language learners has made implementation harder.

Working with students who are apathetic or from disadvantaged backgrounds

Working with the enormous amount of students that come in functioning well below grade level has been a huge challenge. Providing grade level instruction and remediation of prerequisite skills along with re-teaching material has been (at times) whelming. You know how it goes. Kids that don't get it, act out. Kids that do get it and find themselves on pause during instruction act out. Find balance is a tough one for us.

CCGPS difficult to interpret

A new third grade standard this year was “Point of View.” There are very few resources available. In fifth grade they teach point of view using “first person,” etc. Our grade level was not sure if it meant using “first person,” author's purpose, or author's perspective. The standard is not clear. We struggled with this standard all year.

It can be confusing and a major change, especially to teachers that have been teaching for awhile. Also, using Springboard sometimes does not fulfill all the areas of the ELA curriculum.

Knowing what the standards are.

I feel the biggest challenge with CCGPS is knowing how deep to go with the standards and how people interpret the standards very differently.

I wasn't quite sure how deep I should have taken my students on the topics and if I was using too much time on one topic and not enough time on another.

Interpreting the depth of the standards because some are vague in how they are written.

Knowing how long to teach a standard.

Not really knowing how much rigor to infuse on some standards because they are vaguely written. Because we grade by standards, it is difficult to assess some of the standards because they repeat concepts.

So many standards. Not knowing how “deep” to take my students with math skills.

Understanding the depth of the standard and what each standard entails.

Grasping all of the Language Arts standards.

Have no idea what we are teaching

I feel like I'm lost all the time and trying to catch up with the game.

Interpretation of standard with the frameworks and examples given.

Interpreting the standard.

Interpreting what will be assessed

Knowing the exact expectations of the standards and not just someone's or my own interpretations of them.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

Making sure that I have the concepts concrete in my mind before implementing and introducing to students.

Not being used to the actual standards. Many of them are “weirdly” worded and vague; one can apply to many activities using the Springboard curriculum.

Not completely understanding the standards. They are more vague than the previous GPS. Implementing both math and language arts in the same year made it more difficult.

Not fully aware of the specific expectations, it all seems a bit broad.

The biggest challenge has been trying to infer what the standards mean. It took a lot of time outside of the regular classroom day to research and try to figure out what was intended to be taught. The vagueness of the standards is very frustrating.

The lack of understanding the CC. The ability to make it interlock with the ongoing county standards and assessments.

The standards are very hard to break down and understand.

The standards are worded in a way that is difficult for students to understand. It is also difficult to interpret which concepts are included in each standard; very ambiguous.

The standards can be hard to understand. They were not explained in depth to teachers. I wasn't always sure what the standard was asking the students to do or know.

The standards were unclear. I would like clarification.

Understanding common core and PARCC.

Understanding the standards.

Unpacking the standards and knowing exactly what is expected has been a challenge. I have felt like a brand new teacher this year.

Knowing what the standards look like for Kindergarten, GKIDS assessments need to be more clear. Wording on GKIDS are still very subjective - for instance how many words need to be read by sight? Is there a certain list of words? On MCCK.CC.4 - how many objects do they have to say the number names for? 20? or 100?

My biggest challenge has been interpreting the standards, especially the Accelerated Algebra/Geometry A. I am the only teacher in my school teaching this content so I don't have anyone to collaborate with.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

Not knowing exactly what to teach. The standards are quite vague in some pieces and extremely specific in others. Example one standard for third states - uses commas in addresses (very specific) while another states- knows derivational suffixes (very general because there are a lot of different ones and it would be impossible to teach a third grader all of them).

Not knowing how/when to teach grammar. Also, needed more focus on writing. State developed CCGPS units were not used, we had to create our own.

The biggest challenge this year was the amount of standards to cover in such a short time. With so many transition standards in 7th grade, we were not able to go as deeply as we wanted to with standards because there was so much material to cover. Some standards in common core are very vague and I feel at times I do not know if I am focusing on what the standard is intended to focus on.

Other implementation challenges

Collaborating with colleagues who do not focus on higher-order thinking skills in their questioning and evaluations.

Getting the administration to understand the necessity of having calculators in every classroom.

Choosing which texts to focus on with limited time.

I am a 7th grade math teacher and my biggest challenge was with Pacing. I had some difficulty ending both semesters at the appropriate places with my ""bubble"" and inclusion classes. I need more and better resources to address the needs of special education students. I was over-taxed with breaking it down for them. When the ah ha moment came, or I once I found a better approach, we were out of time.

It was a challenge pacing myself in reading. We did not have a clear guide as to when and what needed to be taught. There is a lot of room for interpretation on the general guidelines.

Learning to fit all curriculum in to the daily schedule has been a challenge.

Making sure the pace in classes are on point with connecting the standards in all subjects.

My biggest challenge has been following pacing charts, curriculum maps, etc. to ensure that CCGPS was implemented smoothly.

Pacing the information.

Pacing to meet the benchmark dates when I had a group of lower students was very difficult.

The biggest challenge was learning the pacing of the curriculum, what needed to be taught in each standard, and finding resources to use in class.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

The challenge has been the pace of the curriculum. In addition, the fact that I have multiple grade levels with a large amount of contents does not allow for the depth of learning that is necessary for CCGPS.

The number of task and the time it takes to do each task doesn't work in to the amount of days students are in school. Fewer tasks are needed. Use rigorous task and give enough time to be able to really get into each concept. Additional practice for certain concepts is needed also as well as a longer segment of time for math.

The pacing & finding innovative ways to present information.

The pacing guideline the GADOE set forth does not allow the students enough time to become familiar with the concept much less mastering it. For example, teaching greater than and less than using symbols pacing was estimated 1-2 days - it took my children 1 week just to understand what greater than meant and what less than meant before I even introduced the symbols.

Time management is the biggest issue we have had this year. I am hoping that with the coming years that this will come easier and more manageable. I also hope that with the coming year that we see more resources for gifted students as well as our low readers. I feel that my gifted students were not challenged as much as I would have liked to. However, the being the first year of using the units I veered off a little, however, I know that next year, I must work harder to challenge my students.

Because I am a support teacher (ELL), I do not have the opportunity to collaborate with regular classroom teachers with whom I work except for little snippets of conversation here and there.

Biggest challenge: reworking my curriculum.

Even though my school gave the ELA department several days at the end of last year to plan together, it's always difficult to try to revamp an entire curriculum, especially knowing that it will probably only be around for four or five years before the "next big thing" comes along.

Having the time to effectively plan the implementation of these standards while also incorporating fine arts lessons.

Planning for a multi-grade (3rd, 4th, 5th) Direct Instruction setting and implementing the CCGPS while also remediating and working on goals and objectives.

Planning the lesson in a simple format.

The biggest challenge is modifying content to the point that it is still critically challenging for my intensive students.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

My biggest challenge has been with the math curriculum. Our district made ALL tasks in the state curriculum mandatory even though it was impossible to complete all tasks within the weeks allotted for a unit. There was no time for preliminary lessons needed to prepare students for the tasks we were asking them to do. I haven't had the freedom to delve deeply into the curriculum because we are going from task to task without having time lay the ground work. There is not time to spend on deep probing content. Language arts has us on a constant DIBELS testing cycle that requires kindergarten teachers to test students individually on two different probes weekly, bi-weekly or monthly. This combined with weekly common assessments makes it difficult to have time to spend actually exploring the content. Common assessments offer helpful formative assessment data for me in my daily teaching. However, the DIBELS assessments are done solely for the purpose of offering data to the county and it takes away valuable time from instruction on a weekly basis.

TIME! I had too many nonsense meetings (HOST/Model classroom.) These meetings should have been offered to first year teachers, and should have been optional for veteran teachers. These meetings interfered with me preparing for my class. I would have appreciated meetings of "make and take" aligned to the CCGPS, instead of listening to someone talk for 45 minutes 3 times a week in a month. Then, we had to participate in Common Planning that was not really planning, but was guided by the administration as to what is their vision for common planning, which took another hour away from my own planning time. When Mike Rutherford came to our school, he clearly established what planning should look like. I was excited because his vision is what I always thought planning should look like, but it was not implemented by my administration. (I considered after the fact that having Mike Rutherford at our school was a waste of money since the administration did not incorporate his teaching.)

Getting it all in.

I did not have enough time in the classroom to adequately teach all of the information I felt my students needed to be successful.

Making sure every standard was met.

My biggest challenge has been able to find the time to feel a level of mastery in teaching all the ELACC requirements with such diverse students.

The biggest challenge I have had was the amount of CCGPS that we teach in 3rd grade.

The biggest challenge is that most of the standards require more time to complete. Students can't think deeply about text without having the time to read it, analyze, make generalizations, and back up their thinking in a realistic manner in the time we have for reading.

The biggest challenge is working in ALL of the standards. There were some readings and writings that I had to drop because there was simply not enough time.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

The expectations of ELA teachers to grade all of the writing that is suggested. It is an unreasonable amount that cannot be accomplished with the current class sizes. If you want more writing, then we need smaller class sizes! No more than 20-22 students per class and some of this writing could be successfully grades and used to improve writing.

The writing units for kindergarten students is very intense. The requirements are to write up to 6 pages on topic more than once a week. That's intense.

There are still too many math objectives to have time to “apply deep understanding.”

There are too many skills to cover within one standard.

Trying to effectively implement all of the standards by following the county wide curriculum map. It is such a short amount to teach the information, and my general concern is that I am unable to teach to the depth I feel necessary.

Basic knowledge and concepts were not “supposed” to be introduced according to our curriculum people before certain tasks were given. Therefore, a clear understanding was not gained. Re-teaching with building background had to be implemented.

Reading.

Reading was the biggest challenge. Resources were not available and I really don't think the reading unit plans were as easy to follow as the math unit plans.

Writing.

Writing assessments to reflect the standards that also have rigor.

Writing instruction does not match state writing test.

Writing is not happening in all classrooms. Teachers are not confident with teaching writing, and our emphasis is going to have to change if we want to help our students succeed in this area.

I teach three grade-levels and there was a lot of new material (books, etc) to preview and implement.

I teach three grade levels, so it has been a challenge to keep the changes to the curriculum straight.

Having to teach all the standards aligned with CCGPS, but still cover the “transition” GPS

It was difficult to “word” sample questions for students to practice before the CRCT.

In class timed writing - grading.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

The biggest challenge was getting the framework lessons organized. By teaching from the frameworks, you were required to copy a lot of materials and make a lot of games that required extra time.

The feeling of “not knowing what I'm doing” was a challenge.

Criticisms of CCGPS

An enormous amount of standards, especially in ELA.

At the end of the year, it seemed like a lot of information being crammed in. ex. metric system, customary measurement

For Kindergarten: Some of the language arts standards seem redundant and could be combined. Students are missing out on the enjoyment of good literature because they have to do so much writing in response to it. They are groaning!

Getting away from the basics. In the lower grades it is imperative to teach and re-teach basic sentence structure. The CCGPS gets away from that with its plans for students to create narratives and other writings. Also, it keeps teachers from having enough time to teach basic (independent) reading skills.

Getting it aligned with GKIDS.

I strongly disagree with Common Core. It is changing history, changing the way things are taught and giving the state government no say in what is being taught to our children. It is a progressive, liberal change in the school system and there is no oversight by the state. It is moving toward a socialist education; in upper grades, for example, having the students give 3 or more ways to solve one problem and having to show the “exact” way it was solved, instead of allowing each individual student come up with their “own” way to solve it; in other words, making “everyone” do it the same way, is moving toward socialism. The CCSD needs to research the Common Core more in depth and read all of the progressive, liberal, socialist backbone of it. It was just taken on with no regard to the political agenda it entails. I teach it because I have to; am I happy about it? NO

Not as concrete as GPS - not familiar with language of standard etc.

Not starting addition and subtraction at the beginning of the year resulted in students who do not have as good of a grasp of their math facts as they have in years past which is a major concern as they transition to second grade.

The abandonment of literature for informational texts; keeping the interest of students who have rarely read books and don't want to.

The amount of material.

The amount of reading required for students.

APPENDIX D: Biggest challenge with implementing CCGPS this school year

The CCGPS for Coordinate Algebra did not align with the EOCT given first semester. Scores were LOW in my county due to this.

It was TOTALLY ridiculous and irresponsible to take out the money concepts in 1st grade! It is not in Kindergarten, and then you want students COUNTING money in 2nd grade??!! Nowhere in K or 1st grade CC standards do we see "Identify the values and names of coins and bills." There is absolutely no reasonable rationale for this decision. Children in K and 1st are already getting allowances and handling money. It is unrealistic to expect 2nd grade teachers to teach value and identity, in addition to counting!!! Thank goodness for Calendar Math because that's when I teach Money. Even at this time of the year, some kids are confusing the coins and their values. Having the appropriate time throughout the year would greatly improve their knowledge. Also, if I had not taught Calendar Math, my students would be that much further behind and ill-prepared for 2nd grade. Those teachers who will follow the CC Math curriculum will not teach any money concepts and, as a result, those students will not fare well in 2nd grade. During the CC 3-day Summer Math Academy (Stone Mountain, GA), this topic was also a HUGE concern.

The complete shift of the English Language Arts curriculum in regard to grammar and usage to reading comprehension and writing organizational structure.

The ELA has been a complete struggle. Many systems around us have found it that way also. It would have been better to just give us the list of standards and a timeline and let us build our own units to fit the needs of our students. It was not cohesive and it did not flow like it should. The grammar skills were taught in isolation and the students did not get the time to build their skill level. I did like the focus on nonfiction text. I believe in the use of nonfiction to increase vocabulary and reading skills.

The ELA standards are vague and not very clear.

The math calendar for 1st grade is hugely out of order. The kids have suffered this year because they were forced to learn concepts that were far too hard right away and forgot how to do the easy things once we were able to teach it. Also, with it being a new implementation this year, there are very few resources readily available. We are spending a lot of man hours searching for resources tirelessly on the internet. I think that generally the concepts are too vague. It does not give a full, complete picture of what the teachers are expected to teach.

The order that concepts were taught was not very efficient.

The standards are much more broad and less specific than the previous standards, so it was more difficult to figure out how to apportion learning time effectively. In particular I was not sure if I was adequately preparing my 9th graders for the EOCT; I actually felt that they were more prepared under the old curriculum.

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This is an unmitigated disaster. 1) This curriculum is NOT designed for mastery of skills and is NOT designed for average to weak students. It is leaving these students with the only option of dropping out of school - the students are 3-4 years behind in their math skills when they get to me (ninth grade) and their motivation is at an ALL TIME LOW. 2) The first unit is CCGPS Coordinate Algebra is a disaster. It doesn't flow from one element to the next; it assumes math abilities that the students do not have. 3) Hell - the whole damn curriculum assumes the students know more than they do. My students have little to no knowledge of linear functions and this curriculum assumes they know some basics. My students can't add/subtract integers, don't have a clue about fractions, and certainly aren't not ready for exponential functions - let alone understand the transformation of these functions! 4) THIS CURRICULUM IS GOING TO CAUSE A TOTAL DECLINE IN MATH LITERACY IN AVERAGE TO WEAK STUDENTS. IT MUST BE CHANGED BEFORE WE LOSE SEVERAL YEARS OF STUDENTS.

To many standards to cover in 4th grade and parent misconceptions about the standards

Too much to cover in one year. The outlines do not take into account that we must spend time reviewing for EOCT and that we lose a week at the end of each semester for exams.

Too much to learn along with daily 5 and café reading.

Trying to teach exponential functions & sequences to 9th graders!!!! These are concepts that juniors & seniors often find difficult. Remember your study of developmental psychology??? Students cannot effectively grasp some concepts until their brains develop more. This was a terrible idea!!!!

I felt like I was "all over the place" teaching math to my students this year. There was no flow to the curriculum and my students did not have the skill set needed to learn the concepts. I spent a lot of time teaching transition standards before progressing to the standards. I would like to see a better flow between the standards, as math should build on each concept taught and not be isolated concepts.

The time frame and many standards required to be met are the biggest challenges. There are too many standards to effectively cover all the standards adequately/effectively. There is a "rush through" environment to get all accomplished. It is overwhelming. Can students effectively learn with a heavy schedule? What about those who learn at a slower rate? Will they fall through the crack because they could not keep up with the rigorous pace of the standards? Perhaps focus should be given to Power Standards, rather than so many standards being met. I am concerned about developmentally appropriate demands of the standards as well. However, most of my kindergartners did meet or exceeded the standards. Several are still progressing, which is average. The CCGPS are very intense and requires organization, effective planning, and a very structured classroom learning environment, which is good. Most importantly, it requires an effective professional learning team to plan and work effective and efficiently together.

Assessments

Assessments.

Assessments. The units did not provide the types of formative assessments I needed for report cards.

assessments aligned with CRCT and common core.

Benchmarks and assessments.

Creating formative and summative assessments for each standard.

Creating good school-wide unit assessments that align with CCGPS.

Developing and using benchmark assessments.

Finding assessments with rigor.

Finding good assessments.

Finding state materials for creating assessments.

I don't know what the questions will look like or how they are asked.

I wish I had more assessments that were created by the state to help me assess the students instead of teachers having to make their own benchmarks.

I would like to have benchmark assessments and more formative assessment tools for gathering data throughout the year.

My biggest challenge came when it getting close to state testing time. I had lots of materials to sample test the students with. With common core there wasn't enough. OAS was not enough.

Not having appropriate and standards aligned assessment tools for both ELA and math- to show the required depth of knowledge.

The biggest challenge has been finding appropriate assessments for each standard.

The biggest challenge I had with implementing CCGPS this year was the assessments. For reading and English Language Arts, I had difficulty finding and implementing assessments based on the common core standards. I needed better resource access to finding better assessments.

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The biggest challenge is the assessments we use after each unit. These assessments take 3 to 4 hours to complete and we have 7 units. This really cuts into instructional time and practice time. The assessments do not give the true picture of how that student is doing. I would like to see more concise assessments that give teachers a true picture of how the student is doing with that standard. We are taking some standards to a depth that is not developmentally appropriate for the age. Students may perform for this standard for this moment in time but 2 weeks later, the information is lost because they cannot internalize what was taught.

The biggest challenge was not having enough practice and assessment materials available. Making assessments and finding practice materials was very time consuming and frustrating. I was also unsure if my assessments and benchmarks were challenging enough or too easy.

The biggest challenge was not really knowing what to expect on the CRCT and making sure the students were adequately prepared with the materials given.

The sample PARCC I have seen for ELA has me worried. We need more computers, better Net service, and the PARCC response boxes are way too small. Teaching the children to type responses in a text box where the top disappears as you type more is going to be a HUGE challenge. They also don't get to underline the important facts they need to reference. It's just a mess.

Too many required assessments: SLOs, pre, mid, and summative assessment for each unit. Students have become test-weary. Right before spring break we gave the GHSGTs, right after spring break there was a 3 week window for SLOs, tomorrow I am giving a summative assessment for unit 4, and the EOCTs begin Monday for a week, the next week we have senior exams and the following week we have underclassman exams. 'nuff said.

Too much on assessment.

Truly understanding specifically how each CCGPS will be assessed in the future.

What should formative and summative assessment look like when aligned to CCGPS? I have been to various trainings, and we have yet to see what assessment should look like when aligned to CCGPS.

Not being clear on how the questions on standardized assessments will be worded, etc. It would be nice to have formative assessments available on the website that could be used INFORMALLY in the classroom without having to worry about test security, etc. These may already be available and I just don't know about them.

No resources with sample test questions to give students an idea of how they will be evaluated on paper or on computer

Not enough resources on the EOCT. We roll out new standards, but have very little content resources in the form of books, example EOCT questions, and workbooks.

Difficult transition to CCGPS

Beginning a new program is always a bit of a challenge.

Common core was thrust on us by our district without much training at all. We heard more about Teacher Keys than we did about common core. We were shown a chart that showed how standards would be different and that was pretty much it. Zero direct professional development on true implementation. It was basically stated that it was up to us to find the resources.

Hands-on training for CCGPS.

Having to implement CCGPS in Math and ELA in the same year with little practical training or resources (Math frameworks were better organized/easier to implement than ELA). Teaching standards to children who were not developmentally ready to learn them.

I began this school year with NO training on CCGPS. I had no idea what I needed to do. I had to download everything and start from scratch. So sad, I've taught for 24 years and we had no training on this until the middle of the year. And the training was horrible. I learned nothing, I wanted to know how to implement these standards, and I was left clueless. Thanks goodness I've taught as long as I have. Everything I've learned about this I've had to learn on my own.

I have had no professional training neither in my school nor in my district. All we did was to look at the standards and break them down with key words. Someone else was supposed to add to that template and give us lesson and assessment ideas (at the county level). We never received them. All I had to work from was the GA DOE frameworks. Those were VERY helpful and have helped guide my activities this year.

I'm wary of CCGPS. Is it just another edu-fad that will fade out in the next 3-5 years?

It would be just getting use to it. I know it will be better next year!

It would have been nice to have more guidance. It was difficult to mentally organize and plan based on the information given.

Just being new and adjusting to new standards, not too hard, just different.....

Language. We only had the standards and an ineffective curriculum map that did not flow or have a learning progression to it. Plus the transition standards did not offer much guidance for depth of learning/teaching. Reading was similar to GPS with minor changes, but language changed a lot and we did not receive very much professional learning focused on the changes to language that were made. The vocabulary that we need to teach children was drastically different and their background knowledge that is assumed in CCGPS gapping with holes. To say we were frustrated is an understatement of enormous proportions.

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Low morale.

More work less pay.

Most of the materials I have used were created, purchased from sites like Teachers pay Teachers, or from Pinterest. Like many things with education, new trends are started before adequate preparation has been made. This problem leaves educators with the overwhelming task of trying to interpret what is required and spending even more time and personal funds to meet the challenge. It is not just the new curriculum, which I feel will benefit students in the long run.

My biggest challenge was not having enough staff development time to thoroughly understand how to teach the new standards. I relied heavily on resources from the Internet.

My county added to the CCGPS so it is a little harder where I teach.

No workshops to help implement no onsite training.

Our county requiring teachers to use units made by the state instead of allowing teachers to work together to make units based on the CC standards.

Our district did not integrate the lessons in ELA with Social Studies and Science so we were teaching the same content twice.

Our school curriculum is not aligned with the state curriculum map for the subject I teach

Our school system implemented both math and ELA as well as becoming a BYOT system. Teachers were overloaded with too many new things to implement at one time. We implemented the units given by the DOE. The GADOE math units were poorly constructed and the ELA were extremely poor. We did implement the ELA in addition to the GPS ELA units that we had used in the past. This made our day "fast and furious" as we tried to fit everything into an already hectic schedule. Teachers felt that while students did know multiple problem solving strategies, they did not end the year with the fluency of basic concepts that previous students had mastered. Our teachers overwhelmingly asked for a math textbook aligned with CCGPS. Hopefully, this will provide more structure to lessons. I think the ELA needs to be totally revamped from beginning to end. In the lower grades the standards are fine but the primary focus needs to be the teaching of reading.

Poor implementation. Our district just rolled out CCGPS this year and we had to watch a webinar and have a two day training and were suppose to be ready to implement CCGPS. Our district also did not provide the resources we needed to implement the units. Those were supplied well into the school year. There was confusion concerning pacing because the district did not specify if we were using their pacing and units or the state's pacing and units.

Shifting from GPS standards to Common Core standards.

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Switching over and the time frame allowed by our district. This was confusion for many schools and teachers, and appeared to be more complicated than they were. Resources are another “bone of contention.” All resources need to be available to all districts and schools before standards are expected to be implemented. Education tends to put the “cart before the horse” when introducing new concepts and thus sets the learners up for failure. We in education need to be more aware of this and make sure we have explored all possibilities reasonable before we attempt to implement concepts that structure and influence our teaching and the learning process for our students.

The biggest challenge has been the lack of quality PD from my district.

The biggest challenge is that we are implementing a new system that we have never seen modeled in the classroom just in professional learning sessions and that is not the real world in which we teach.

The curriculum forced on us by the county that was not realistic, nor did it have any flow from one grade level to the next.

The standards themselves are great, but the implementation at the district level has been clumsy, forceful, and wasteful. I participated in a curriculum development week at my county office, and rather than actually develop a meaningful curriculum for our students, we were simply asked to choose assessments from the state units and teach the extended texts from those units. We teachers were not allowed to be the creative professionals we are. On top of that, the county spent a lot of money on texts not everybody wanted to teach. Some of those books may never be unpacked at all. Personally, I see a lot of promise in CCGPS, but if this is how implementation will continue to happen, then teacher buy-in will only be more difficult.

There is no one to ask for help, we're all just figuring it out together.

There is no state support; the units were rushed and irrelevant; overall more emperor's new clothes.

Too much too soon.

Using technology more.

Very confusing told different things by different people.

We had almost no training. Our sessions were few and fluffy with no substance.

Administration does not know what they are asking teachers to do not do they understand the content, but their expectations reflect someone who would actually understand the requirements.

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The ELA CCGPS are extremely complex and difficult to implement. Some of the new concepts written are above developmental abilities for general ed and special ed students. Gifted students are adjusting to the new CCGPS successfully, but students that already lack basic skills are struggling and falling further behind. With budget cuts, we have less personnel, less resources, but more requirements. This is not logical.

Just learning the new standards was a little difficult because it was uncharted territory, but they weren't hard to teach.

My district does not have a clue about how Common Core is suppose to be implemented. I came from a school district that clearly understand the curriculum and was able to provide me with the tools I need to be a successful teachers.

Administration that wants Special Education classes to fit into the same rubrics as General Education classes.

There is too much guess work in every aspect of implementation for the math portion of the CCGPS. For each standard there are question: 1) how much time on each standard, 2) what level, 3) where are the resources that are convenient, realistic and affordable and 4) what happens to the students that are not able to reach the level of proficiency? Why is each system inventing the wheel? Why is each teacher creating the work? Why isn't the CCGPS packaged and given to each system and teacher? Book companies package information for teachers to use in the classroom. Why hasn't someone packaged the information so that there is consistence in expectations and standards??????

Finding/MAKING new materials. I felt like I re-created the wheel ALL YEAR LONG! Pair that frustration with the fact that I also teach TWO grade levels, my frustration was compounded. Although we have a culture of collegiality within my school, we all felt like we were SWAMPED with work this year. It will REALLY make me mad if Georgia decides to "opt out" of this curriculum, now that I've put this much blood, sweat, and tears into my work - as have MANY others!!!

The kindergarten child is unable to get all their needs meet academically or emotionally due to lack of help in the classroom. The students need and deserve more than they are getting. The curriculum has become more complex and teachers are required to do more beyond the teaching of students this changes the momentum of teaching and lessens the possibility of the students getting the best learning experiences.

Very time consuming.

Communicating with parents

Explaining math concepts to parents.

Helping parents that have older students understand the new rigor. They do not understand why 2nd grade is harder now than it was for their older child.

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Parent complaints of curriculum being “too hard for this age group.”

Parents have questioned why I am teaching regrouping by modeling instead of the algorithm. Many times they will say “This is not the way we learned it.” They have often expressed that they don't agree in modeling. I would like to find information that I can pass along to the parents that explain what we are teaching and why.

PARENTS! They are telling their children the tasks are way too hard for them and they should not be expected to do stuff like this at their age. GRRRR!!!!!!!!!!!!!! They want basic math problem worksheets and problems out of a book.

The biggest challenge this year has been communicating to parents the change.

Multiple categories

1. There are limited to NO resources to use. 2. The resources that are out there are hard to find and typical not worthwhile. 3. Nothing from the state is similar to what the EOCT is expecting. 4. The implementation was too quick of a turnaround. The students as well as teachers need time in order to gather appropriate material and make a successful transition. 5. Resources, Resources, Resources!!!

After giving the “Mock CRCT” this year, it has been extremely difficult to expect students to sit for at least 2 hours and take a test when they are used to being actively engaged. I like all the hands-on math, but I feel as though they need paper and pencil work as well to prepare them for tests. Also, the texts used in ELA were a little too complex. We also had trouble fitting in grammar and writing.

Since students have not been exposed to CCGPS in earlier grades, it has been a challenge to fill gaps that occurred because of this. Also, SLOs and assessments have taken up too much instructional time and some of the objectives and tests are not always developmentally appropriate for the age children I teach. This is very frustrating to the students and concentrating on something far beyond their developmental level and testing so much is causing them to have to skip basic instruction they desperately need.

Actually there were two major challenges. One was having to implement both math AND reading curriculum at the same time. I had to adapt to the new style of teaching. The second challenge was the availability of time and resources. Some lessons took way too long or doesn't seem to relate to the common core, and often the materials we were supposed to use were not available for us to use to teach from due to lack of funds or availability.

ELA - need more phonics instruction in the lower grades. So much emphasis on writing and these children need phonics. Lack of materials needed and the books. Math - teachers have had to purchase most of the suggested books and manipulatives themselves. Math is very disjointed and the sequence is not developmentally appropriate.

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Moving standards has been redundant in some cases and left gaps in others. The standards for math 8 have left out many important concepts necessary for the success in the next courses. There is not enough support material to address what is or is not in the new curriculum. We need textbooks aligned to the new standards - teaching one class out of multiple books or running off endless worksheets is very ineffective. It is very difficult to jump around in a textbook since material in a later chapter assumes the students have had the material in the previous chapters.

Vague information on how students would be assessed. Overly wordy and sometimes confusing standards.

Vagueness of specific standards, scope, student motivation.

We have no guidance on how we will be assessed. The standards are vague. Math standards can be interpreted 2 different ways which completely goes against why a standard is there. The math questions we have for our End of year test were not developmentally appropriate. Students are not understanding how to count money simple because they know how to skip count.

Locating materials that encourage use of technology in class. Utilizing videos not on u-tube as it is blocked at our school.

Finding good explanations for the common core program for reading. The standards were unclear and confusing for reading. There were no available assessments as resources we could use to model for assessments.

I feel that some of the wording of the CCGPS is too vague. As a teacher, I sometimes wasn't sure what exactly the standard wanted me to teach. Also, I would like more specific instruction on how the standards are going to be tested on standardized assessments.

The standards are very difficult to interpret. That, along with poor frameworks and direction from the state, have led to a near disaster in Coordinate Algebra. I use the given resources, but they did not offer direction or depth. I also do not feel that the state resources adequately prepared teachers or students for the EOCT.

The standards are very hard to read and understand. It is hard to determine if I am teaching the material in the way that the standards would like. It has also been difficult to find extra examples or practice for the students. Since the material is new, the plethora of material is not there.

Understanding what the CCGPS are and digging to find websites that spells out exactly what the AKS mean.

Unfamiliar with the material and time spent gathering materials.

1. Unpacking the standards - Standards were broad and vague. It was not clear how far and to what extent to go deep with the standards or how to approach the standard until I may have seen a

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benchmark question. At that time, it provided an idea as to the meaning behind the standard. 2. Assessments - Providing effective and rigorous questions. Finding resources or seeing sample questions was difficult to find.

Challenging my gifted students. I would also like more practice or assessment questions to prepare my students for the EOCT. More resources for examples of how to teach certain standards or what is expected for students to learn. Access to more higher level thinking questions on level 4 or 5.

Creating assessments; looking for resources, I didn't know there were any digital lessons. I haven't seen it referenced anywhere.

Creating/Revising/Selecting/Finding resources especially diagnostic and common assessments. And being forced to go to professional development that didn't meet my needs. And being forced to use a computer-based instructional program that the district purchased that was absolutely worthless and not at all aligned to GPS.

1. VERY limited resources to develop a curriculum. 2. Standards are vague and there seems to be no real resource to gain clarity of intended standard. 3. Concepts are disjointed and hard to understand why things are grouped in units together. Makes it challenging to find the connection builders for the students. 4. Lacking resources!!!!!!!!!! 5. It feels like a decision was made to change curriculum and then it went into implementation without the curriculum and resources aligning. It has made for a very challenging situation. Not sure the kids haven't suffered for this decision as teachers did the best they could with what was provided. 6. This is supposed to be a COMMON Core curriculum. However, Georgia hasn't aligned standards with any other state. Once again it isn't common enough that publishers will produce items for just one state! Frustrating!

a) I would like to do most of my assignments online but computer labs are unreliable and some students lack either computers or Internet access, b) The school doesn't have enough money to buy all the books I would like to buy.

Access to relevant and updated technology and Lit textbooks for all students.

Finding age-appropriate non-fiction text that is decodable for emergent readers. Combining the need for challenging text with the need for simple text that will actually teach children to read.

Finding enough resources that start where the students are in the learning process and moving them to a higher level with more intense learning. Integrating the Social Studies and Science standards into the curriculum in an effort to best utilize time spent on non-fiction text in reading and writing.

Finding resources in a timely manner. Planning that isn't taking many hours. Fitting it all in!

For reading, the texts were not readily available. Math was very similar to what we have been doing, and I saw no reason why money was taken from the first grade curriculum.

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From the other teachers in my department, I have gathered that the biggest challenge is the lack of clarity on the standards (exemplars) and lack of resources. Teachers want to be able to give students a textbook that students and parents can use as a basic reference. Creating everything from scratch is a HUGE burden on teachers.

Gathering materials and plans has been a challenge. It would be nice to have a laid out plan that everyone follows consistently. Our county has tried to develop plans, but it would be nice to have something from the state level & ensure everyone is doing it. There have been cases where teachers pick and choose what they want to use (Ex. certain novels & stories). We need more resources.

It was shooting at a moving target all year. It was the most miserable year of teaching that I have ever had, bar none. Implementation of CCGPS was NOT well thought out at all. It is the textbook definition of an unfunded mandate. We received absolutely no textbooks to use for practice problems. I had to reinvent the wheel every day. The standards are worded in college professor geek-speak, and it is not clear at all what is meant to be covered in each standard. Everyone has a different idea. CCGPS is the WORST thing that has ever happened to the students of Georgia.

Limited training, materials, and resources.

Lousy or no training for new math curriculum. No books to use to implement the massive changes coupled with limits on printing once I did find activities. I had to spend over \$200 a month to do my job on printing and that is wrong! Minimal training on new SMART boards that further limited my expertise first semester. My budget for next year for 30 kids is \$150 - about \$5 for each student all year! I have been through many changes in curriculum over the years, even written some for districts. But I never been through a change like this with so little training and a absolutely no supporting resources like books, activities, modified materials for ESOL and SPED. I have never spent so much time to find resources, make modifications to meet my students' needs with so little district support as this year. I am saddened that some of my younger colleagues have become so dissatisfied with this process that they will not return next year. Good teachers will not stay if this process continues. So much stress has shown up in our building with higher than average sick days, hospitalizations for chest pains, blood pressure issues. I personally am trying to only do 10 hour days to try and keep some balance in my life. I have taken sick days to just work at home on paper work and planning. The joy in teaching has been contaminated this year.

Navigating through the standards and having easy to find resources. Professional development sessions are important.

Not having enough resources on hand. Having to search everywhere to find something to use. Have the state website change so often. Things that were there one month were gone the next. The original webinars were boring. As a department head, it was virtually impossible to motivate them to want to watch ANY this year.

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The biggest challenge has come with the time allowed within the frame of the scope and sequence to teach certain math concepts. I understand however that we are expected to teach with more rigor. It would also be a big help if each teacher were given a math kit that is aligned with CCGPS.

The biggest challenge is time, the length of lessons and the constant movement in the schedule. I do not feel as if there is enough time to implement everything that's being taught. I also feel as because of the poor economic state of our country teachers simply do not have all the resources needed to fully implement the standards and make sure that all students are being met. With the class sizes growing it's extremely difficult to implement new standards, make sure all the students are meeting the standards and provide remediation those who are having difficulty.

The frameworks for high school are massive and overwhelming. A colleague who had never before taught high school became completely bogged down! I found there was far too much there to wade through. In addition, the benchmarks on OAS were worthless because the standards did not always match the questions, and some of the questions were very poorly written.

The lack of resources and assessments, along with training have hindered my implementation of CCGPS with fidelity.

The lack of resources and understanding of the CCGPS. I feel that my county did not do a great job of preparing the teachers for the Rigor involved in teaching the CCGPS and we were unsure of how to teach and assess all of the standards.

I was sometimes unsure if I was interpreting the new standards correctly. I also received conflicting information about the standards and the testing. Resources were limited for this first year and not being sure of the resources needed to help the students in the classroom.

Not having textbooks, workbooks, etc. that are aligned to CCGPS. I also wish CCGPS would have been implemented one subject at a time.....slowly.....a year at a time like GPS....ELA and Math all in one year was too much for teachers and students.

We have felt like we were trying to fly a plane that we were still building. The material available from the state had huge gaps and did not include instructional lessons needed for the tasks. Many of the tasks were poorly structured and even more were poorly formatted - not enough room for student work, figures in blue that don't copy well, etc. Every night I have struggled to write and/or revise material for use the next day. Then I prayed that the copier was working when I got to school! Add to that my students' lack of preparation for this material and you have a really bad year. Pile on top of that the constant parent questions/complaints about why their child is failing and you have the year from hell. I am beyond frustrated that the state has done such a poor job preparing curriculum for us and the book companies obviously have no real solutions. Those of us in small systems don't have someone with nothing to do but search the web for resources so we have spent this year fighting not to drown.

We need more practice problems and assessment pieces on different levels.

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Resources and how far do I go with the topic.

Resources and proper collaboration with colleagues on CCGPS.

We are unsure of the process it takes to assign work, grade it, & get it back in a timely manner when we're trying to focus on multiple tasks at once within those assignments. It's almost as if we need some type of digital medium so that we can pass it "back & forth" from student to teacher, over & over again. Other times, this issue is not a problem, but then we also tend to struggle with the lack of motivation from students to actually THINK about what they are writing & instead, they focus too heavily on having all the "pieces" in their responses (which is, of course, important too!) Once we got them in the habit of adding textual evidence & thinking critically, it was as if they saw the "formula" to it & that's all they cared about. The critical, analytical part of the assignments would often suffer because of this.

In the area of Coordinate Algebra and Coordinate Geometry - there was a great deal of gray areas with regard to the standards. Different teachers in the county were interpreting the standards various ways. There should have been professional development that was inclusive of all teachers so that everyone was on the same page. Getting the standards implemented and developed required more than 100 hours of personal time on the weekends and during holidays (separate and aside from time normally spent grading papers, writing assessments, etc.

The need for more staff development on the common core. The sequence in which the concepts are taught need to be modified.

Filling in the gaps of the information not taught previously within the students' education. Also I found it difficult to incorporate Science and S.S into my day and integrating it throughout ELA and or Math was difficult as I was learning all the new Common Core standards.

Finding and using resources that align with CCGPS standards. -Getting students ready for CRCT while rolling out a new set of standards.

We have essentially created our materials from scratch. Having no textbook aligned with the standards, vague standards (I still don't know what the standard about "using units" in Coordinate Algebra even means, since two PDs I did gave me contradictory answers), and very very few decent resources meant that the teachers at my school and in my district had to spend practically every waking moment finding or, more often, creating resources to use in the classroom. I feel like we received hardly any professional development before implementation, and that the PD we did receive was very low-quality. (I'm sorry; it's just my opinion.)

The amount of math standards per grade level was insane. It was very difficult to adequately teach all standards to mastery when the pacing was very fast, especially since my students are special education students who are expected to perform like their regular education, non-disabled peers. We did not have resources available to implement CCGPS in our classrooms and had to come up with our own

APPENDIX D: Biggest challenge with implementing CCGPS this school year

resources, which we were told were incorrect and not rigorous enough, even though our students were failing at that.

DeKalb County has no money for anything the schools need, thanks to all the fraud and abuse that has been going on. So we have not had many of the books in the ELA unit plans. Also, the sudden ratcheting up of skills required is outrageous, especially for students and teachers in Title 1 schools. Implementing TKES simultaneously has been the icing on this distasteful cake. I hope next year we will have some consistency; we have had constant change for the last 5 years. Time to really create good plans has also been a big problem. The State and Federal level people who come up with the requirements are clueless about the impact on those of us who actually teach a huge number of real children.

I feel as though the cart was put before the horse in the roll out of CCGPS. It was a real challenge finding quality instructional and assessment materials that were aligned to Common Core that offered the amount of rigor that is required to demonstrate mastery of the standards. It seems really unfair to hold students and teachers accountable during the first year of implementing a new curriculum. There are elements of Common Core that I feel are GREAT, however, we are asking children to change the way they have been trained to think for many years. They are now having to “think about their thinking” and that in itself is a challenge and will require an adjustment period. My own personal children attend school in the district in which we live and I teach in a different district. As a parent, I am quite concerned because not one word has been mentioned to parents about the implementation of CCGPS when I've inquired I've gotten a total look of confusion and a parent in my neighborhood said she was told that it would not be implemented fully until next school year. That makes me wonder if they were even taught the CCGPS standards this year. By far the greatest challenge this year was having adequate materials.

I felt we were given significantly different and new standards with no training and no resources. My parents were very frustrated that they had no resource themselves to use to help their children. I spent at least 10-15 hours every single week this year preparing my own materials to help my students be successful. I should not have to spend that much of my own time. I am teaching accelerated 8th grade math for the 4th year. For the last 3 years, my time at home was reasonable. This year, I feel that we were given a new curriculum with no help from the state or the county. Just figuring out what the standards meant was an issue. Trying to put together cohesive units with a reasonable sequence was very difficult. I had to buy resources to help me, and I don't know if those were consistent with the expectations. My mantra this year has been “next year will be better”. One additional comment: It was a mistake to implement the new standards from K-9 in one year. My students were unprepared for the level of rigor and we had to move at an accelerated pace to cover all of Coordinate Algebra and part of Analytic Geometry.

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My biggest challenge was planning. I spent approximately 6.5 days out of the week working on school work this year. Diving into the CCGPS ELA and Math Frameworks was very time consuming. Trying to find additional resources to augment the Frameworks also took a lot of time. I think that the ELA Frameworks had the teachers jumping around too much, in each unit, when teaching the English portion of the Frameworks. Many of the children just were not ready to start working with relative pronouns upon just returning to school. They really need to start right back at the basics and work up the parts-of-speech chain. I found that I had to deviate, when teaching English, from the Frameworks as they are currently laid out. Finally, another obstacle was not having a Math Book. It is very expensive printing out Framework activities on a daily basis. Also, I found that parents won't go into the Frameworks, at home, to help their children with homework. Many complained that they felt lost and just could not help their children at home. I also met with resistance from co-workers that did not want to use the Frameworks. They feel that the activities are too abstract for many Fourth Graders. I found this was true with some of the Constructing Tasks.

Scheduling, student needs, planning.

No challenges

I am not sure how to answer this question since I am a gifted resource teacher. I have a specific curriculum that I follow set forth by the state and county, therefore I didn't have many challenges in this area.

I have not faced many challenges because I have always been open to change and can adapt to what needs to be done toward students' academic success.

I have not taught any CCGPS courses this year.

I work in a title I school, and critical thinking and persistence are not strong points for many of these students. After working and expecting it daily, my 5th graders grew in those areas tremendously!

None

None

Other

Because my students are better writers, my personal life and friends & family have suffered. I'm grading to their detriment.

Class sizes are too large to effectively move freely to do station activities. Regular desk cannot accommodate materials and educational tools. Computer access is not always available.

Completing 8 GAA's.

Completing and grading the SLO's is time consuming.

Cycling through old materials.

Feeling as though I have interpreted the standards correctly and having appropriate material to teach with.

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

I think Common Core Standards are a great idea IF they are developmentally appropriate for the age group.

I will tell you that our freshmen parents and teachers were challenged beyond what should be expected. You just lost an amazing teacher to the profession. She taught the new courses for freshmen math. The hours her team spent to prepare were ridiculous. Just to have parents complain. The lack of a textbook and workbook or extra practice played a large role in the discouragement of teachers and parents. I know there are not textbooks out there that people at the state like but put one in a parent/teacher hand and you will find a much better rate of satisfaction. We know we aren't supposed to teach to the book.

Learning on my own.

My school district

N/A

n/a

N/A

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Our school participated in the Success for All reading program. Students did not receive grade level instruction.

Many teachers claim they are following CCGPS, but they haven't changed a thing: no nonfiction (or maybe just one selection); no increase in writing; still survey courses for British; World, and American Lit; and no or just one research-based project (rarely a research-based paper). English teachers often hate nonfiction (foolish people!) and do not know how to teach writing. Despite previous standards requiring writing instruction, teachers ignored those standards and still are ignoring writing standards. They believe that just assigning writing as an assessment is sufficient. Teachers will lie on these surveys, fake lesson plans, and talk a good game about what they are doing, but what is really happening in their classrooms is far different in many cases. We need more people visiting classrooms, not just once or twice for formal observations. We need weekly visits from not just school personnel but outside professionals who recognize CCGPS in action and who can coach those who are struggling while monitoring those who resist the changes. And why are the courses still called by a type of literature (i.e. American, British, and World)? The standards are grade-based, so the courses should be called by their grade level. Perhaps that will start the process of moving teachers away from a literature-centric instruction domination.

Preparing students for EOCTs

Rubrics do not always assess the actual standard.

See above.

Teaching (31) 1st graders by my self - no para-pro : 3 were retained from last year, 15 ELL students, 13 EIP students and 75% of the time there were no EIP or ELL teacher to help me,

The antithesis of above - some students are more frustrated and are falling behind due to the increased rigor. A child is not a commodity - it is a person, and each should be addressed as such. There is not ONE "program" that is going to work for every child.

The biggest challenge is all of the state requirements on our school systems.

The county report card does NOT provide a simple way for parents to understand how their child is doing in school. Several parents have had to schedule conferences with me in order to UNDERSTAND what the report is saying, much less how their child is doing in school.

Trying to find work for the students that are part of my.

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We are not given the time to effectively plan for our lessons. We are also faced with many behavioral problems. But, I believe our/ my biggest challenge is our large class sizes. I teach kindergarten and we have 25 in our room. I cannot be an effective teacher with this many children. In a perfect world, maybe. But, I teach in a low income system with many challenges that are out of my control. Our children are coming to us with more and more problems that require a lot of one on one attention. We are not miracle workers. (our first grade has 28-30 in their classrooms How can they be expected to be successful when we have so many children who have SST's?).

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