

# APPENDIX A: Teacher Survey on CCGPS Implementation Spring 2013 Administration Results

Q1: What subject(s) do you teach?

	Frequency	Percent	Valid Percent	Cumulative Percent
Mathematics	552	55.9	55.9	55.9
English Language Arts (ELA)	216	21.9	21.9	77.8
Both	219	22.2	22.2	100.0
Total answered question				987
Skipped question				0
Total respondents				987

Q2: How many years have you taught in the classroom?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 year	29	2.9	3.0	3.0
2–3 years	52	5.3	5.3	8.3
4–9 years	248	25.1	25.2	33.5
10–14 years	215	21.8	21.9	55.4
15–20 years	218	22.1	22.2	77.6
21–24 years	74	7.5	7.5	85.1
25+ years	147	14.9	15.0	100.0
Total answered question				983
Skipped question				4
Total respondents				987

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Q3: Considering all of the professional learning development activities you participated in over the last two school years (2011-2012 and 2012-2013), how much of your professional development activities, if any, have been focused on CCGPS implementation?

	Frequency	Percent	Valid Percent	Cumulative Percent
None	10	1.0	1.0	1.0
Very Little	99	10.0	10.1	11.1
Some	285	28.9	28.9	40.0
Substantial	480	48.6	48.7	88.7
All	111	11.2	11.3	100.0
Total answered question				985
Skipped question				2
Total respondents				987

Q4: Overall, the topics for which I received CCGPS-focused professional development/training over the last two school years were relevant.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	16	1.6	1.6	1.6
Disagree	164	16.6	16.7	18.3
Agree	632	64.0	64.2	82.5
Strongly Agree	172	17.4	17.5	100.0
Total answered question				984
Skipped question				3
Total respondents				987

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Q5: Overall, the CCGPS-focused professional development/training I have received over the last two school years has contributed to my ability to implement CCGPS with fidelity.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	41	4.2	4.2	4.2
Disagree	242	24.5	24.6	28.8
Agree	582	59.0	59.2	88.0
Strongly Agree	118	12.0	12.0	100.0
Total answered question				983
Skipped question				4
Total respondents				987

Q6: Overall, I have applied what I learned from the CCGPS-focused professional development/training I received over the last two school years in my classroom.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	20	2.0	2.1	2.1
Disagree	118	12.0	12.3	14.4
Agree	614	62.2	64.1	78.5
Strongly Agree	206	20.9	21.5	100.0
Total answered question				958
Skipped question				29
Total respondents				987

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Q7: Generally, how did you access the CCGPS resources you used over the last two school years? And, how convenient was it to access those resources?

### CURRICULUM EXEMPLARS

#### Generally, how did you access curriculum exemplars over the last two school years?

	Frequency	Percent	Valid Percent	Cumulative Percent
Online data sharing tool (e.g., Dropbox, Wiki, etc.)	70	7.1	8.9	8.9
District or GaDOE website	421	42.7	53.4	62.2
Google or other internet search engine	92	9.3	11.7	73.9
At my school or shared by a colleague	206	20.9	26.1	100.0
Total answered question				789
Skipped question				198
Total respondents				987

#### Accessing this material was convenient [via] online data sharing tools (e.g., Dropbox, Wiki, etc.).

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	4.3	4.5	4.5
Disagree	10	14.3	15.2	19.7
Agree	38	54.3	57.6	77.3
Strongly Agree	15	21.4	22.7	100.0
Total answered question				66
Skipped question				4
Total respondents				70

#### Accessing this material was convenient [via] district or GaDOE website.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	20	4.8	4.9	4.9
Disagree	68	16.2	16.7	21.7
Agree	257	61.0	63.3	85.0
Strongly Agree	61	14.5	15.0	100.0
Total answered question				406
Skipped question				15
Total respondents				421

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### Curriculum exemplars continued

Accessing this material was convenient [via] Google or other internet search engine.				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	12	13.0	13.3	13.3
Disagree	30	32.6	33.3	46.7
Agree	42	45.7	46.7	93.3
Strongly Agree	6	6.5	6.7	100.0
Total answered question				90
Skipped question				2
Total respondents				92
Accessing this material was convenient [via] at my school or shared by a colleague.				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	3.4	3.6	3.6
Disagree	32	15.5	16.4	20.0
Agree	128	62.1	65.6	85.6
Strongly Agree	28	13.6	14.4	100.0
Total answered question				195
Skipped question				11
Total respondents				206

### TEACHING GUIDES, CURRICULUM MAPS, OR UNIT FRAMEWORKS

Generally, how did you access teaching guides, curriculum maps, or unit frameworks over the last two school years?				
	Frequency	Percent	Valid Percent	Cumulative Percent
Online data sharing tool (e.g., Dropbox, Wiki, etc.)	47	4.8	5.3	5.3
District or GaDOE website	611	61.9	69.3	74.6
Google or other internet search engine	32	3.2	3.6	78.2
At my school or shared by a colleague	192	19.5	21.8	100.0
Total answered question				882
Skipped question				105
Total respondents				987

## Appendix A: Teacher Survey on CCGPS Implementation Spring 2013 Administration Results

*Teaching guides, curriculum maps, and unit frameworks continued*

Accessing this material was convenient [via] online data sharing tools (e.g., Dropbox, Wiki, etc.).				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	8.5	8.9	8.9
Disagree	5	10.6	11.1	20.0
Agree	23	48.9	51.1	71.1
Strongly Agree	13	27.7	28.9	100.0
Total answered question				45
Skipped question				2
Total respondents				47
Accessing this material was convenient [via] district or GaDOE website.				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	21	3.4	3.6	3.6
Disagree	86	14.1	14.7	18.3
Agree	370	60.6	63.2	81.5
Strongly Agree	108	17.7	18.5	100.0
Total answered question				585
Skipped question				26
Total respondents				611
Accessing this material was convenient [via] Google or other internet search engine.				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	15.6	16.7	16.7
Disagree	10	31.3	33.3	50.0
Agree	12	37.5	40.0	90.0
Strongly Agree	3	9.4	10.0	100.0
Total answered question				30
Skipped question				2
Total respondents				32

## Appendix A: Teacher Survey on CCGPS Implementation Spring 2013 Administration Results

*Teaching guides, curriculum maps, and unit frameworks continued*

Accessing this material was convenient [via] at my school or shared by a colleague.				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	6	3.1	3.3	3.3
Disagree	18	9.4	9.9	13.3
Agree	112	58.3	61.9	75.1
Strongly Agree	45	23.4	24.9	100.0
Total answered question				181
Skipped question				11
Total respondents				192

ASSESSMENT TOOLS (E.G., SAMPLE TEST ITEMS, BENCHMARK ASSESSMENTS, ETC.)

Generally, how did you access assessment tools (e.g., sample test items, benchmark assessments, etc.) over the last two school years?				
	Frequency	Percent	Valid Percent	Cumulative Percent
Online data sharing tool (e.g., Dropbox, Wiki, etc.)	72	7.3	8.8	8.8
District or GaDOE website	317	32.1	38.9	47.8
Google or other internet search engine	108	10.9	13.3	61.1
At my school or shared by a colleague	317	32.1	38.9	100.0
Total answered question				814
Skipped question				173
Total respondents				987
Accessing this material was convenient [via] online data sharing tools (e.g., Dropbox, Wiki, etc.).				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	6	8.3	8.7	8.7
Disagree	7	9.7	10.1	18.8
Agree	40	55.6	58.0	76.8
Strongly Agree	16	22.2	23.2	100.0
Total answered question				69
Skipped question				3
Total respondents				72

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*Assessment tools (e.g., sample test items, benchmark assessments, etc.)*

Accessing this material was convenient [via] district or GaDOE website.				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	17	5.4	5.7	5.7
Disagree	58	18.3	19.4	25.1
Agree	174	54.9	58.2	83.3
Strongly Agree	50	15.8	16.7	100.0
Total answered question				299
Skipped question				18
Total respondents				317
Accessing this material was convenient [via] Google or other internet search engine.				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	19	17.6	17.9	17.9
Disagree	37	34.3	34.9	52.8
Agree	44	40.7	41.5	94.3
Strongly Agree	6	5.6	5.7	100.0
Total answered question				106
Skipped question				2
Total respondents				108
Accessing this material was convenient [via] at my school or shared by a colleague.				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	17	5.4	5.7	5.7
Disagree	48	15.1	16.1	21.7
Agree	191	60.3	63.9	85.6
Strongly Agree	43	13.6	14.4	100.0
Total answered question				299
Skipped question				18
Total respondents				317



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### DIGITAL LESSONS AND ACTIVITIES

Generally, how did you access digital lessons and activities over the last two school years?				
	Frequency	Percent	Valid Percent	Cumulative Percent
Online data sharing tool (e.g., Dropbox, Wiki, etc.)	89	9.0	12.3	12.3
District or GaDOE website	184	18.6	25.5	37.8
Google or other internet search engine	301	30.5	41.7	79.5
At my school or shared by a colleague	148	15.0	20.5	100.0
Total answered question				722
Skipped question				265
Total respondents				987
Accessing this material was convenient [via] online data sharing tools (e.g., Dropbox, Wiki, etc.).				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	2.2	2.4	2.4
Disagree	14	15.7	16.7	19.0
Agree	45	50.6	53.6	72.6
Strongly Agree	23	25.8	27.4	100.0
Total answered question				84
Skipped question				5
Total respondents				89
Accessing this material was convenient [via] district or GaDOE website.				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	3.8	4.1	4.1
Disagree	32	17.4	18.9	23.1
Agree	104	56.5	61.5	84.6
Strongly Agree	26	14.1	15.4	100.0
Total answered question				169
Skipped question				15
Total respondents				184

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### Digital lessons and activities

Accessing this material was convenient [via] Google or other internet search engine.				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	22	7.3	7.6	7.6
Disagree	69	22.9	23.7	31.3
Agree	173	57.5	59.5	90.7
Strongly Agree	27	9.0	9.3	100.0
Total answered question				291
Skipped question				10
Total respondents				301
Accessing this material was convenient [via] at my school or shared by a colleague.				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	2.0	2.2	2.2
Disagree	23	15.5	16.8	19.0
Agree	97	65.5	70.8	89.8
Strongly Agree	14	9.5	10.2	100.0
Total answered question				137
Skipped question				11
Total respondents				148

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Q8: How often are you using the CCGPS resources that you accessed over the last two school years in your classroom?

Curriculum exemplars				
	Frequency	Percent	Valid Percent	Cumulative Percent
Never	61	6.2	7.1	7.1
Rarely	106	10.7	12.3	19.4
Sometimes	321	32.5	37.3	56.7
Very Often	271	27.5	31.5	88.3
Always	101	10.2	11.7	100.0
Total answered question				860
Skipped question				127
Total respondents				987
Teaching guides, curriculum maps, or unit frameworks				
	Frequency	Percent	Valid Percent	Cumulative Percent
Never	8	.8	.9	.9
Rarely	33	3.3	3.7	4.6
Sometimes	139	14.1	15.5	20.0
Very Often	375	38.0	41.8	61.8
Always	343	34.8	38.2	100.0
Total answered question				898
Skipped question				89
Total respondents				987
Assessment tools (e.g. sample test items, benchmark assessments, etc.)				
	Frequency	Percent	Valid Percent	Cumulative Percent
Never	38	3.9	4.3	4.3
Rarely	65	6.6	7.4	11.7
Sometimes	260	26.3	29.6	41.4
Very Often	331	33.5	37.7	79.1
Always	183	18.5	20.9	100.0
Total answered question				877
Skipped question				110
Total respondents				987

## Appendix A: Teacher Survey on CCGPS Implementation Spring 2013 Administration Results

### Question 8 continued

Digital lessons and activities				
	Frequency	Percent	Valid Percent	Cumulative Percent
Never	73	7.4	8.7	8.7
Rarely	91	9.2	10.9	19.6
Sometimes	261	26.4	31.3	50.9
Very Often	293	29.7	35.1	86.0
Always	117	11.9	14.0	100.0
Total answered question				835
Skipped question				152
Total respondents				987

Q9: Overall, the CCGPS resources I used over the last two school years have been aligned to CCGPS.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	13	1.3	1.4	1.4
Disagree	74	7.5	8.2	9.6
Agree	589	59.7	65.0	74.6
Strongly Agree	230	23.3	25.4	100.0
Total answered question				906
Skipped question				81
Total respondents				987

## Appendix A: Teacher Survey on CCGPS Implementation Spring 2013 Administration Results

Q10: Overall, the CCGPS resources I used over the last two school years have contributed to my ability to implement CCGPS with fidelity.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	22	2.2	2.4	2.4
Disagree	150	15.2	16.5	18.9
Agree	566	57.3	62.3	81.3
Strongly Agree	170	17.2	18.7	100.0
Total answered question				908
Skipped question				79
Total respondents				987

Q11: What practices are you implementing in your CCGPS classroom? Check all that apply.

	Frequency	Percent
Incorporating new curricular materials and instructional strategies in my teaching.	807	81.8
Asking students more questions and encouraging them to develop answers independently.	817	82.8
Structuring opportunities for students to develop and solve their own problems.	692	70.1
Increasing my use of out-of-state teaching resources.	343	34.8
Diversifying the ways I assess student learning and providing feedback.	662	67.1
Increasing my collaboration with colleagues within my school and in other schools.	735	74.5

*Common Core* practices are highlighted

## Appendix A: Teacher Survey on CCGPS Implementation Spring 2013 Administration Results

Q12: The following set of questions is for teachers who teach English Language Arts (ELA).

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes, I teach ELA	688	69.7	75.9	75.9
No, I do not teach ELA	21.8	22.1	24.1	100.0
Total answered question				906
Skipped question				81
Total respondents				987

Q11: What practices are you implementing in your CCGPS classroom? Check all that apply.

	Frequency	Percent
Building students' knowledge through content-rich non-fiction	551	80.1
Providing students reading and writing experiences grounded in evidence from text, both literary and informational	583	84.7
Strengthening students' understanding of narrative text by making meaningful connections to their personal experiences	447	65.0
Providing students different levels of text based on their reading abilities.	431	62.6
Providing regular opportunities for students to practice with complex grade-level text and its academic language	487	70.8

Central shifts are highlighted

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Q14: Choose the answer that most closely reflects how much your students engaged in the following tasks BEFORE (last school year and earlier) and AFTER (this school year) the transition to CCGPS.

	BEFORE transitioning to CCGPS (before SY 12-13)							AFTER transitioning to CCGPS (during SY 12-13)					
	Not a teacher	Never	A few times a year	Once or twice a year	Once or twice a week	Almost daily	I don't know	Never	A few times a year	Once or twice a year	Once or twice a week	Almost daily	I don't know
Monitoring their reading by slowing down, rereading certain sentences, and using context clues to determine the meaning of what they are reading	1.0 (6)	.8 (5)	5.4 (34)	7.3 (46)	21.3 (134)	60.5 (380)	3.7 (23)	.3 (2)	2.0 (13)	5.9 (38)	15.3 (98)	72.8 (465)	3.6 (23)
Comparing and contrasting, analyzing, synthesizing, evaluating, judging, and defending ideas they encounter in their informational reading and presentations	.8 (5)	2.1 (13)	10.9 (69)	19.6 (124)	34.1 (216)	29.7 (188)	3.0 (19)	.3 (2)	2.6 (16)	10.0 (62)	34.5 (215)	51.8 (323)	.8 (5)
Writing quality first drafts under time constraints (e.g., a class period or two)	.9 (6)	6.2 (39)	22.1 (140)	28.4 (180)	27.5 (174)	12.0 (76)	2.8 (18)	4.6 (29)	10.6 (66)	27.4 (171)	37.8 (236)	18.1 (113)	1.4 (9)
Acquiring knowledge of vocabulary by encountering words in context more than once.	.9 (6)	.3 (2)	4.1 (26)	12.0 (76)	38.4 (243)	41.3 (261)	2.8 (18)	.2 (1)	1.3 (8)	7.7 (48)	30.4 (190)	58.7 (366)	1.8 (11)
Reading increasingly complex texts with increasing independence	1.0 (6)	1.9 (12)	10.8 (68)	21.3 (134)	29.8 (188)	32.1 (202)	3.2 (20)	.3 (2)	4.8 (30)	11.6 (72)	32.8 (204)	49.2 (306)	1.3 (8)
Drawing evidence from texts to support written responses	.8 (5)	5.4 (34)	13.2 (83)	25.9 (163)	30.6 (193)	21.0 (132)	3.2 (20)	1.1 (7)	3.5 (22)	14.6 (91)	39.1 (243)	40.2 (250)	1.4 (9)

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Q15: The following set of questions is for teachers who teach mathematics.

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes, I teach mathematics.	670	67.9	77.2	77.2
No, I do not teach mathematics.	198	20.1	22.8	100.0
Total answered question				868
Skipped question				119
Total respondents				987

Q16: Which of the following are the central shifts required from CCGPS in mathematics? Check all that apply.

	Frequency	Percent
Focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.	550	82.1
Creating coherent progressions within the standards from grade to grade so student knowledge and skills build onto previous learning.	520	77.6
Introducing multiplication and division earlier in students' learning as foundations for math concepts taught in later years.	255	38.1
Developing students' conceptual understanding, procedural fluency, and their ability to apply math in context.	563	84.0
Teaching each math topic as an independent, new concept that is distinct from topics taught earlier or later.	188	28.1

*Central shifts are highlighted*



Appendix A: Teacher Survey on CCGPS Implementation Spring 2013 Administration Results

Q14: Choose the answer that most closely reflects how much your students engaged in the following tasks BEFORE (last school year and earlier) and AFTER (this school year) the transition to CCGPS.

	BEFORE transitioning to CCGPS (before SY 12-13)							AFTER transitioning to CCGPS (during SY 12-13)					
	Not a teacher	Never	A few times a year	Once or twice a year	Once or twice a week	Almost daily	I don't know	Never	A few times a year	Once or twice a year	Once or twice a week	Almost daily	I don't know
Problem-solving that goes beyond story or word problems	2.2 (14)	5.2 (33)	15.8 (100)	24.3 (154)	32.9 (208)	16.0 (101)	3.6 (23)	1.3 (8)	6.2 (39)	13.4 (84)	34.6 (216)	41.9 (262)	2.6 (16)
Effectively struggling with problems to deepen their understanding	2.2 (14)	4.0 (25)	13.7 (86)	24.4 (153)	30.5 (191)	21.2 (133)	3.8 (24)	.6 (4)	4.2 (26)	11.2 (69)	36.5 (225)	44.6 (275)	2.9 (18)
Using various approaches and drawing on any knowledge they have to justify their ideas when solving problems	2.2 (14)	3.0 (19)	8.8 (55)	18.6 (117)	29.9 (188)	33.9 (213)	3.5 (22)	.5 (3)	2.9 (18)	7.6 (47)	27.3 (169)	59.7 (370)	2.1 (13)
Using real data and current events to create their own problems and solutions	2.4 (14)	.9 (5)	25.9 (149)	29.2 (168)	23.3 (134)	14.4 (83)	3.8 (22)	4.2 (26)	12.2 (75)	24.0 (148)	30.5 (188)	26.5 (163)	2.6 (16)
Using tables, graphs, words, symbols and pictures to determine which representations of data are best in certain circumstances	2.2 (14)	2.5 (16)	15.4 (97)	27.6 (174)	30.6 (193)	18.9 (119)	2.7 (17)	2.3 (14)	6.8 (42)	21.1 (131)	36.7 (228)	31.6 (196)	1.6 (10)
Offering speculations and assumptions regarding open-ended questions	2.2 (14)	7.6 (48)	15.7 (99)	23.2 (146)	28.3 (178)	17.0 (107)	5.9 (37)	3.1 (19)	5.2 (32)	14.6 (90)	33.5 (207)	39.9 (246)	3.7 (23)

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Q18: Going forward, what types of resources do you think you need in order to more effectively implement the CCGPS in your classroom(s)? Check all that apply.

	Frequency	Percent
Resources to address the needs of special education students	494	50.1
Resources to address the needs of economically disadvantaged students	452	45.8
Resources to address the needs of gifted and talented students	481	48.7
Resources to address the needs of general education students	512	51.9
Resources to address the needs of students with behavioral issues	419	42.5
Resources to address the needs of English Language Learners (ELL)	317	32.1
Curricula and learning tools aligned to the CCGPS in English and mathematics	567	57.4
Resources to aid in implementing the CCGPS literacy standards in History/Social Studies, Science, and Technical Subjects	370	37.5
Formative assessments that measure how well students are learning the standards	617	62.5
Sample questions aligned with new state standardized assessments (i.e., PARCC)	677	68.6
Professional development focused on changes to my instructional practice based on CCGPS instructional shifts	386	39.1
Student-centered technology and resources to help students best learn the new standards	604	61.2
Parent guides and resources	417	42.2
I am effectively teaching to the new standards and I don't need additional resources	22	2.2
Other (please specify) <i>Comments below</i>	75	7.6

### Comments

More specific webinars on how to teach the standards

A textbook!!!

Fewer standards, because not enough time to implement all of them for student mastery. Less is more.

Our IDMS system to access standards is terribly user-unfriendly. I have wasted so much time trying to find what I need. Thank God I have learned to download to my flash drive once I miraculously find the info I need.

## Appendix A: *Teacher Survey on CCGPS Implementation* Spring 2013 Administration Results

Sample questions for benchmarks and SLOS

I always feel that human resources are the greatest asset. A lower student/ teacher ratio always enriches the learning.

Pre-kindergarten should follow CCGPS implementation.

GOOD units- the state units are not effective

Items we can use immediately in the classroom.

Peer reviewed textbooks written for CCGPS

More Computers/Internet access

Promethean Board

Textbooks, textbooks, textbooks

Teacher samples and answer keys with explanations for the teacher to teach herself how to switch from traditional math to cc models

Math manipulatives

Supplies to complete the given performance tasks for students

Math books aligned with the standards. It is very expensive trying to print out Framework material on a daily basis. Also, parents don't refer to the website at home -- they need something concrete to see when helping their children with homework.

Uninterrupted task planning/prep time greater than 45 minutes on most days of the week

SmartBoard in the classroom

Concrete examples of expectations -found in one place-with a time frame to implement-with resources that are usable

Teachers guides ELA and Mathematics

TEXTBOOKS!!!!

Better formative assessments with rubrics that make sense. SLO's that don't have errors in them.

Resources for Kindergarten--Teacher friendly website

Better understanding of the ELA expectations through the tasks that are hard to understand and difficult to follow. Math and ELA tasks DID NOT prepare students for CRCT this year.

There are many things (especially in math) that we have never taught at our grade level. Although we were given units, they did not teach all the required standards. As first grade teachers we felt like fish

## Appendix A: *Teacher Survey on CCGPS Implementation* Spring 2013 Administration Results

out of water trying to find resources and materials to teach the new standards. Please help us! Although textbooks seem to be frowned upon, we need more guidance on how to teach equations to first graders!

Textbooks!!!

Support for lowering functioning Autistic Students

Well-written units that connect to assessment

Resources that provide examples of activities that increase rigor

Notebook with Paper copies of CCCGPS Units, Assessments, and Frameworks

Text book resources

Resources that correctly correlate to the CCGPS

Smaller classrooms; more planning time, more autonomy

Textbooks aligned to the standards.

TIME

Electronic assessment tools such as webcams or document cams

Programs to lower pupil -teacher ratio with small children. Until this problem is addressed students will continue to struggle. Too many children are being taught by one teacher...To differentiate well there needs to be more manpower.

Resources that address the issue of multiculturalism

Resources for ELL parents

Administrative support for calculators in every classroom

Resources need to be of high quality. Many resources that are somewhat aligned are still not useful (i.e., practice exercises not mixed, etc.)

I don't need more resources or courses. I need help in the classroom and support from administrators when behavior issues stand in the way of other students' learning. These "new" standards are nothing new to most of us. As a matter of fact, the core seems vague and often is a step backward for my school.

Text books that align with the standards

More solid ELA frameworks, tasks, assessments

Adopted Textbook to teach the Common Core Curriculum

## Appendix A: *Teacher Survey on CCGPS Implementation* Spring 2013 Administration Results

Units were created throughout our district and for both ELA and Math books were selected to correspond with the units. We did not have access to any of the materials that were incorporated in the units.

Resources to address students (and whole classes!) in need of severe remediation

Better units with books that are still in print!!!!

More assistance for students...smaller classes!!!!

Textbooks for reference and self study

Smart Board

More resources for the Math frameworks

Practice books that can enhance mastery of the standards especially for homework.

More resources for language arts skills (nouns, verbs, adverbs, adjectives, proper nouns, etc.)

Access to Curriculum Exemplars for each unit or standard

Manipulatives

Better clarification on the standards

More than just school-based monitoring of implementation (outside professionals must monitor too)

Much better training

Textbooks and teacher's guides

Books, workbooks, RESOURCES that we might be able to pull information from to teach these new standards!!

Differentiated resources that give students more than one or two opportunities to practice skills being taught for the week.

Time to plan and evaluate

Hands-on manipulatives would greatly enhance the curriculum

Better explanation and clarification for each individual standard

Coach crosswalk books...or other coach books like when GPS was implemented

More OAS items; capability of adding problems to OAS

TEXTBOOKS

## Appendix A: *Teacher Survey on CCGPS Implementation* Spring 2013 Administration Results

### State Aligned Benchmark tests

CCGPS was very difficult to use with students who have significant cognitive impairments. Even with accommodations and modifications it seemed to be an extraordinary waste of their time and the teachers' time. A more functional and life skills oriented curriculum would be more beneficial and help the students acquire skills that are useful for a lifetime.

Collecting and using formative data to drive instruction...how to effectively remediate while sustaining appropriate pacing. The question that often arises is how long to re-teach before moving forward.

### CCGPS resources for Alternative Assessment

#### Smart files

Checklists to see how well we are covering the standards, suggestions for informal one-on-one assessments

#### **Please see Appendix X & X for:**

Q19: Please share the biggest success that you have had with implementing CCGPS this school year.

Q20: Please share the biggest challenge that you have had with implementing CCGPS this school year.