"My students are learning to think more critically and problem-solve effectively."

"Students have risen to the challenge of the Common Core. The problem is the lack of time and resources."

"Teachers will do great with the Common Core, if given the resources and instructional strategies that help to engage students in meeting these standards."

"Common Core is not about what we teach, but how we teach."

PRIMARY SOURCES

UPDATE: TEACHERS' VIEWS ON COMMON CORE STATE STANDARDS

A project of Scholastic and the Bill & Melinda Gates Foundation

America's Teachers on Teaching in an Era of Change

"I feel strongly that the Common Core will change the face of American education. Teachers just need help with the implementation and understanding of the content."

"One of my biggest concerns right now is not having the instructional materials to fully teach the Common Core."

"I find it energizing to be discovering new ways to best meet the needs of our students while preparing them for their future in both academic and social venues."

"As a teacher I have become more aware of how I teach and how I ask questions."

"We now know the expectations for all students, not just in one district.

SCHOLASTIC

BILL & MELINDA GATES *foundation*

"My students are learning to think more critically and problem-solve effectively." • "Students have risen to the challenge of the Common Core. The problem is the lack of time and resources." • "I find it energizing to be discovering new ways to best meet the needs of our students while preparing them for their future in both academic and social venues." • "It is satisfying to see how students are learning the skills and concepts in the Common Core, but it is frustrating not having enough time to collaborate and adequately plan for instruction." • "I feel strongly that the Common Core will change the face of American education. Teachers just need help with the implementation and understanding of the content."

• "Common Core is not about what we teach, but how we teach." • "Teachers will do great with the Common Core, if given

"I believe that the Common Core has helped me think differently about how I can present information to my students, and how I can help them acquire and retain knowledge."

—MIDDLE SCHOOL TEACHER

the resources and instructional strategies that help to engage students in meeting these standards." • "One of my biggest concerns right now is not having the instructional materials to fully teach the Common Core." • "Because they are required to inquire and problem-solve themselves, the Common Core State Standards will help students in real-world applications and in their careers." • "My students come in at different levels. It is extremely satisfying to see the growth they make during the year." • "We don't have enough time to search, revise and align lessons for all of the classes that we teach every day." • "Expectations of teachers are increasing without increasing support." • "The concept itself of the Common Core is positive overall. However, it will take quite some time to CCSS get at a point to call it successful." • "We now know the expectations for all students, not just in one district." • "As a teacher I have

EXECUTIVE SUMMARY

Scholastic and the Bill & Melinda Gates Foundation fielded the third edition of the *Primary Sources* survey of America's teachers in July 2013. Twenty thousand pre-K through grade 12 public school teachers responded, sharing their perspectives on issues important to their profession, including the Common Core State Standards. The results documented teachers' enthusiasm for implementation of the standards, even as they acknowledged challenges ahead. Teachers' responses also served as a clear call for resources and professional development to help teachers apply the standards and meet the needs of all their students.

As has been the goal of every *Primary Sources* survey conducted since 2010, we seek to raise teachers' voices above the often politicized debates about our nation's schools and the direction of education in America. To that end, in July 2014, Scholastic and the Bill & Melinda Gates Foundation invited the same teachers who responded to the 2013 survey, and who teach in the more than 40 states where the Common Core State Standards are being implemented[1], to take a follow-up survey and let us know how implementation is going in their schools and classrooms. We also asked what impact, if any, the standards are having on their classrooms, students and families. More than 1,600 pre-K through grade 12 teachers responded from 43 states and the District of Columbia. This 2014 sample represents these teachers and is balanced on population characteristics including grade(s) taught, years of teaching experience, gender and urbanity. Additionally, teachers were no more or less likely to participate in this follow-up survey based on their views in the 2013 survey on whether the Common Core will be positive, negative or neutral for most students.

In the 2014 follow-up survey, key findings include:

- Teachers are now more likely to report feeling prepared to teach to the Common Core (79% in 2014 vs. 71% in 2013); they are also now more likely to say implementation is going well in their schools (68% in 2014 vs. 62% in 2013). *See pages 8 & 9.*

- Further, teachers are beginning to see positive changes in their own classrooms, particularly those who have had more experience with the standards. For instance, 53% of teachers overall have seen a positive impact on their students' ability to think critically and use reasoning skills. Sixty-eight percent (68%) of teachers who report they are in schools where implementation was fully complete in the 2012–13 school year (or earlier) say the same. *See pages 11 & 12.*

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[1]This *Primary Sources* update was fielded in the summer of 2014. At the time, the Common Core State Standards were being implemented in the District of Columbia and 44 states (with Minnesota implementing the CCSS in ELA only). The states not implementing the standards included Alaska, Indiana, Nebraska, South Carolina, Texas and Virginia. All implementation states are included in this research with the exception of Delaware.

- Eighty-four percent (84%) of teachers who have experienced more than one year of full implementation with the Common Core also say they are enthusiastic about the implementation of the new standards. *See page 13.*

- Fewer teachers overall this year than last say that they are enthusiastic about Common Core implementation (68% in 2014 vs. 73% in 2013); teachers are now also more likely to say implementation is challenging (81% in 2014 vs. 73% in 2013). *See pages 13 & 14.*

- Teachers continue to need support and resources, identifying Common Core–aligned instructional materials (86%), quality professional development (84%) and additional planning time (78%) and opportunities to collaborate (78%) as critical to ensure successful implementation. *See page 16.*

Reaffirming our need to help raise teachers' voices with this data, the responses we received also indicate that teachers do not feel that their voices are being heard beyond their own school. While more than two-thirds of teachers (68%) feel the opinions of teachers like them are heard and valued in the decision-making process at their school, this falls to 30% at the district level, 5% at the state level and only 1% at the national level. One in four teachers (27%) feel that the opinions of teachers like them are not heard or valued at any level.

As our nation works its way through this era of change in education, teachers' voices should lead the conversation. We provide this Common Core State Standards update as a resource for education leaders, parents, policy makers and all those invested in the direction of American education.

"My students are learning to think more critically and problem-solve effectively." • "Students have risen to the challenge of the Common Core. The problem is the lack of time and resources." • "I find it energizing to be discovering new ways to best meet the needs of our students while preparing them for their future in both academic and social venues." • "It is satisfying to see how students are learning the skills and concepts in the Common Core, but it is frustrating not having enough time to collaborate and adequately plan for instruction." • "I feel strongly that the Common Core will change the face of American education. Teachers just need help with the implementation and understanding of the content." • "Common Core is not about what we teach, but how we teach." • "Teachers will do great with the Common Core, if given the resources and instructional strategies that help to engage students in meeting these standards." • "One of my biggest concerns right now is not having the instructional materials to fully teach the Common Core." • "Because they are required to inquire and problem-solve themselves, the Common Core State Standards will help students in real-world applications and in their careers." • "My students come in at different levels. It is extremely satisfying to see the growth they make during the year." • "We don't have enough time to search, revise and align lessons for all of the classes that we teach every day." • "Expectations of teachers are increasing without increasing support." • "The concept itself of the Common Core is positive overall. However, it will take quite some time to CCSS get at a point to call it successful." • "We now know the expectations for all students, not just in one district." • "As a teacher I have

> **"Teaching students to critically think and apply their knowledge will make them lifelong independent learners."**
>
> **—HIGH SCHOOL TEACHER**

METHODOLOGY

RECONTACT OF NATIONAL SURVEY PARTICIPANTS

This survey, conducted by YouGov—the same team and company that fielded the second and third editions of *Primary Sources,* operating under "Harrison Group, a YouGov Company"—used an email-to-online survey method. All teachers were participants in *Primary Sources, Third Edition: America's Teachers on Teaching in an Era of Change,* which was fielded in July 2013. In 2013 (and in all prior editions of *Primary Sources*), teachers were sourced from Market Data Retrieval's (MDR) database of public school teachers. The recontact survey was conducted from July 1, 2014 through July 22, 2014; 1,676 pre-K–12 public school classroom teachers in Common Core State Standards (CCSS) implementation states[1] completed the survey.

Respondents were incented to participate with the chance to win a sweepstakes for one of five $100 gift cards. The subject line of the email made reference to a "follow-up" survey and let teachers know the survey was sponsored by Scholastic; however, no references to *Primary Sources* or to any specific education issues were included in the subject line or email invitation.

The data were weighted at a regional level on the same characteristics as previous waves of *Primary Sources,* based on available National Center for Education Statistics (NCES) and MDR information on public school teachers. These characteristics include gender, years of teaching experience, grade(s) taught and urbanity.

Additionally, while the study was underway, response patterns based on the July 2013 responses to the question "Do you think the CCSS will be positive for most students, will they not make much of a difference or will they be negative for most students?" were monitored to ensure that the survey was not attracting a sample of teachers who skewed in any particular direction as to their views on the Common Core as expressed in the original survey. This was determined to not be the case after comparing the original response patterns among the relevant full sample of teachers from 2013 to the teachers who participated in the recontact. In other words, teachers who participated in this wave of the research were no more or less likely to have felt positively, negatively or neutrally toward the CCSS in 2013. To ensure that sample balancing did not alter this result, we added this question to the sample balancing process.

In this report, data are sometimes displayed according to teachers who teach students in each of these three common groupings:

- Those teaching grade(s) pre-K–5 are referred to as "elementary school" teachers.

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[1]Public school teachers who teach full-time in the classroom in grades pre-K–12, excluding those who teach physical education exclusively, and excluding teachers in Alaska, Indiana, Nebraska, South Carolina, Texas and Virginia. All CCSS implementation states are included in this research with the exception of Delaware.

- Those teaching grade(s) 6–8 are referred to as "middle school" teachers.

- Those teaching grade(s) 9–12 are referred to as "high school" teachers.

Some teachers may teach grades that cross the three subgroups cited above. Since these instances are fairly uncommon, and because there is ample sample size in each of the subgroups, we allow teachers to appear in more than one of these groupings. This allows each subgroup to be truly reflective of the teachers who teach students in those grades.

We also analyze teachers by stage of CCSS implementation. To track how implementation progress affects teachers' attitudes toward and experiences with the CCSS, we examine teachers in classrooms where implementation is reported as:

- not having started or is in its early stages,

- mostly complete,

- fully complete in the 2013–14 school year, or

- fully complete in the 2012–13 school year or earlier (per teacher responses in the 2013 wave of the study).

We also sometimes present the last two subgroups listed above as one group of teachers in schools where implementation is "fully complete" in either math or English language arts (ELA) or both.

Last, we analyze teachers who feel the CCSS will be positive for most students or negative for most students. These subgroups are based on the question "Do you think the CCSS will be positive for most students, will they not make much of a difference or will they be negative for most students?"

DATA PRESENTATION

Data are presented in narrative, table and chart formats. When comparisons are made between the 2013 and 2014 findings across the total sample of teachers answering a question, differences of four or more points are statistically significant at the 95% confidence level. When comparisons are made across subgroups of teachers in the 2014 study, in general, differences of six or more points are needed to claim statistical significance at the 95% or 90% confidence level.

Additionally, when data results are presented in tables or charts, we show the full question text underneath the graphic when it is used for the first time. Further survey results can be found in the Appendix.

NOTE: In some cases, percentages may not sum to 100% due to rounding. This also applies when two or more scale points are combined. For example, when summing the percentages of teachers who "strongly agree" or "somewhat agree" with a statement, the "total agree" may round up or down by one percentage point.

"My students are learning to think more critically and problem-solve effectively." • "Students have risen to the challenge of the Common Core. The problem is the lack of time and resources." • "I find it energizing to be discovering new ways to best meet the needs of our students while preparing them for their future in both academic and social venues." • "It is satisfying to see how students are learning the skills and concepts in the Common Core, but it is frustrating not having enough time to collaborate and adequately plan for instruction." • "I feel strongly that the Common Core will change the face of American education. Teachers just need help with the implementation and understanding of the content." • "Common Core is not about what we teach, but how we teach." • "Teachers will do great with the Common Core, if given the resources and instructional strategies that help to engage students in meeting these standards." • "One of my biggest concerns right now is not having the instructional materials to fully teach the Common Core." • "Because they are required to inquire and problem-solve themselves, the Common Core State Standards will help students in real-world applications and in their careers." • "My students come in at different levels. It is extremely satisfying to see the growth they make during the year." • "We don't have enough time to search, revise and align lessons for all of the classes that we teach every day." • "Expectations of teachers are increasing without increasing support." • "The concept itself of the Common Core is positive overall. However, it will take quite some time to CCSS get at a point to call it successful." • "We now know the

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"I know many have mixed emotions and experiences with the Common Core and the new assessments but I feel this is a much better way of teaching and learning that will be a benefit to all in the long run, and hopefully shape students with the ability to think at a deeper level."
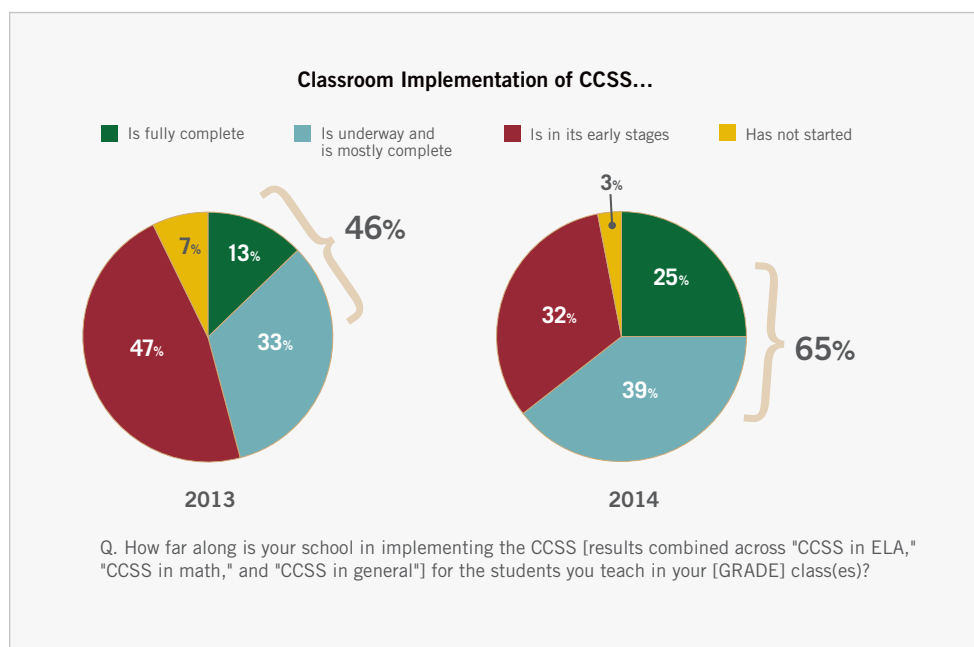
—ELEMENTARY SCHOOL TEACHER

PRIMARY SOURCES UPDATE:
TEACHERS' VIEWS ON THE COMMON CORE STATE STANDARDS

A MAJORITY OF TEACHERS SAY COMMON CORE IMPLEMENTATION IS UNDERWAY AND IS GOING WELL IN THEIR SCHOOL

Implementation of the Common Core State Standards has progressed in classrooms throughout the country, with two-thirds of teachers (65%) saying implementation is mostly (39%) or fully (25%) complete. Last year, fewer than half of teachers (46%) said the same.[1]

Teachers' Views on Status of Common Core State Standards Implementation
Base: Total Respondents.

Classroom Implementation of CCSS...

- Is fully complete
- Is underway and is mostly complete
- Is in its early stages
- Has not started

2013: 7%, 13%, 33%, 47% — 46%

2014: 3%, 25%, 39%, 32% — 65%

Q. How far along is your school in implementing the CCSS [results combined across "CCSS in ELA," "CCSS in math," and "CCSS in general"] for the students you teach in your [GRADE] class(es)?

Like last year's findings, implementation continues to be further along in elementary schools than in secondary schools. Seventy-six percent (76%) of elementary school teachers say the standards are mostly or fully implemented in math, English language arts (ELA) or in general, compared to 61% of teachers who teach middle school and 47% who teach high school.

[1] When comparisons are made between the 2013 and 2014 findings across the total sample of teachers answering a question, differences of four or more points are statistically significant at the 95% confidence level. When comparisons are made across subgroups of teachers in the 2014 study, in general, differences of six or more points are needed to claim statistical significance at the 95% or 90% confidence level.

> "I am satisfied with my understanding of the Common Core State Standards and the implementation of those in my classroom, but I know I can do better."
>
> —MIDDLE SCHOOL TEACHER

> "Overall, I am encouraged to try on new ideas in regards to CCSS. I have been slowly implementing materials to support the new standards and have realized that I have been applying them fairly effectively. I am confident that my students will continue to benefit from the new standards."
>
> —ELEMENTARY SCHOOL TEACHER

A majority of teachers (68%) who say implementation has started in their school agree it is going well, up six points from 2013. As one teacher noted, "I feel that within my district, efforts are being made to help teachers understand and implement the Common Core State Standards, and I feel comfortable and enjoy learning about new ways to do things." Among teachers who say implementation is mostly or fully complete, this percentage rises to 81%, versus only 38% for teachers in schools where implementation is in its early stages.

Agreement with Statement About Common Core State Standards
Base: Teach ELA, Math, Science and/or Social Studies and Teach in School Where Classroom Implementation Has Started.

The implementation of CCSS is going well in my school

Legend: Agree strongly | Agree somewhat | Disagree somewhat | Disagree strongly | Don't know enough to say

	Implementation is in its early stages	Implementation is underway and is mostly complete	Implementation was fully complete in 2013–14 school year	Implementation was fully complete in 2012–13 school year or earlier
Don't know enough to say	17%	4%	3%	5%
Disagree strongly	10%	3%	2%	3%
Disagree somewhat	35%	14%	9%	9%
Agree somewhat	37%	68%	62%	51%
Agree strongly	1%	11%	24%	32%

Q. How much do you agree or disagree with the following statements about the CCSS [results combined across "CCSS in ELA," "CCSS in math," and "CCSS in general"]?
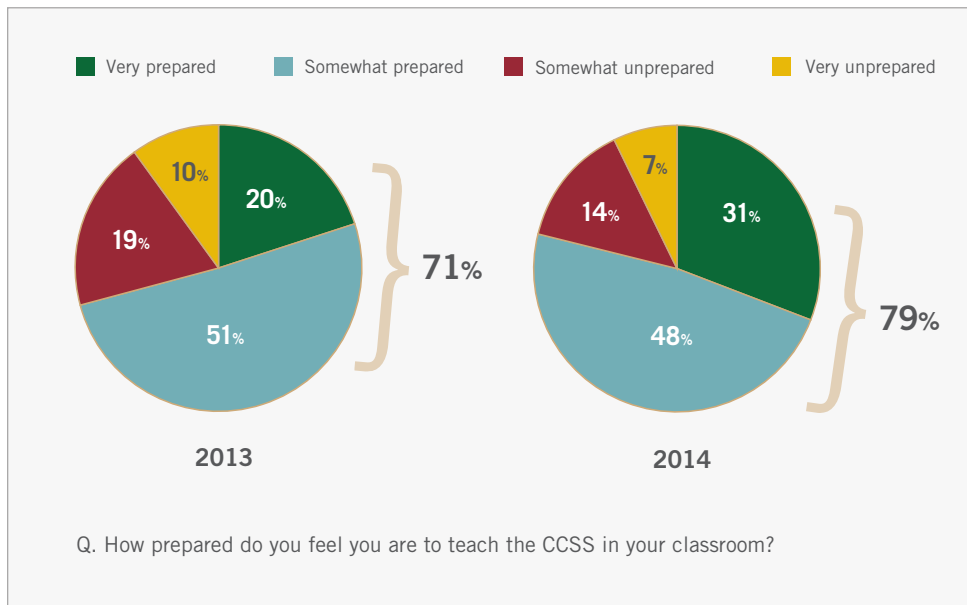
TEACHERS FEEL INCREASINGLY PREPARED TO TEACH TO THE COMMON CORE

The percentage of teachers who feel "very" or "somewhat" prepared to teach to the Common Core State Standards has grown from 71% in 2013 to 79% in 2014, with a 50% increase in the percentage who feel "very prepared" (up from 20% in 2013 to 31% in 2014).

Degree to Which Teachers Feel Prepared to Teach Common Core State Standards
Base: Total Respondents.

Legend: Very prepared | Somewhat prepared | Somewhat unprepared | Very unprepared

2013: Very prepared 20%, Somewhat prepared 51%, Somewhat unprepared 19%, Very unprepared 10% — 71%

2014: Very prepared 31%, Somewhat prepared 48%, Somewhat unprepared 14%, Very unprepared 7% — 79%

Q. How prepared do you feel you are to teach the CCSS in your classroom?

Half of teachers (52%) also say that their own understanding of what students are expected to learn has changed for the better due to Common Core implementation. Among elementary school teachers, 62% report a positive impact on their own understanding, as do 68% of teachers in schools where implementation is fully complete.

"The work the students are asked to do is harder than before and they are not used to the greater demand yet. It will take time for the students to understand that they need to do more and are expected to do more."

—ELEMENTARY SCHOOL TEACHER

"Gone are the days of one correct answer and total focus on multiple choice. Students are being asked to think critically and creatively as well as research nonfiction topics. My students were excited to share their new knowledge and work with other students to enhance their learning."

—ELEMENTARY SCHOOL TEACHER

Although teachers' main sources of information about the Common Core remain professional development (84%), school or district leaders (77%) and colleagues (75%), they are increasingly hearing about the standards from other sources. Notably, 32% now receive information from the news media and 18% from social media (19% and 9%, respectively, in 2013).

Sources of Information About Common Core State Standards
Base: Total Respondents.

Q. Which of the following, if any, have been sources of information for you about the CCSS?
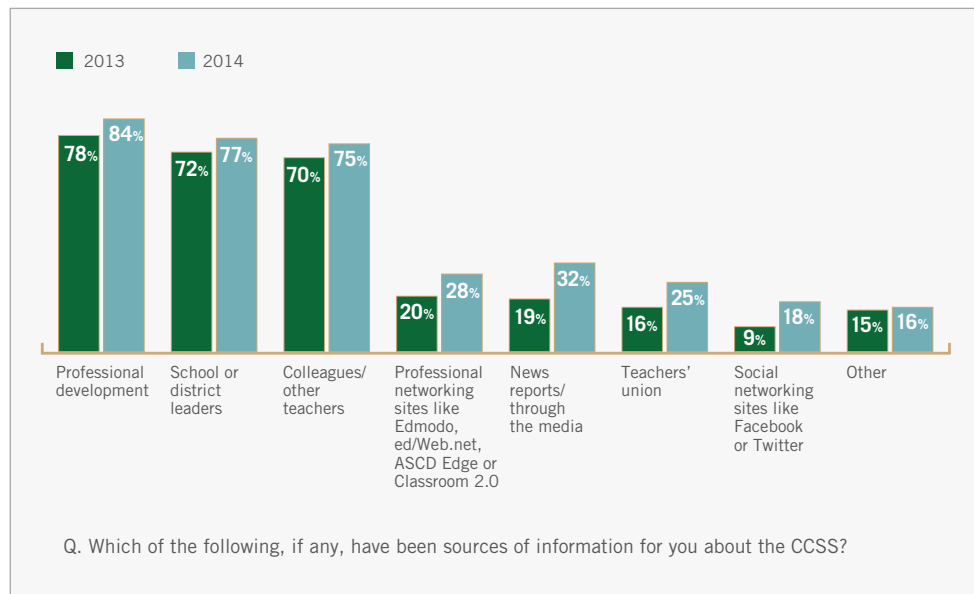
TEACHERS ARE OPTIMISTIC THAT THE COMMON CORE WILL LEAD TO GREATER LEVELS OF STUDENT ACHIEVEMENT AND MANY ARE ALREADY SEEING POSITIVE CHANGES

When focusing on student outcomes, teachers remain optimistic that the Common Core State Standards will improve:

- students' ability to think critically and use reasoning skills (74% in 2013, 72% in 2014).

- students' ability to effectively present their ideas based on evidence (71% in 2013, 70% in 2014).

- students' ability to read and comprehend informational texts (68% in 2013, 66% in 2014).

To that end, many teachers are already seeing a positive impact on their students' abilities to:

- think critically and use reasoning skills (53%),
- effectively present their ideas based on evidence (53%),
- read and comprehend informational texts (50%),
- use real-world tools and resources (46%), and
- work collaboratively with peers (46%).

Notably, when looking at teachers across grades taught, teachers' views on the impact that the Common Core has had on student skills and abilities are the most positive among elementary school teachers. As one elementary teacher shared, "I think that having the students constantly cite evidence has really helped them provide adequate reasoning for their thinking in all subject areas. The students are better understanding the content than before."

Percentage of Teachers Who Have Seen a Very Positive/Positive Change in Their Students' Abilities in Each Area as a Result of Implementing Common Core State Standards, by Grade(s) Taught
Base: Teach in School Where Classroom Implementation Has Started.

Q. Earlier we asked your thoughts on some of the potential impacts of the CCSS. Please tell us your opinion on how each of the following has changed, if at all, as a result of implementing the CCSS in your school.

When it comes to whether and how the Common Core is affecting student engagement, a majority of teachers (55%) in schools where implementation has started have not observed a change. Among the remaining 45% of these teachers, more often they report a positive effect (27%) on student engagement and enthusiasm in their classrooms than a negative effect (18%). Only half of those who say the Common Core has negatively affected student engagement—8% of teachers overall—feel it is a permanent change.

"Students are using text evidence to make inferences. They are even using newly gained knowledge beyond the text, making them thinkers, not just doers."
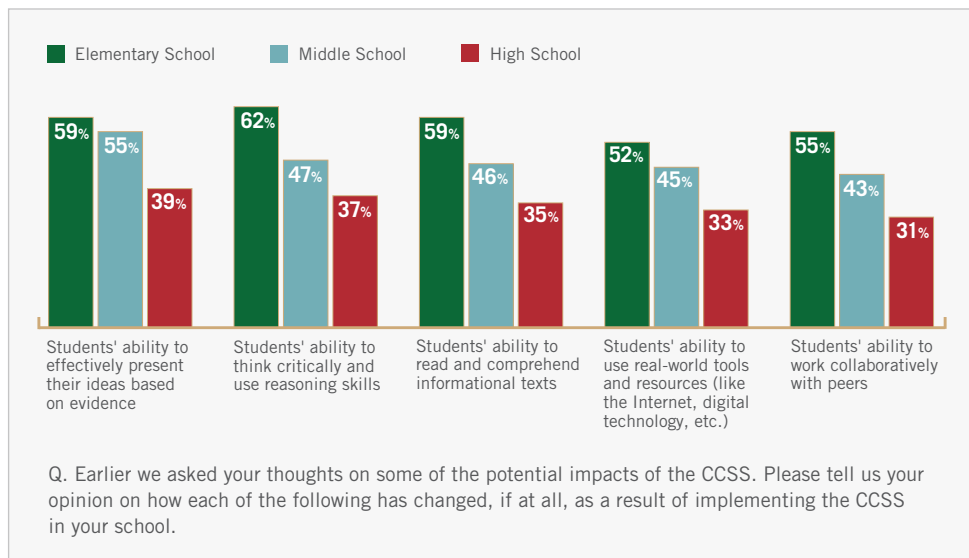—ELEMENTARY SCHOOL TEACHER

"The consistent expectations and the requirement that all students be able to explain their thinking has forced many students to increase their collaborative efforts and focus in class."
—ELEMENTARY SCHOOL TEACHER

Similar to other observations, elementary school teachers are more likely than are secondary school teachers to report a positive change in student engagement (38% vs. 19% for middle school and 12% for high school teachers). Further, teachers in schools where implementation is fully complete are more likely to report a positive change (36%) than are teachers in schools where implementation is mostly complete (26%) or is in its early stages (21%).
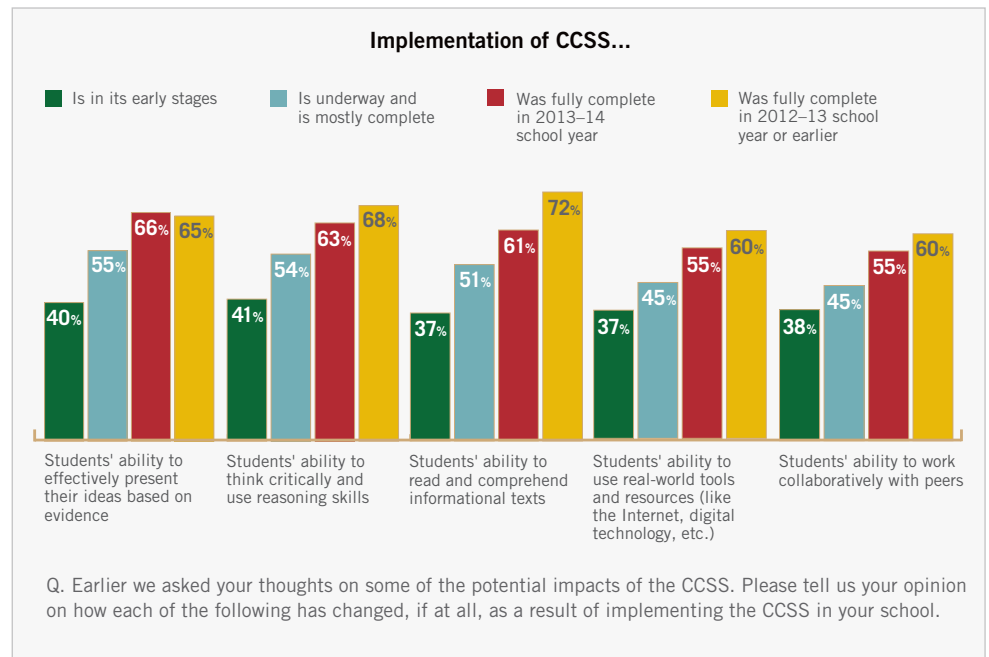
TEACHERS IN SCHOOLS WHERE IMPLEMENTATION IS WELL UNDERWAY ARE MORE LIKELY TO REPORT SEEING CHANGES IN THEIR STUDENTS' SKILLS AND ARE ALSO MORE ENTHUSIASTIC ABOUT IMPLEMENTATION

We learned in 2013 that the further along in implementation teachers were in their schools, the more positive their attitudes and experiences were toward the Common Core across a wide range of measures, and in 2014 this remains true.

Teachers in schools where the Common Core is fully implemented are far more likely to say that they are seeing positive changes in their students' abilities than are teachers who are in the early stages or in schools where implementation is mostly—but not fully—complete.

Percentage of Teachers Who Have Seen a Very Positive/Positive Change in Their Students' Abilities in Each Area as a Result of Implementing Common Core State Standards, by Stage of Implementation
Base: Teach in School Where Classroom Implementation Has Started.

Q. Earlier we asked your thoughts on some of the potential impacts of the CCSS. Please tell us your opinion on how each of the following has changed, if at all, as a result of implementing the CCSS in your school.

Likewise, the most enthusiastic teachers are those who teach in schools where implementation is reported as being fully complete since the 2012–13 school year or earlier. Eighty-four percent (84%) of these teachers—who have essentially experienced more than one year of full implementation of the Common Core—are enthusiastic about implementing the standards in their classrooms. In comparison, 73% of teachers in schools that completed implementation in the 2013–14 school year say the same. Enthusiasm decreases dramatically, to 55%, among teachers in schools where implementation has not yet started or is in its early stages.

Agreement with Statement About Common Core State Standards, by Stage of Implementation
Base: Teach ELA, Math, Science and/or Social Studies.

I am enthusiastic about the implementation of CCSS in my classroom

Legend:
- Agree strongly
- Agree somewhat
- Disagree somewhat
- Disagree strongly
- Don't know enough to say

	Implementation has not started or is in its early stages	Implementation is underway and is mostly complete	Implementation was fully complete in 2013–14 school year	Implementation was fully complete in 2012–13 school year or earlier
Don't know enough to say	8%	4%	1%	
Disagree strongly	15%	7%	4%	5%
Disagree somewhat	22%	17%	22%	11%
Agree somewhat	40%	52%	45%	47%
Agree strongly	16%	21%	28%	37%

Q. How much do you agree or disagree with the following statements about the CCSS [results combined across "CCSS in ELA," "CCSS in math," and "CCSS in general"]?

Among all respondents, nearly seven in 10 (68%) agree that they are enthusiastic about implementing the standards in their classrooms. This is lower than last year (73%). As one teacher said, "I know many have mixed emotions and experiences with the Common Core and the new assessments, but I feel this is a much better way of teaching and learning that will be a benefit to all in the long run and hopefully shape students with the ability to think at a deeper level."

"The teachers are still learning the standards and how to teach them. I believe with time and practice, they will be able to teach these standards in ways to best suit the students' needs and interests."
—MIDDLE SCHOOL TEACHER

"With the Common Core, teachers are working together to ensure that our students are engaged and involved in their learning."
—ELEMENTARY SCHOOL TEACHER

> "There's a lack of specific grade-level instructional materials for the CCSS."
>
> **—HIGH SCHOOL TEACHER**

> "I'm excited about the challenge and I'm always looking for good materials to help me with teaching Common Core."
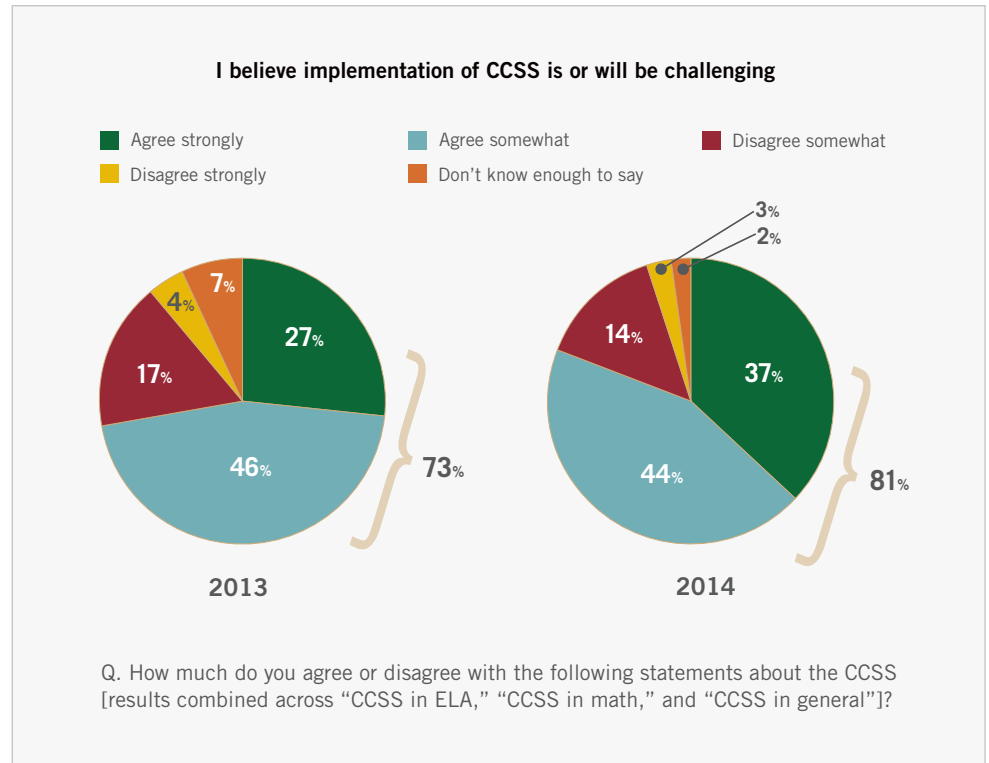>
> **—ELEMENTARY SCHOOL TEACHER**

EVEN AS A MAJORITY OF TEACHERS HAVE MAINTAINED ENTHUSIASM FOR THE STANDARDS, THEY CONTINUE TO RECOGNIZE CHALLENGES AND CALL FOR RESOURCES

Just as more teachers report their schools are further along in implementation of the Common Core State Standards this year than last, more teachers feel the work is challenging. Last year, 73% of teachers agreed that implementation is challenging; this year, 81% of teachers agree.

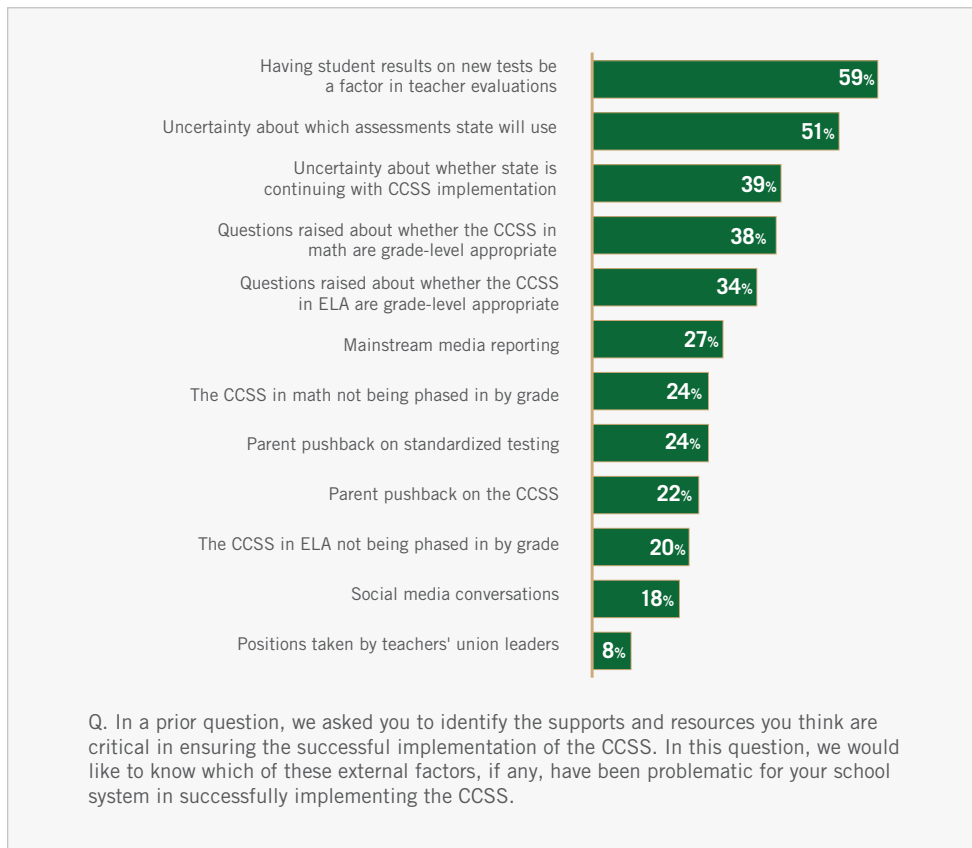**Agreement with Statement About Common Core State Standards**
Base: Teach ELA, Math, Science and/or Social Studies.

I believe implementation of CCSS is or will be challenging

- Agree strongly
- Agree somewhat
- Disagree somewhat
- Disagree strongly
- Don't know enough to say

2013
- 27%
- 46%
- 17%
- 4%
- 7%
- 73%

2014
- 37%
- 44%
- 14%
- 3%
- 2%
- 81%

Q. How much do you agree or disagree with the following statements about the CCSS [results combined across "CCSS in ELA," "CCSS in math," and "CCSS in general"]?

This *Primary Sources* update also asked teachers to reflect on factors beyond their classrooms that have been problematic for their school system in implementing the Common Core. When provided a list of possible external factors, teachers most often choose student results on new tests factoring into their evaluations (59%) and uncertainty about which assessments their state will use to measure student progress toward the standards (51%) as problematic. Thirty-nine percent (39%) cite uncertainty about whether their state is continuing implementation as problematic. This sentiment is meaningful and likely contributes to the decrease in teachers' agreement that the standards are here for the long term (67% in 2013 vs. 62% in 2014).

External Factors That Have Been Problematic for School System in Implementing Common Core State Standards
Base: Total Repondents.

Factor	%
Having student results on new tests be a factor in teacher evaluations	59%
Uncertainty about which assessments state will use	51%
Uncertainty about whether state is continuing with CCSS implementation	39%
Questions raised about whether the CCSS in math are grade-level appropriate	38%
Questions raised about whether the CCSS in ELA are grade-level appropriate	34%
Mainstream media reporting	27%
The CCSS in math not being phased in by grade	24%
Parent pushback on standardized testing	24%
Parent pushback on the CCSS	22%
The CCSS in ELA not being phased in by grade	20%
Social media conversations	18%
Positions taken by teachers' union leaders	8%

Q. In a prior question, we asked you to identify the supports and resources you think are critical in ensuring the successful implementation of the CCSS. In this question, we would like to know which of these external factors, if any, have been problematic for your school system in successfully implementing the CCSS.

"I like the idea of the CCSS, but it's been difficult to implement without much support."
—ELEMENTARY SCHOOL TEACHER

"The new teacher evaluation system took focus away from our teaching and placed too much emphasis on data collection and proof that we are teaching our students."
—ELEMENTARY SCHOOL TEACHER

Teachers continue to identify many critical supports and resources as necessary to ensure successful implementation of the standards. More than eight in 10 teachers who teach ELA, math, science and/or social studies cite CCSS-aligned instructional materials (86%) and quality professional development (84%) as critical. Additional planning time to find materials and prepare lessons, and opportunities to collaborate on best practices follow closely, with 78% of teachers saying each is critical. The fifth most commonly cited need is ways or ideas on how to teach in an inquiry-based way to promote deep thinking among students (69%).

Supports and Resources Teachers Say Are Critical to Ensure the Successful Implementation of Common Core State Standards
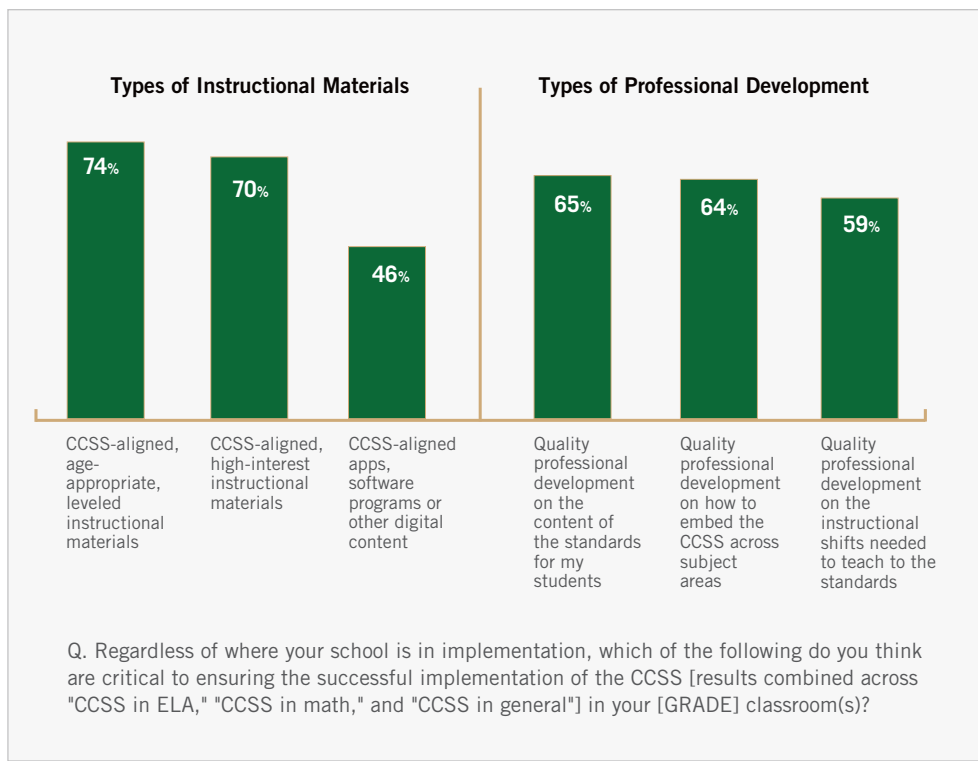*Base: Teach ELA, Math, Science and/or Social Studies.*

CCSS-aligned instructional materials (Net of three items)	86%
Quality professional development (Net of three items)	84%
Additional planning time to find materials and prepare my lessons	78%
Opportunities to collaborate with other teachers on best practices for implementing the CCSS	78%
Ways or ideas on how to teach in an inquiry-based way that promotes deep thinking among students	69%
School leaders who are a knowledgeable resource for me as I implement the CCSS	62%
Curricula revised to the CCSS	62%
Information on content of CCSS-aligned assessments state will use to measure student progress	58%
Technology devices	57%
Seeing teachers in action who are already teaching to the CCSS	55%
Materials to help define and explain the goals of the CCSS to parents	52%
Materials to help explain to parents how the work their child does will change with the CCSS	50%
More information on the purpose behind the CCSS and their content	24%

Q. Regardless of where your school is in implementation, which of the following do you think are critical to ensuring the successful implementation of the CCSS [results combined across "CCSS in ELA," "CCSS in math," and "CCSS in general"] in your [GRADE] classroom(s)?

Three types of CCSS-aligned instructional materials were asked about in the survey. Teachers say the greatest needs are age-appropriate, leveled materials (74%) and high-interest materials (70%). Additionally, 46% cite a need for aligned digital resources, such as apps, software programs or other digital content. In terms of quality professional development, a majority of teachers cited the three areas of focus asked about as critical. Teachers say professional development focusing on the content of the standards that apply for their students is needed (65%), as well as knowledge of how to embed the Common Core across subject areas (64%) and, to a slightly lesser degree, professional development on the instructional shifts needed to teach the standards (59%). As one high school teacher said, "Teachers have a wide variety of needs in their classroom with limited resources to address the kids and their needs. I want better professional development that will help me be a better teacher in my changing classroom and school."

Percentage of Teachers Who Say Each is Critical to Ensure the Successful Implementation of Common Core State Standards
Base: Teach ELA, Math, Science and/or Social Studies.

Types of Instructional Materials

74%	CCSS-aligned, age-appropriate, leveled instructional materials
70%	CCSS-aligned, high-interest instructional materials
46%	CCSS-aligned apps, software programs or other digital content

Types of Professional Development

65%	Quality professional development on the content of the standards for my students
64%	Quality professional development on how to embed the CCSS across subject areas
59%	Quality professional development on the instructional shifts needed to teach to the standards

Q. Regardless of where your school is in implementation, which of the following do you think are critical to ensuring the successful implementation of the CCSS [results combined across "CCSS in ELA," "CCSS in math," and "CCSS in general"] in your [GRADE] classroom(s)?

"While I have looked for supplies and teaching materials that go with the Common Core, I really don't have the funds to supply my classroom correctly."
—ELEMENTARY SCHOOL TEACHER

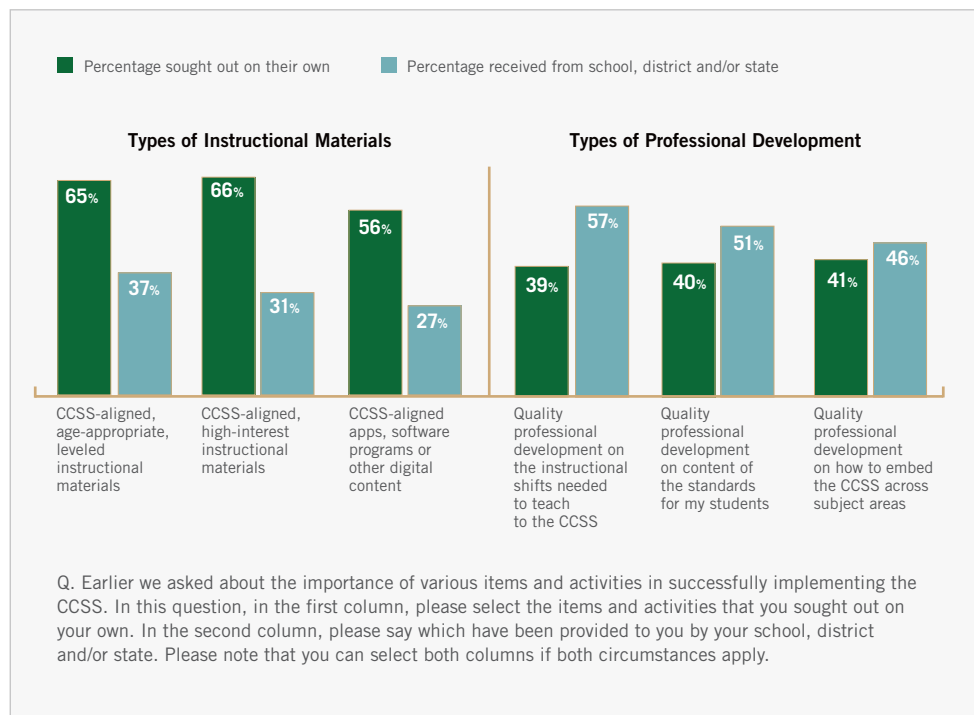"More professional development on the Common Core State Standards would be beneficial in my district."
—HIGH SCHOOL TEACHER

For each support or resource that teachers identified as critical to successful implementation, teachers were then asked if they sought out the item on their own or if they received the item from their school, district and/or state (teachers could choose one, neither or both options). In many cases, a majority of teachers say they sought the item out on their own. In some cases, teachers are far more likely to have sought the item out than to have received it. For example, of the 74% of teachers who said aligned, age-appropriate, leveled instructional materials are critical, 65% sought these types of materials out on their own, and 37% received these from their school, district and/or state.

In other areas, like professional development, a majority of teachers did receive the types of professional learning opportunities they deemed critical from their school, district and/or state. Notably, a significant percentage of teachers also sought out their own professional development.

Ways Teachers Obtained Instructional Materials and Professional Development Experiences
Base: Teach ELA, Math, Science and/or Social Studies. Base Varies According to Whether Teacher Identified Each as Critical to Ensure the Successful Implementation of the CCSS.

■ Percentage sought out on their own   ■ Percentage received from school, district and/or state

Types of Instructional Materials

- CCSS-aligned, age-appropriate, leveled instructional materials: 65% / 37%
- CCSS-aligned, high-interest instructional materials: 66% / 31%
- CCSS-aligned apps, software programs or other digital content: 56% / 27%

Types of Professional Development

- Quality professional development on the instructional shifts needed to teach to the CCSS: 39% / 57%
- Quality professional development on content of the standards for my students: 40% / 51%
- Quality professional development on how to embed the CCSS across subject areas: 41% / 46%

Q. Earlier we asked about the importance of various items and activities in successfully implementing the CCSS. In this question, in the first column, please select the items and activities that you sought out on your own. In the second column, please say which have been provided to you by your school, district and/or state. Please note that you can select both columns if both circumstances apply.

Across the remaining supports and resources that were asked about in the survey, a majority of teachers who deem an item critical are seeking out the following on their own:

- Ideas on teaching in an inquiry-based way that promotes deep thinking among students (68%).

- Additional planning time to find materials and plan lessons (67%).

- More information on the purpose behind the Common Core (60%).

- Opportunities to collaborate with teachers on best implementation practices (58%).

Ways Teachers Obtained Other Materials and Resources
(continued from previous chart)

Base: Teach ELA, Math, Science and/or Social Studies. Base Varies According to Whether Teacher Identified Each as Critical to Ensure the Successful Implementation of the CCSS.

Percentage sought out on their own / **Percentage received from school, district and/or state**

Category	Sought out	Received
Opportunities to collaborate with teachers on best practices for implementing the CCSS	58%	49%
Additional planning time to find materials and prepare my lessons	67%	19%
Ways or ideas on how to teach in an inquiry-based way that promotes deep thinking among students	68%	34%
Curricula revised to the CCSS	46%	52%
School leaders who are a knowledgable resource	35%	45%
Information on the content of assessments	40%	55%
Technology devices	43%	47%
Seeing teachers in action who are already teaching to the CCSS	44%	19%
Materials to help define and explain the goals of the CCSS to parents	47%	33%
Materials to help explain to parents how the work their child does will change	43%	27%
More information on the purpose behind the CCSS and their content	60%	37%

Q. Earlier we asked about the importance of various items and activities in successfully implementing the CCSS. In this question, in the first column, please select the items and activities that you sought out on your own. In the second column, please say which have been provided to you by your school, district and/or state. Please note that you can select both columns if both circumstances apply.

In addition to the critical needs teachers identify for successful implementation of the standards overall, teachers cite resources needed for special populations in their classrooms. When asked which, if any, student population they were most concerned about meeting the requirements of the standards, roughly the same percentage of teachers as in 2013 report being concerned about students who are currently working two or more grades below grade level (40% in 2013, 42% in 2014) and special needs students (26% in 2013, 27% in 2014). (Note: Percentages are among the 72% and 75% of teachers who have these special populations in their class(es), respectively.)

The needs teachers identify to support these students and other special student populations also remain consistent. Age-appropriate, leveled (43%) and high-interest (38%) instructional materials top the list, followed by in-school staff, including co-teachers (30%), trained classroom paraprofessionals (27%), school leaders committed to providing resources for each population (27%) and in-school specialists (25%).

TEACHERS WHO SAY THE COMMON CORE WILL BE POSITIVE FOR MOST STUDENTS HAVE BEEN MORE INVOLVED WITH PUTTING THE STANDARDS INTO PRACTICE

A majority of teachers (63%) did not change their opinions over the course of the year as to whether the Common Core will be positive for most students, will not make much of a difference or will be negative for most students; teachers remain much more likely to believe the standards will be positive for most students than negative (48% vs. 17%). Overall, slightly less than half of teachers (48%) say the Common Core State Standards will be positive for most students, down from 57% last year. Seventeen percent (17%) say the standards will be negative, up from 8% last year. The percentage of teachers who say the standards will not make much of a difference remains at 35%.

Teachers' Views on Whether Common Core State Standards Will Be Positive, Negative or Will Not Make Much of a Difference for Most Students
Base: Total Respondents.

■ Positive for most students   ■ Not much of a difference for most students   ■ Negative for most students

2013: 8%, 35%, 57%
2014: 17%, 35%, 48%

Q. Do you think the CCSS will be positive for most students, will they not make much of a difference for most students or will they be negative for most students?
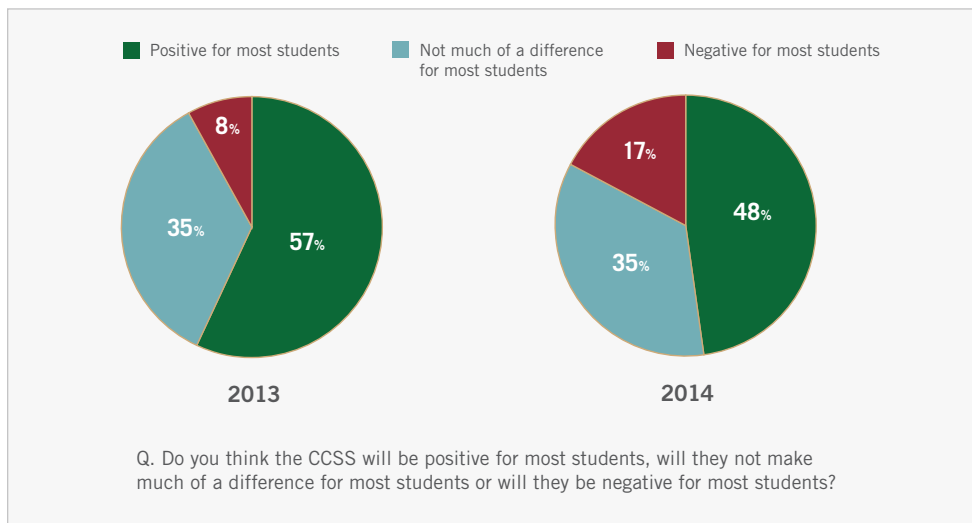
When teachers who feel the standards will be positive for most students are compared to teachers who feel the standards will be negative for most students, several patterns emerge.

First, teachers who view the standards positively are more likely to say their in-school, Common Core–related experiences were "extremely" or "very" helpful. These experiences include discussing the standards with peers, using aligned materials in class and receiving professional development.

Second, they are more likely to have been personally involved in aspects of curriculum development and instructional materials selection.

Third, they are more likely to have received information about the standards through professional development and less likely to have received information through the media.

"Many teachers think the Common Core is just a phase, but I think it's a great way to teach."
—HIGH SCHOOL TEACHER

"I think there are a lot of benefits to the CCSS. It is very easy as a teacher to seek out materials since teachers around the country are required to teach the same standards. I need to spend many hours doing so, however, because we do not yet have ELA curriculum in my school district."
—ELEMENTARY SCHOOL TEACHER

Comparison of Select Teacher Views on and Experiences with Common Core State Standards, by Teachers' Views on Whether CCSS Will Be Positive or Negative for Most Students

	Teachers Who Say CCSS Will Be Positive for Most Students	Teachers Who Say CCSS Will Be Negative for Most Students
Teachers who say CCSS will be positive for most students are MORE likely to have…		
Found discussing the CCSS with their peers extremely/very helpful	**77**	49
Found using CCSS-aligned materials in class extremely/very helpful	**76**	44
Found the professional development they experienced extremely/very helpful	**64**	29
Participated in the review of potential new sources of instructional materials	**51**	32
Participated in aligning current instructional materials to CCSS to identify gaps	**48**	33
Participated in the development of new curricula	**45**	31
Received information about the CCSS through professional development	**90**	76
Teachers who say CCSS will be positive for most students are LESS likely to have…		
Received information through news reports and media	27	**44**

Q. FOR FIRST THREE ITEMS: Thinking about each of the following that you may have participated in or experienced since the start of the 2013–14 school year (that is, last school year through now), how helpful is/was each in preparing you to teach to the CCSS for the grade(s) you teach? Base: Teach ELA, Math, Science and/or Social Studies. Base Varies According to Whether Teacher Experienced Each.

Q. FOR SECOND THREE ITEMS: Our last question on the Common Core asks about curriculum development and the selection of instructional materials. Please select the parties or individuals that participated in each task.

Q. FOR LAST TWO ITEMS: Which of the following, if any, have been sources of information for you about the CCSS?

There are also differing views on the external factors that teachers identify as challenges. Teachers who say the standards will be negative for most students are more likely to cite certain factors as problematic when it comes to successful implementation of the standards. These include having student results on new tests aligned to the standards

factor into their evaluations, questions raised about the grade-level appropriateness of the standards and uncertainly about whether their state will be continuing with the implementation of the standards.

Comparison of Teachers' Views on External Factors That Have Been Problematic for Teacher's School in Successfully Implementing the Common Core State Standards, by Teachers' Views on Whether CCSS Will Be Positive or Negative for Most Students

Teachers who say CCSS will be positive for most students are LESS likely to say that the following factors are problematic:	Teachers Who Say CCSS Will Be Positive for Most Students	Teachers Who Say CCSS Will Be Negative for Most Students
Having student results on new tests be a factor in teacher evaluations	55	**65**
Questions raised about whether the CCSS in math are grade-level appropriate	32	**58**
Questions raised about whether the CCSS in ELA are grade-level appropriate	29	**52**
Uncertainty about whether their state will be continuing in the implementation of the standards	32	**49**

Q. In a prior question, we asked you to identify the supports and resources you think are critical in ensuring the successful implementation of the Common Core. In this question, we would like to know which of these external factors, if any, have been problematic for your school system in successfully implementing the Common Core.

As we consider these challenges and reflect on the full scope of teachers' perspectives on how the Common Core is impacting their students and classrooms, we see what we have seen in each *Primary Sources* edition: teachers are committed to providing the best instruction for their students and to guiding them to success—a responsibility at the root of their call for resources and support in this era of change. As one teacher noted, "I feel strongly that the Common Core will change the face of American education. Teachers just need help with the implementation and understanding of the content."

Primary Sources continues to be one important way that administrators, policy makers and others engaged in the success of our education system can hear and learn from teachers. We hope the viewpoints offered in this report help to foster supportive and collaborative communities so teachers can ensure high-quality learning in the classroom and so all students can achieve their full potential in college and careers.

"Students have risen to the challenge of the Common Core. The problem is lack of time and resources."
—ELEMENTARY SCHOOL TEACHER

"I am allowed flexibility in my curriculum planning and development, which helps me best meet the needs of my students and inspire them to love learning and to achieve personal goals."
—MIDDLE SCHOOL TEACHER

"Teachers will do great with the Common Core if given the resources and instructional strategies that help to engage students in meeting these standards."

—ELEMENTARY SCHOOL TEACHER

"My students are learning to think more critically and problem-solve effectively." • "Students have risen to the challenge of the Common Core. The problem is the lack of time and resources." • "I find it energizing to be discovering new ways to best meet the needs of our students while preparing them for their future in both academic and social venues." • "It is satisfying to see how students are learning the skills and concepts in the Common Core, but it is frustrating not having enough time to collaborate and adequately plan for instruction." • "I feel strongly that the Common Core will change the face of American education. Teachers just need help with the implementation and understanding of the content." • "Common Core is not about what we teach, but how we teach." • "Teachers will do great with the Common Core, if given the resources and instructional strategies that help to engage students in meeting these standards." • "One of my biggest concerns right now is not having the instructional materials to fully teach the Common Core." • "Because they are required to inquire and problem-solve themselves, the Common Core State Standards will help students in real-world applications and in their careers." • "My students come in at different levels. It is extremely satisfying to see the growth they make during the year." • "We don't have enough time to search, revise and align lessons for all of the classes that we teach every day." • "Expectations of teachers are increasing without increasing support." • "The concept itself of the Common Core is positive overall. However, it will take quite some time to CCSS get at a point to call it successful." • "We now know the expectations for all students, not just in one district." • "As a teacher I have

APPENDIX

SURVEY RESULTS, BY TOTAL

APPENDIX

TABLE 1. SUBJECT(S) TAUGHT

Base: Total Respondents. What subjects are you teaching (or did you teach) in the 2013-2014 academic year?	Total
BASE	1676
Math	55
English/English language arts (ELA)	55
Science (including biology, chemistry, physics, etc.)	54
Social Studies/History/Economics	51
Reading	48
General subjects/All subjects	38
Special education	11
Arts	4
Technology/Computers	4
Band/Orchestra/Music/Chorus	3
Health	3
ESL (English as a second language)	3
Foreign language	2
Vocational education	2
Business courses	1
Physical education/Gym	1
Library Media Specialist	0
Other (Specify)	5

TABLE 2. GRADE(S) TAUGHT

Base: Total Respondents.	Total
BASE	1676
Pre-K–5th	48
6th–8th	28
9th–12th	32

TABLE 3. YEARS HAVE BEEN A TEACHER

Base: Total Respondents. Altogether, for how many years have you worked as a teacher? If you have worked as a teacher for 6 months to a year, please enter 1. If you have worked as a teacher for less than 6 months, please enter 0.	Total
BASE	1676
Less than 4 years	15
4–9 years	27
10–14 years	19
15–20 years	13
More than 20 years	26
Mean	13.95
Median	16.0

TABLE 4. PERCENTAGE OF TEACHERS WHO FEEL THE OPINIONS OF TEACHERS LIKE THEM ARE HEARD AND VALUED AT EACH LEVEL

Base: Total Respondents. At which of the following levels do you feel that the opinions of teachers like you are heard and valued in the decision-making process at least most of the time?	Total
BASE	1676
In your school	68
In your district	30
At the state level	5
At the national level	1
None of these	27

TABLE 5. TEACHERS' AWARENESS OF COMMON CORE STATE STANDARDS

Base: Total Respondents. Have you heard of the Common Core State Standards?	Total
BASE	1676
Yes	100
No	
Not sure	

APPENDIX

TABLE 6. TEACHERS' VIEWS ON WHETHER COMMON CORE STATE STANDARDS WILL BE POSITIVE, NEGATIVE OR WILL NOT MAKE MUCH OF A DIFFERENCE FOR MOST STUDENTS

Base: Total Respondents. Do you think the Common Core State Standards will be positive for most students, will they not make much of a difference for most students or will they be negative for most students?	Total
BASE	1676
Positive for most students	48
Not much of a difference for most students	35
Negative for most students	17

TABLE 7. TEACHERS' PREPAREDNESS TO TEACH COMMON CORE STATE STANDARDS

Base: Total Respondents. How prepared do you feel you are to teach the Common Core State Standards (CCSS) in your classroom?	Total
BASE	1676
Prepared	79
Very prepared	31
Somewhat prepared	48
Unprepared	21
Somewhat unprepared	14
Very unprepared	7

TABLE 8. TEACHERS' VIEWS ON STATUS OF SCHOOL IMPLEMENTATION OF COMMON CORE STATE STANDARDS (HIGHEST RATING ACROSS ELA/MATHEMATICS/NON-SUBJECT SPECIFIC)

Base: Total Respondents. How far along is your school in implementing the Common Core State Standards for the students you teach in your [GRADE] class(es)? Classroom implementation of CCSS...	Total
BASE	1676
has not started	3
is in its early stages	32
is fully or mostly complete	65
is underway and is mostly complete	39
is fully complete	25

TABLE 9. TEACHERS' VIEWS ON STATUS OF SCHOOL IMPLEMENTATION OF COMMON CORE STATE STANDARDS IN ENGLISH LANGUAGE ARTS FOR STUDENTS IN A GRADE TEACHER TEACHES

Base: Teach ELA/Reading. How far along is your school in implementing the Common Core State Standards in English Language Arts for the students you teach in your [GRADE] class(es)? Classroom implementation of CCSS...	Total
BASE	963
has not started	2
is in its early stages	26
is fully or mostly complete	72
is underway and is mostly complete	43
is fully complete	30

TABLE 10. TEACHERS' VIEWS ON STATUS OF SCHOOL IMPLEMENTATION OF COMMON CORE STATE STANDARDS IN MATHEMATICS FOR STUDENTS IN A GRADE TEACHER TEACHES

Base: Teach Math. How far along is your school in implementing the Common Core State Standards in mathematics for the students you teach in your [GRADE] class(es)? Classroom implementation of CCSS...	Total
BASE	894
has not started	4
is in its early stages	26
is fully or mostly complete	70
is underway and is mostly complete	39
is fully complete	31

TABLE 11. TEACHERS' VIEWS ON STATUS OF SCHOOL IMPLEMENTATION OF COMMON CORE STATE STANDARDS (NON-SUBJECT SPECIFIC) FOR STUDENTS IN A GRADE TEACHER TEACHES

Base: Teach a Subject Other than ELA/Reading or Math. How far along is your school in implementing the Common Core State Standards for the students you teach in your [GRADE] class(es)? Classroom implementation of CCSS...	Total
BASE	518
has not started	5
is in its early stages	47
is fully or mostly complete	48
is underway and is mostly complete	36
is fully complete	11

TABLE 12. TEACHERS' VIEWS ON WHETHER IMPLEMENTATION OF COMMON CORE STATE STANDARDS HAS REQUIRED OR WILL REQUIRE CHANGES TO TEACHING PRACTICE

Base: Total Respondents. Do you think the implementation of the Common Core State Standards will require you to make changes in your teaching practice?	Total
BASE	1676
Yes	78
No	18
Not sure	4

TABLE 13. REASONS WHY IMPLEMENTATION OF COMMON CORE STATE STANDARDS HAS NOT (OR WILL NOT) REQUIRE CHANGES TO TEACHERS' PERSONAL TEACHING PRACTICE

Base: Do Not Think CCSS Will Require Change in Teaching Practice. You mentioned that you do not think the implementation of the CCSS has required you to make or will require you to make changes to your teaching practice due to the implementation of the CCSS. Which of the following best describes why this is the case?	Total
BASE	294
My teaching style has always been consistent with what's required by the CCSS	76
I already recently changed my teaching practice to get ready for the CCSS	10
I don't believe the CCSS requires different teaching practices	15

TABLE 14. SOURCES OF INFORMATION ABOUT COMMON CORE STATE STANDARDS

Base: Total Respondents. Which of the following, if any, have been sources of information for you about the CCSS?	Total
BASE	1676
Professional development	84
School or district leaders	77
Colleagues/other teachers	75
News reports/through the media	32
Professional networking sites like Edmodo, edWeb.net, ASCD Edge or Classroom 2.0	28
Teachers' union	25
Social networking sites like Facebook or Twitter	18
Other	16
None of these	0

TABLE 15. EXPERIENCES TEACHERS HAVE HAD IN RELATION TO COMMON CORE STATE STANDARDS (RESULTS COMBINED ACROSS RESPONSES TO "CCSS IN ELA," "CCSS IN MATH," AND "CCSS")

Base: Teach Math/ELA/Science/Social Studies. Thinking about each of the following that you may have participated in or experienced since the start of the 2013–2014 school year (that is, last school year through now), how helpful is/was each in preparing you to teach to the CCSS for the grade(s) you teach?	Total
BASE	1445
Discussing CCSS with other teachers at school	95
Independent research of CCSS	95
Professional development class(es)/workshop(s)	90
Receipt of written materials from school or district	88
Use of instructional materials and/or tools aligned with CCSS in the classroom	87
Participation in an alignment/implementation committee	58
Participation in a "train the trainer" program	44

TABLE 16. PERCENTAGE OF TEACHERS WHO SAY EACH EXPERIENCE RELATED TO COMMON CORE STATE STANDARDS IS/WAS EXTREMELY OR VERY HELPFUL (RESULTS COMBINED ACROSS RESPONSES TO "CCSS IN ELA," "CCSS IN MATH," AND "CCSS")

Base: Teach Math/ELA/Science/Social Studies. Base varies according to whether teacher experienced each. Thinking about each of the following that you may have participated in or experienced since the start of the 2013-2014 school year (that is, last school year through now), how helpful is/was each in preparing you to teach to the CCSS for the grade(s) you teach?	Total
Use of instructional materials and/or tools aligned with CCSS in the classroom	63
Discussing CCSS with other teachers at school	66
Independent research of CCSS	62
Participation in an alignment/ implementation committee	54
Professional development class(es)/ workshop(s)	52
Participation in a "train the trainer" program	43
Receipt of written materials from school or district	33

TABLE 17. PERCENTAGE OF TEACHERS WHO SAY EACH EXPERIENCE RELATED TO COMMON CORE STATE STANDARDS IS/WAS EXTREMELY HELPFUL (RESULTS COMBINED ACROSS RESPONSES TO "CCSS IN ELA," "CCSS IN MATH," AND "CCSS")

Base: Teach Math/ELA/Science/Social Studies. Base varies according to whether teacher experienced each. Thinking about each of the following that you may have participated in or experienced since the start of the 2013-2014 school year (that is, last school year through now), how helpful is/was each in preparing you to teach to the CCSS for the grade(s) you teach?	Total
Discussing CCSS with other teachers at school	27
Use of instructional materials and/or tools aligned with CCSS in the classroom	21
Independent research of CCSS	27
Participation in an alignment/implementa-tion committee	22
Professional development class(es)/ workshop(s)	17
Participation in a "train the trainer" program	11
Receipt of written materials from school or district	8

TABLE 18. TOTAL AGREE WITH STATEMENTS ABOUT COMMON CORE STATE STANDARDS: THE CCSS ARE HERE FOR THE LONG TERM (RESULTS COMBINED RESPONSES TO "CCSS IN ELA," "CCSS IN MATH," AND "CCSS")

Base: Teach Math/ELA/Science/Social Studies. How much do you agree or disagree with the following statements about the CCSS?	Total
BASE	1445
Agree	62
Agree strongly	22
Agree somewhat	40
Disagree	28
Disagree somewhat	18
Disagree strongly	9
I don't know enough to say	10

TABLE 19. TOTAL AGREE WITH STATEMENTS ABOUT COMMON CORE STATE STANDARDS: I BELIEVE IMPLEMENTING THE CCSS IS CHALLENGING/IS GOING TO BE CHALLENGING (RESULTS COMBINED ACROSS RESPONSES TO "CCSS IN ELA," "CCSS IN MATH," AND "CCSS")

Base: Teach Math/ELA/Science/Social Studies. How much do you agree or disagree with the following statements about the CCSS?	Total
BASE	1445
Agree	81
Agree strongly	37
Agree somewhat	44
Disagree	17
Disagree somewhat	14
Disagree strongly	3
I don't know enough to say	2

TABLE 20. TOTAL AGREE WITH STATEMENTS ABOUT COMMON CORE STATE STANDARDS: I AM ENTHUSIASTIC ABOUT THE IMPLEMENTATION OF CCSS IN MY CLASSROOM (RESULTS COMBINED ACROSS RESPONSES TO "CCSS IN ELA," "CCSS IN MATH," AND "CCSS")

Base: Teach Math/ELA/Science/Social Studies. How much do you agree or disagree with the following statements about the CCSS?	Total
BASE	1445
Agree	68
Agree strongly	22
Agree somewhat	46
Disagree	27
Disagree somewhat	19
Disagree strongly	9
I don't know enough to say	4

TABLE 21. TOTAL AGREE WITH STATEMENTS ABOUT COMMON CORE STATE STANDARDS: THE IMPLEMENTATION OF CCSS IS GOING WELL IN MY SCHOOL (RESULTS COMBINED ACROSS RESPONSES TO "CCSS IN ELA," "CCSS IN MATH," AND "CCSS")

Base: Teach Math/ELA/Science/Social Studies, and Classroom Implementation of CCSS Has Started. How much do you agree or disagree with the following statements about the CCSS?	Total
BASE	1335
Agree	68
Agree strongly	12
Agree somewhat	56
Disagree	24
Disagree somewhat	19
Disagree strongly	5
I don't know enough to say	8

TABLE 22. RESOURCES TEACHERS SAY ARE CRITICAL TO ENSURE THE SUCCESSFUL IMPLEMENTATION OF COMMON CORE STATE STANDARDS (RESULTS COMBINED ACROSS RESPONSES TO "CCSS IN ELA," "CCSS IN MATH," AND "CCSS") IN YOUR [GRADE] CLASSROOM(S)?'

Base: Teach Math/ELA/Science/Social Studies. Regardless of where your school is in implementation, which of the following do you think are critical to ensuring the successful implementation of the Common Core State Standards in your [GRADE] classroom(s)?	Total
BASE	1445
CCSS-aligned instructional materials (Net of next three items)	86
CCSS-aligned, age-appropriate, leveled instructional materials	74
CCSS-aligned, high-interest instructional materials	70
CCSS-aligned apps, software programs or other digital content	46
Quality professional development (Net of next three items)	84
Quality professional development on the content of the standards for my students	65
Quality professional development on how to embed the CCSS across subject areas	64
Quality professional development on the instructional shifts needed to teach to the standards	59

TABLE 22. CONTINUED	
Additional planning time to find the materials and prepare my lessons	78
School leaders who are a knowledgeable resource for me as I implement CCSS	62
Curricula revised to CCSS	62
Information on the content of Common Core-aligned assessments my state will use to measure student progress towards the standards	58
Technology devices	57
Seeing teachers in action who are already teaching to CCSS	55
Materials to help define and explain the goals of CCSS to parents	52
Materials to help explain to parents how the work their child does will change with CCSS	50
More information on the purpose behind CCSS and their content	24
None of these are needed	1

TABLE 23. TEACHERS' VIEWS ON IMPACT COMMON CORE STATE STANDARDS WILL HAVE ON STUDENTS' ABILITY TO EFFECTIVELY PRESENT THEIR IDEAS BASED ON EVIDENCE ONCE IMPLEMENTED (RESULTS COMBINED ACROSS RESPONSES TO "CCSS IN ELA," "CCSS IN MATH," AND "CCSS")

Base: Teach Math/ELA/Science/Social Studies. Once implemented, do you think the CCSS will have a positive or negative impact on each of the following?	Total
BASE	1445
Very positive/Positive	70
Very positive impact	22
Positive impact	48
Neither a negative nor a positive impact	18
Very negative/Negative	3
Negative impact	2
Very negative impact	1
I don't know enough to say	9
Neither positive nor negative or Don't know enough to say	27

TABLE 24. TEACHERS' VIEWS ON IMPACT COMMON CORE STATE STANDARDS WILL HAVE ON STUDENTS' ABILITY TO THINK CRITICALLY AND USE REASONING SKILLS ONCE IMPLEMENTED (RESULTS COMBINED ACROSS RESPONSES TO "CCSS IN ELA," "CCSS IN MATH," AND "CCSS")

Base: Teach Math/ELA/Science/Social Studies. Once implemented, do you think the CCSS will have a positive or negative impact on each of the following?	Total
BASE	1445
Very positive/Positive	72
Very positive impact	24
Positive impact	48
Neither a negative nor a positive impact	17
Very negative/Negative	3
Negative impact	2
Very negative impact	1
I don't know enough to say	9
Neither positive nor negative or Don't know enough to say	25

TABLE 25. TEACHERS' VIEWS ON IMPACT COMMON CORE STATE STANDARDS WILL HAVE ON STUDENTS' ABILITY TO READ AND COMPREHEND INFORMATIONAL TEXTS ONCE IMPLEMENTED (RESULTS COMBINED ACROSS RESPONSES TO "CCSS IN ELA," "CCSS IN MATH," AND "CCSS")

Base: Teach Math/ELA/Science/Social Studies. Once implemented, do you think the CCSS will have a positive or negative impact on each of the following?	Total
BASE	1445
Very positive/Positive	66
Very positive impact	19
Positive impact	48
Neither a negative nor a positive impact	22
Very negative/Negative	3
Negative impact	2
Very negative impact	1
I don't know enough to say	9
Neither positive nor negative or Don't know enough to say	30

TABLE 26. PERCENTAGE OF TEACHERS WHO SAY COMMON CORE STATE STANDARDS WILL HAVE A POSITIVE/VERY POSITIVE IMPACT ON VARIOUS CCSS GOALS

Base: Total Respondents. Once the CCSS are implemented, do you think they will have a positive or negative impact on each of the following?	Total
BASE	1676
Consistency in learning goals for students from school-to-school and across states	66
Clarity about what students are expected to learn	60
The degree to which students will be prepared for college	56
The overall quality of the education students will receive	56
The degree to which students will be prepared for careers	49
Students' preparedness for competing in a global economy	47

TABLE 27. TEACHERS' VIEWS ON IMPACT COMMON CORE STATE STANDARDS WILL HAVE ON CLARITY ABOUT WHAT STUDENTS ARE EXPECTED TO LEARN ONCE IMPLEMENTED

Base: Total Respondents. Once the CCSS are implemented, do you think they will have a positive or negative impact on each of the following?	Total
BASE	1676
Very positive/Positive	60
Very positive impact	13
Positive impact	47
Neither a negative nor a positive impact	24
Very negative/Negative	8
Negative impact	6
Very negative impact	2
I don't know enough to say	7
Neither positive nor negative or Don't know enough to say	32

TABLE 28. TEACHERS' VIEWS ON IMPACT COMMON CORE STATE STANDARDS WILL HAVE ON THE OVERALL QUALITY OF THE EDUCATION STUDENTS WILL RECEIVE ONCE IMPLEMENTED

Base: Total Respondents. Once the CCSS are implemented, do you think they will have a positive or negative impact on each of the following?	Total
BASE	1676
Very positive/Positive	56
Very positive impact	13
Positive impact	43
Neither a negative nor a positive impact	26
Very negative/Negative	9
Negative impact	7
Very negative impact	2
I don't know enough to say	9
Neither positive nor negative or Don't know enough to say	35

TABLE 29. TEACHERS' VIEWS ON IMPACT COMMON CORE STATE STANDARDS WILL HAVE ON THE DEGREE TO WHICH STUDENTS WILL BE PREPARED FOR COLLEGE ONCE IMPLEMENTED

Base: Total Respondents. Once the CCSS are implemented, do you think they will have a positive or negative impact on each of the following?	Total
BASE	1676
Very positive/Positive	56
Very positive impact	13
Positive impact	44
Neither a negative nor a positive impact	26
Very negative/Negative	6
Negative impact	4
Very negative impact	2
I don't know enough to say	12
Neither positive nor negative or Don't know enough to say	38

TABLE 30. TEACHERS' VIEWS ON IMPACT COMMON CORE STATE STANDARDS WILL HAVE ON THE DEGREE TO WHICH STUDENTS WILL BE PREPARED FOR CAREERS ONCE IMPLEMENTED

Base: Total Respondents. Once the CCSS are implemented, do you think they will have a positive or negative impact on each of the following?	Total
BASE	1676
Very positive/Positive	49
Very positive impact	11
Positive impact	38
Neither a negative nor a positive impact	29
Very negative/Negative	8
Negative impact	7
Very negative impact	1
I don't know enough to say	13
Neither positive nor negative or Don't know enough to say	42

TABLE 31. TEACHERS' VIEWS ON IMPACT COMMON CORE STATE STANDARDS WILL HAVE ON CONSISTENCY IN LEARNING GOALS FOR STUDENTS FROM SCHOOL-TO-SCHOOL AND ACROSS STATES ONCE IMPLEMENTED

Base: Total Respondents. Once the CCSS are implemented, do you think they will have a positive or negative impact on each of the following?	Total
BASE	1676
Very positive/Positive	66
Very positive impact	20
Positive impact	46
Neither a negative nor a positive impact	22
Very negative/Negative	5
Negative impact	3
Very negative impact	1
I don't know enough to say	8
Neither positive nor negative or Don't know enough to say	29

TABLE 32. TEACHERS' VIEWS ON IMPACT COMMON CORE STATE STANDARDS WILL HAVE ON STUDENTS' PREPAREDNESS FOR COMPETING IN A GLOBAL ECONOMY ONCE IMPLEMENTED

Base: Total Respondents. Once the CCSS are implemented, do you think they will have a positive or negative impact on each of the following?	Total
BASE	1676
Very positive/Positive	47
Very positive impact	10
Positive impact	37
Neither a negative nor a positive impact	31
Very negative/Negative	7
Negative impact	6
Very negative impact	1
I don't know enough to say	15
Neither positive nor negative or Don't know enough to say	46

TABLE 33. PERCENTAGE OF TEACHERS WITH EACH STUDENT POPULATION IN THEIR CLASS(ES)

Base: Total Respondents. The next set of questions asks for your thoughts on the Common Core State Standards in relation to different student populations. First, which of the following student populations do you currently have in your [GRADE] class(es)?	Total
BASE	1676
Students who are currently working two or more grades below grade level	72
Students who are gifted or are working significantly above grade level	61
Students who are working on grade level	82
Special education students	75
English Language Learners (ELL)	52

TABLE 34. STUDENT POPULATION TEACHERS ARE MOST CONCERNED ABOUT IN REGARDS TO MEETING THE REQUIREMENTS OF COMMON CORE STATE STANDARDS

Base: Total Respondents. Of the student populations you have in your class(es), which, if any, are you most concerned about in regards to meeting the requirements of the CCSS?	Total
BASE	1676
Students who are currently working two or more grades below grade level	42
Special education students	27
English Language Learners (ELL)	13
Students who are working on grade level	7
Students who are gifted or are working significantly above grade level	1
I am not concerned about any of these	10

TABLE 35. TOP THREE RESOURCES TEACHERS WOULD MAKE A PRIORITY TO HELP BETTER ENSURE THE STUDENT POPULATION THEY ARE MOST CONCERNED ABOUT SUCCESSFULLY MEET COMMON CORE STATE STANDARDS

Base: Did Not Select "I am not concerned about any of these" in Table 34. You mentioned you were most concerned about [insert the student population teacher is most concerned about]. Understanding that resources are limited, which of the following would you make a priority to help better ensure the student population you are most concerned about successfully meet the Common Core State Standards?	Total
BASE	1500
Age-appropriate, leveled instructional materials	43
High-interest instructional materials	38
Co-teachers in the classroom	30
Trained paraprofessionals in the classroom	27
School leaders who are committed to providing the resources needed for this population	27
Specialists for this population in the school	25
Opportunities to collaborate with other teachers on best practices	23
Professional development on best practices	20
Technology devices	18
Apps, software programs or digital content	11
Training on the technology provided	5

TABLE 36. DEGREE OF CHANGE TEACHERS HAVE SEEN AS A RESULT OF IMPLEMENTING COMMON CORE STATE STANDARDS: YOUR STUDENTS' ABILITY TO EFFECTIVELY PRESENT THEIR IDEAS BASED ON EVIDENCE

Base: Classroom Implementation of CCSS Has Started. Earlier we asked your thoughts on some of the potential impacts of the CCSS. Please tell us your opinion on how each of the following has changed, if at all, as a result of implementing the Common Core State Standards in your school.	Total
BASE	1619
Positive	53
a very positive change	8
a positive change	45
no change	31
Negative	4
a negative change	4
a very negative change	1
I don't know enough to say	12
No change/I don't know enough to say	43

TABLE 37. DEGREE OF CHANGE TEACHERS HAVE SEEN AS A RESULT OF IMPLEMENTING COMMON CORE STATE STANDARDS: YOUR STUDENTS' ABILITY TO THINK CRITICALLY AND USE REASONING SKILLS

Base: Classroom Implementation of CCSS Has Started. Earlier we asked your thoughts on some of the potential impacts of the CCSS. Please tell us your opinion on how each of the following has changed, if at all, as a result of implementing the Common Core State Standards in your school.	Total
BASE	1619
Positive	53
a very positive change	8
a positive change	45
no change	33
Negative	4
a negative change	3
a very negative change	1
I don't know enough to say	10
No change/I don't know enough to say	43

TABLE 38. DEGREE OF CHANGE TEACHERS HAVE SEEN AS A RESULT OF IMPLEMENTING COMMON CORE STATE STANDARDS: YOUR STUDENTS' ABILITY TO READ AND COMPREHEND INFORMATIONAL TEXTS

Base: Classroom Implementation of CCSS Has Started. Earlier we asked your thoughts on some of the potential impacts of the CCSS. Please tell us your opinion on how each of the following has changed, if at all, as a result of implementing the Common Core State Standards in your school.	Total
BASE	1619
Positive	50
a very positive change	7
a positive change	43
no change	34
Negative	4
a negative change	3
a very negative change	1
I don't know enough to say	11
No change/I don't know enough to say	46

TABLE 39. DEGREE OF CHANGE TEACHERS HAVE SEEN AS A RESULT OF IMPLEMENTING COMMON CORE STATE STANDARDS: YOUR STUDENTS' UNDERSTANDING OF WHAT THEY ARE EXPECTED TO LEARN

Base: Classroom Implementation of CCSS Has Started. Earlier we asked your thoughts on some of the potential impacts of the CCSS. Please tell us your opinion on how each of the following has changed, if at all, as a result of implementing the Common Core State Standards in your school.	Total
BASE	1619
Positive	44
a very positive change	5
a positive change	39
no change	39
Negative	8
a negative change	6
a very negative change	1
I don't know enough to say	9
No change/I don't know enough to say	48

TABLE 40. DEGREE OF CHANGE TEACHERS HAVE SEEN AS A RESULT OF IMPLEMENTING COMMON CORE STATE STANDARDS: PARENTS' UNDERSTANDING OF WHAT THEIR CHILDREN ARE EXPECTED TO LEARN

Base: Classroom Implementation of CCSS Has Started. Earlier we asked your thoughts on some of the potential impacts of the CCSS. Please tell us your opinion on how each of the following has changed, if at all, as a result of implementing the Common Core State Standards in your school.	Total
BASE	1619
Positive	18
a very positive change	2
a positive change	16
no change	38
Negative	29
a negative change	22
a very negative change	6
I don't know enough to say	16
No change/I don't know enough to say	53

TABLE 41. DEGREE OF CHANGE TEACHERS HAVE SEEN AS A RESULT OF IMPLEMENTING COMMON CORE STATE STANDARDS: TEACHERS' UNDERSTANDING OF WHAT THEIR STUDENTS ARE EXPECTED TO LEARN

Base: Classroom Implementation of CCSS Has Started. Earlier we asked your thoughts on some of the potential impacts of the CCSS. Please tell us your opinion on how each of the following has changed, if at all, as a result of implementing the Common Core State Standards in your school.	Total
BASE	1619
Positive	52
a very positive change	8
a positive change	45
no change	26
Negative	13
a negative change	11
a very negative change	2
I don't know enough to say	9
No change/I don't know enough to say	35

TABLE 42. DEGREE OF CHANGE TEACHERS HAVE SEEN AS A RESULT OF IMPLEMENTING COMMON CORE STATE STANDARDS: THE OVERALL QUALITY OF THE EDUCATION YOUR STUDENTS RECEIVE

Base: Classroom Implementation of CCSS Has Started. Earlier we asked your thoughts on some of the potential impacts of the CCSS. Please tell us your opinion on how each of the following has changed, if at all, as a result of implementing the Common Core State Standards in your school.	Total
BASE	1619
Positive	49
a very positive change	7
a positive change	42
no change	32
Negative	9
a negative change	8
a very negative change	2
I don't know enough to say	10
No change/I don't know enough to say	42

TABLE 43. DEGREE OF CHANGE TEACHERS HAVE SEEN AS A RESULT OF IMPLEMENTING COMMON CORE STATE STANDARDS: THE DEGREE TO WHICH YOUR STUDENTS WILL BE PREPARED FOR COLLEGE

Base: Classroom Implementation of CCSS Has Started. Earlier we asked your thoughts on some of the potential impacts of the CCSS. Please tell us your opinion on how each of the following has changed, if at all, as a result of implementing the Common Core State Standards in your school.	Total
BASE	1619
Positive	35
a very positive change	5
a positive change	30
no change	36
Negative	6
a negative change	4
a very negative change	1
I don't know enough to say	24
No change/I don't know enough to say	60

TABLE 44. DEGREE OF CHANGE TEACHERS HAVE SEEN AS A RESULT OF IMPLEMENTING COMMON CORE STATE STANDARDS: THE DEGREE TO WHICH YOUR STUDENTS WILL BE PREPARED FOR CAREERS

Base: Classroom Implementation of CCSS Has Started. Earlier we asked your thoughts on some of the potential impacts of the CCSS. Please tell us your opinion on how each of the following has changed, if at all, as a result of implementing the Common Core State Standards in your school.	Total
BASE	1619
Positive	31
a very positive change	5
a positive change	27
no change	39
Negative	6
a negative change	5
a very negative change	1
I don't know enough to say	23
No change/I don't know enough to say	62

TABLE 45. DEGREE OF CHANGE TEACHERS HAVE SEEN AS A RESULT OF IMPLEMENTING COMMON CORE STATE STANDARDS: CONSISTENCY IN LEARNING GOALS FOR STUDENTS FROM SCHOOL-TO-SCHOOL AND ACROSS STATES

Base: Classroom Implementation of CCSS Has Started. Earlier we asked your thoughts on some of the potential impacts of the CCSS. Please tell us your opinion on how each of the following has changed, if at all, as a result of implementing the Common Core State Standards in your school.	Total
BASE	1619
Positive	47
a very positive change	10
a positive change	37
no change	26
Negative	5
a negative change	4
a very negative change	1
I don't know enough to say	23
No change/I don't know enough to say	49

TABLE 46. DEGREE OF CHANGE TEACHERS HAVE SEEN AS A RESULT OF IMPLEMENTING COMMON CORE STATE STANDARDS: YOUR STUDENTS' PREPAREDNESS FOR COMPETING IN A GLOBAL ECONOMY

Base: Classroom Implementation of CCSS Has Started. Earlier we asked your thoughts on some of the potential impacts of the CCSS. Please tell us your opinion on how each of the following has changed, if at all, as a result of implementing the Common Core State Standards in your school.	Total
BASE	1619
Positive	28
a very positive change	4
a positive change	25
no change	39
Negative	6
a negative change	5
a very negative change	1
I don't know enough to say	27
No change/I don't know enough to say	66

TABLE 47. DEGREE OF CHANGE TEACHERS HAVE SEEN AS A RESULT OF IMPLEMENTING COMMON CORE STATE STANDARDS: YOUR STUDENTS' ENGAGEMENT AND ENTHUSIASM TOWARD SCHOOLWORK

Base: Classroom Implementation of CCSS Has Started. Earlier we asked your thoughts on some of the potential impacts of the CCSS. Please tell us your opinion on how each of the following has changed, if at all, as a result of implementing the Common Core State Standards in your school.	Total
BASE	1619
Positive	27
a very positive change	4
a positive change	23
no change	46
Negative	18
a negative change	14
a very negative change	3
I don't know enough to say	9
No change/I don't know enough to say	55

TABLE 48. DEGREE OF CHANGE TEACHERS HAVE SEEN AS A RESULT OF IMPLEMENTING COMMON CORE STATE STANDARDS: YOUR STUDENTS' INTEREST IN NONFICTION TEXTS

Base: Classroom Implementation of CCSS Has Started. Earlier we asked your thoughts on some of the potential impacts of the CCSS. Please tell us your opinion on how each of the following has changed, if at all, as a result of implementing the Common Core State Standards in your school.	Total
BASE	1619
Positive	37
a very positive change	7
a positive change	30
no change	42
Negative	6
a negative change	5
a very negative change	2
I don't know enough to say	14
No change/I don't know enough to say	57

TABLE 49. DEGREE OF CHANGE TEACHERS HAVE SEEN AS A RESULT OF IMPLEMENTING COMMON CORE STATE STANDARDS: YOUR STUDENTS' INTEREST IN LITERATURE

Base: Classroom Implementation of CCSS Has Started. Earlier we asked your thoughts on some of the potential impacts of the CCSS. Please tell us your opinion on how each of the following has changed, if at all, as a result of implementing the Common Core State Standards in your school.	Total
BASE	1619
Positive	28
a very positive change	4
a positive change	23
no change	46
Negative	11
a negative change	9
a very negative change	3
I don't know enough to say	14
No change/I don't know enough to say	61

TABLE 50. DEGREE OF CHANGE TEACHERS HAVE SEEN AS A RESULT OF IMPLEMENTING COMMON CORE STATE STANDARDS: YOUR STUDENTS' ABILITY TO WORK COLLABORATIVELY WITH PEERS

Base: Classroom Implementation of CCSS Has Started. Earlier we asked your thoughts on some of the potential impacts of the CCSS. Please tell us your opinion on how each of the following has changed, if at all, as a result of implementing the Common Core State Standards in your school.	Total
BASE	1619
Positive	46
a very positive change	7
a positive change	39
no change	41
Negative	3
a negative change	3
a very negative change	1
I don't know enough to say	10
No change/I don't know enough to say	51

TABLE 51. DEGREE OF CHANGE TEACHERS HAVE SEEN AS A RESULT OF IMPLEMENTING COMMON CORE STATE STANDARDS: YOUR STUDENTS' WRITING SKILLS

Base: Classroom Implementation of CCSS Has Started. Earlier we asked your thoughts on some of the potential impacts of the CCSS. Please tell us your opinion on how each of the following has changed, if at all, as a result of implementing the Common Core State Standards in your school.	Total
BASE	1619
Positive	41
a very positive change	6
a positive change	35
no change	39
Negative	9
a negative change	7
a very negative change	1
I don't know enough to say	11
No change/I don't know enough to say	50

TABLE 52. DEGREE OF CHANGE TEACHERS HAVE SEEN AS A RESULT OF IMPLEMENTING COMMON CORE STATE STANDARDS: YOUR STUDENTS' ABILITY TO USE REAL-WORLD TOOLS AND RESOURCES (LIKE THE INTERNET, DIGITAL TECHNOLOGY, ETC.)

Base: Classroom Implementation of CCSS Has Started. Earlier we asked your thoughts on some of the potential impacts of the CCSS. Please tell us your opinion on how each of the following has changed, if at all, as a result of implementing the Common Core State Standards in your school.	Total
BASE	1619
Positive	46
a very positive change	8
a positive change	38
no change	42
Negative	2
a negative change	2
a very negative change	0
I don't know enough to say	10
No change/I don't know enough to say	52

TABLE 53. TEACHERS' VIEWS ON WHETHER NEGATIVE IMPACT COMMON CORE STATE STANDARDS HAVE HAD ON STUDENT ENGAGEMENT AND ENTHUSIASM IS TEMPORARY OR PERMANENT

Base: Classroom Implementation of CCSS Has Started. Which of the following best describes your thoughts on the negative impact the implementation of the Common Core is having on your students' engagement and enthusiasm toward schoolwork?	Total
BASE	1619
is temporary; in the long-term, student engagement and enthusiasm will return to where they were prior to implementation	7
is temporary; in the long-term, student engagement and enthusiasm will be greater than they were prior to implementation	2
is permanent; student engagement and enthusiasm will remain lower than they were prior to implementation	8

TABLE 54. EXTERNAL FACTORS THAT HAVE BEEN PROBLEMATIC FOR SCHOOL SYSTEM IN IMPLEMENTING COMMON CORE STATE STANDARDS

Base: Total Respondents. In a prior question, we asked you to identify the supports and resources you think are critical in ensuring the successful implementation of the Common Core. In this question, we would like to know which of these external factors, if any, have been problematic for your school system in successfully implementing the Common Core.	Total
BASE	1676
Having student results on new tests be a factor in teacher evaluations	59
Uncertainty about which assessments your state will use to measure student progress toward the standards	51
Uncertainty about whether your state will be continuing in the implementation of the standards	39
Questions raised about whether the CCSS in math are grade-level appropriate	38
Questions raised about whether the CCSS in ELA are grade-level appropriate	34
Mainstream media reporting	27
The CCSS in math not being phased in by grade	24
Parent pushback on standardized testing	24
Parent pushback on the standards	22
The CCSS in ELA not being phased in by grade	20
Social media conversations	18
Positions taken by teachers' union leaders	8
Other (Specify)	14
None of these	9

TABLE 55. PERCENTAGE OF TEACHERS WHO SOUGHT EACH CRITICAL ITEM NEEDED TO SUCCESSFULLY IMPLEMENT COMMON CORE STATE STANDARDS ON THEIR OWN

Base: Teach Math/ELA/Science/Social Studies. Base varies according to whether teacher identified each as a critical to ensuring the successful implementation of the Common Core State Standards. Earlier we asked about the importance of various items and activities in successfully implementing the CCSS. In this question, in the first column, please select the items and activities that you sought out on your own. In the second column, please say which have been provided to you by your school, district and/or state. Please note that you can select both columns if both circumstances apply.	Total
Ways or ideas on how to teach in an inquiry-based way that promotes deep thinking among students	68
Additional planning time to find materials and prepare my lessons	67
CCSS-aligned, high-interest instructional materials	66
CCSS-aligned, age-appropriate, leveled instructional materials	65
More information on the purpose behind CCSS and their content	60
Opportunities to collaborate with other teachers on best practices for implementing CCSS	58
CCSS-aligned apps, software programs or other digital content	56
Materials to help define and explain the goals of CCSS to parents	47
Curricula revised to CCSS	46
Seeing teachers in action who are already teaching to CCSS	44
Materials to help explain to parents how the work their child does will change with Common Core	43
Technology devices	43
Quality professional development on how to embed CCSS across subject areas	41
Information on the content of Common Core-aligned assessments my state will use to measure student progress towards the standards	40
Quality professional development on the content of the standards for my students	40
Quality professional development on the instructional shifts needed to teach to the standards	39
School leaders who are a knowledgeable resource for me as I implement CCSS	35
I did not seek out any of the above on my own	8

TABLE 56. PERCENTAGE OF TEACHERS WHOSE SCHOOL, DISTRICT AND/OR STATE PROVIDED EACH CRITICAL ITEM NEEDED TO SUCCESSFULLY IMPLEMENT COMMON CORE STATE STANDARDS

Base: Teach Math/ELA/Science/Social Studies. Base varies according to whether teacher identified each as a critical to ensuring the successful implementation of the Common Core State Standards. Earlier we asked about the importance of various items and activities in successfully implementing the CCSS. In this question, in the first column, please select the items and activities that you sought out on your own. In the second column, please say which have been provided to you by your school, district and/or state. Please note that you can select both columns if both circumstances apply.	Total
Quality professional development on the instructional shifts needed to teach to the standards	57
Information on the content of Common Core-aligned assessments my state will use to measure student progress towards the standards	55
Curricula revised to CCSS	52
Quality professional development on the content of the standards for my students	51
Opportunities to collaborate with other teachers on best practices for implementing CCSS	49
Technology devices	47
Quality professional development on how to embed CCSS across subject areas	46
School leaders who are a knowledgeable resource for me as I implement CCSS	45
More information on the purpose behind CCSS and their content	37
CCSS-aligned, age appropriate, leveled instructional materials	37
Ways or ideas on how to teach in an inquiry-based way that promotes deep thinking among students	34
Materials to help define and explain the goals of CCSS to parents	33
CCSS-aligned, high-interest instructional materials	31
Materials to help explain to parents how the work their child does will change with Common Core	27

TABLE 56. CONTINUED

CCSS-aligned apps, software programs or other digital content	27
Additional planning time to find materials and prepare my lessons	19
Seeing teachers in action who are already teaching to CCSS	19
None of the above were provided to me	14

TABLE 57. PERCENTAGE OF TEACHERS WHO PARTICIPATED IN EACH TASK RELATED TO CURRICULUM DEVELOPMENT AND THE SELECTION OF INSTRUCTIONAL MATERIALS

Base: Total Respondents. Our last question on the Common Core asks about curriculum development and the selection of instructional materials. For each of the items down the side of the grid, please select the parties or individuals that participated in each task.	Total
BASE	1676
Review potential new sources of instructional materials	43
Align current instructional materials to CCSS to identify gaps	42
Develop new curricula	41
Review/provide feedback on new curricula	38
Pilot new instructional materials	35
Make the final decision on which materials to adopt	23

TABLE 58. PERCENTAGE OF TEACHERS WHO SAY OTHER TEACHERS IN THEIR SCHOOL PARTICIPATED IN EACH TASK RELATED TO CURRICULUM DEVELOPMENT AND THE SELECTION OF INSTRUCTIONAL MATERIALS

Base: Total Respondents. Our last question on the Common Core asks about curriculum development and the selection of instructional materials. For each of the items down the side of the grid, please select the parties or individuals that participated in each task.	Total
BASE	1676
Review potential new sources of instructional materials	43
Review/provide feedback on new curricula	42
Align current instructional materials to CCSS to identify gaps	41
Pilot new instructional materials	40
Develop new curricula	40
Make the final decision on which materials to adopt	23

TABLE 59. PERCENTAGE OF TEACHERS WHO SAY SCHOOL-LEVEL ADMINISTRATORS PARTICIPATED IN EACH TASK RELATED TO CURRICULUM DEVELOPMENT AND THE SELECTION OF INSTRUCTIONAL MATERIALS

Base: Total Respondents. Our last question on the Common Core asks about curriculum development and the selection of instructional materials. For each of the items down the side of the grid, please select the parties or individuals that participated in each task.	Total
BASE	1676
Make the final decision on which materials to adopt	30
Review potential new sources of instructional materials	28
Review/provide feedback on new curricula	25
Align current instructional materials to CCSS to identify gaps	23
Develop new curricula	20
Pilot new instructional materials	13

TABLE 60. PERCENTAGE OF TEACHERS WHO SAY DISTRICT-LEVEL ADMINISTRATORS PARTICIPATED IN EACH TASK RELATED TO CURRICULUM DEVELOPMENT AND THE SELECTION OF INSTRUCTIONAL MATERIALS

Base: Total Respondents. Our last question on the Common Core asks about curriculum development and the selection of instructional materials. For each of the items down the side of the grid, please select the parties or individuals that participated in each task.	Total
BASE	1676
Make the final decision on which materials to adopt	51
Review potential new sources of instructional materials	34
Develop new curricula	31
Align current instructional materials to CCSS to identify gaps	30
Review/provide feedback on new curricula	24
Pilot new instructional materials	17

TABLE 61. PERCENTAGE OF TEACHERS WHO SAY STATE-LEVEL ADMINISTRATORS PARTICIPATED IN EACH TASK RELATED TO CURRICULUM DEVELOPMENT AND THE SELECTION OF INSTRUCTIONAL MATERIALS

Base: Total Respondents. Our last question on the Common Core asks about curriculum development and the selection of instructional materials. For each of the items down the side of the grid, please select the parties or individuals that participated in each task.	Total
BASE	1676
Develop new curricula	10
Make the final decision on which materials to adopt	7
Align current instructional materials to CCSS to identify gaps	5
Review potential new sources of instructional materials	5
Review/provide feedback on new curricula	5
Pilot new instructional materials	3

TABLE 62. AVERAGE NUMBER OF STUDENTS TEACHERS HAVE IN THEIR CLASSES

Base: Total Respondents. On average, how many students do you have in each of your class(es)?	Total
BASE	1676
Mean	23.98
Median	24.0

TABLE 63. WHETHER TEACHERS' STUDENTS TAKE A STATE STANDARDIZED TEST IN A SUBJECT TEACHER TEACHES

Base: Total Respondents. Do your [GRADE] students take a state standardized test in a subject you teach?	Total
BASE	1676
Yes	59
No	41

TABLE 64. TEACHERS' TENURE STATUS

Base: Total Respondents. Do you have tenure in the district in which you teach?	Total
BASE	1676
Yes	68
No	13
Tenure is not available in my school/district	16
Decline to answer	3

"I observe my students more actively engaged in discussions."

"My students come in at different levels. It is extremely satisfying to see the growth they make during the year."

"We are spending more time with fewer texts, delving deeper into more complex pieces."

"The concept itself of the Common Core State Standards is positive overall. However, it will take quite some time to get CCSS at a point to call it successful."

PRIMARY SOURCES is part of an ongoing dialogue with America's teachers. This update of teachers' views on the Common Core State Standards, fielded in July 2014, reports the views of the same teachers who responded to the *Primary Sources, Third Edition* study in July 2013 and who teach in the more than 40 states where the standards are being implemented. We welcome your thoughts and opinions on this update and the series of *Primary Sources* reports at www.scholastic.com/primarysources.

"It is satisfying to see how students are learning the skills and concepts in the Common Core, but it is frustrating not having enough time to collaborate and adequately plan for instruction."

"Expectations of teachers are increasing without increasing support."

"We don't have enough time to search, revise and align lessons for all of the classes that we teach every day."

"Because they are required to inquire and problem-solve themselves, the Common Core State Standards will help students in real-world applications and in their careers."