Gallup Common Core Survey of Teachers, August/September 2014

Verbatim responses to: What do you think is the most NEGATIVE thing about the Common Core?

The following verbatims are sorted by category. They are the responses of the subset of public school teachers (approximately 450 out of 854) who gave their permission for Gallup to publish their comments.

Not practical/unrealistic/lacks common sense/too much pressure

These are standards that are based on nobody's classroom. They are far from usable, far from realistic, and take nothing else into account but the teacher.

Too rigid.

It doesn't take developmentally appropriate practice, or that most children who live at or below the poverty level don't have the luxury of attending 2 or 3 years of preschool prior to Kindergarten.

Too rigorous in the lower grades.

Expecting kids to do the work when they don't have the basics. Not fair to Special Ed or ELL/ESL kids.

I know the math is a little fast paced and leaves little time for mastery. Also, in both areas the stakes have been raised and we are suffering growing pains. Children are having to work harder.

Standards are not age appropriate. Many of them require higher level thinking skills which are too high and not age appropriate for students at some levels.

Children are not developmentally ready for these standards at most elementary grades.

They are set about 1 1/2 grade levels higher than developmentally appropriate (kinder standards should really be bumped up to become the standards for mid-first grade). Testing is too high-stakes!

Math is more advanced than the average person needs and not sure if it's developmentally appropriate.

Set real standards kids can attain.

Some of the standards themselves are too high at the high school level.

The standards are not written very well and are not specific enough. I also don't believe testing is the way to show acquired knowledge.

The expectations of the Common Core are very high. There are no accommodations for special ed, ELL, or struggling students. As an urban educator, these populations need special attention.

Unrealistic expectations.

Aiming high is good, but they expect things of our 6th graders that I couldn't do in high school, and I was an A student.

Some standards have been relocated to grade levels where they are not appropriate and testing is being done when material has not been covered during this time of transition.

Some of the elementary math standards may not be developmentally appropriate.

Developmentally inappropriate standards and little room for creative thought.

It raises the bar extremely high for some of our Special Education students.

Too difficult for struggling students, no alternative.

Too ambitious standards students cannot meet.

The people writing it are out of touch with reality and the new core tests are ridiculous.

Too rigid.

Some children are not developmentally ready for what is expected at certain ages.

The vocabulary is often too hard for 6th graders. The questions.

They are not always developmentally appropriate for the students who are supposed to learn them.

It is a little ambitious and rigorous, especially at k-5, they are just kids after all.

Unreasonable assessments.

Curriculum wise, the Standards are too strict and not age level appropriate.   Implementation wise, the states focused too much on testing and not enough on helping teachers learn the standards.

Some of the standards are too advanced for students at the grade level the standards are written.

Kindergarten shouldn't write paragraphs, third graders aren't mentally ready for some of the fractions.

I think it is a little too rigorous at the younger ages.

The writing requirements that are required will be very intense for students in my intensive reading courses.

Some unrealistic standards for the developmental stages children are at.

The expectations of implementing them. Holding teachers accountable for standardized test scores no matter the student's capabilities (i.e. reading levels, cognitive abilities etc).

They are trying too hard to elevate the standards all at once and it is going to make students feel like failures, and potentially keep some from getting into college.

Requiring students in math to explain every step in their work. This needs to be moderated. Also, too much emphasis on reading informational text.

Some state standards are far behind the Common Core so teachers get behind covering for the lag.

The standards are inappropriate at the elementary levels and the assessments are horrendous.

Most students are working well below grade level. This is unfair to assess a student that is not working on grade level nor has mastered curriculum.

The standards are not generally cognitively appropriate, due in part to the fact that teachers were excluded from their development.

The claim that these standards are "rigorous" is a complete myth.

Puts additional requirements on over taxed teachers.

Too much pressure put on all those involved. There isn't time to teach content the way it should be taught. Everything is on a strict schedule.

The most negative thing is that much of the material is too complicated for the low average students that I teach. It does not at all relate to what they may do when they graduate from high school.

Gallup 2014 Common Core Teacher Survey – Negative Verbatim Responses

Too demanding for most teachers to abide.

Poor planning/implementation/shouldn't apply to older students

The way it has been implemented. It should have been phased in with Kindergarteners.

Disorganized adoption of the CCSS, lack of resources, forcing teachers to create our own curriculum. We don't have a common standard as a district, let alone state.

Too many holes in the standards. Could have been more comprehensive and less subjective.

Not enough planning time for teachers.

Untested standards and data collection methods.

Teachers are struggling to make the transition.

The implementation of these standards is not being rolled out year by year, it's all at once (in my district), so there'll be lots of catching up to do just to get the students up to where Common Core expects.

The random and confusing roll-out of the program with little or no training for the teachers. The fact that Common Core is a division of Pearson. The emphasis on testing.

The fact that there was no "phase in" of the program by grade level over a period of time.

Poor, rushed implementation.

The implementation, at least in NY, has been atrocious. I think most of the negative attention from teachers on the standards deals more with the implementation rather than the basic principal of them.

The roll out of one year and full implementation. The roll out should have been implemented over time so gaps could be filled. For example eighth grade students has considerable changes (7 years) and...

Its clumsy implementation.

Untested curriculum, not age appropriate, textbook company driven.

Much of the way that I have seen it implemented is a poorly done revision of a better program already in place. In science I have seen materials far beyond the intellectual level of the students.

The way the state went about implementing it. It was way much, way too fast!

The transition from state to Common Core.

Imposed too quickly, and expects too much from elementary students.

Implementation will be difficult for teachers and new ways to solve problems and more writing will be difficult for the parents.

The way it is being implemented and curriculum that is being created to support it.

Speed at which it is being implemented.

It needs to be started in Kindergarten - not at different levels.

The way it is being implemented.

The rush in which it was developed. There are no good quality textbooks available.

It will take years before we find out it if is working.

Gallup 2014 Common Core Teacher Survey – Negative Verbatim Responses

The implementation of the standards has been awful in my experience. My district did not buy a new curriculum to match them, so we as teachers had to design all materials ourselves.

It attempts to do too much too soon and does not give students the foundations for high order thinking in later years. It ignores brain growth and development concepts.

Lack of support to roll it out and type of testing.

The implementation has been poor. We are still expected to cover as much material but deeper, in the same amount of time.

Badly implemented.

The way it is being implemented, all at once, in all grades.

It's hard to implement without a LOT of effort and time.

Implementation is coming too fast.

Standards rushed, assume students have background knowledge that they don't. Implementation difficult, few/no resources. Testing equals nightmare! Kids don't have tech skills. Access to tech. Not equitable.

Implementation and reduction of fiction reading.

It was not piloted in a few schools to work the bugs out before being unleashed on the entire school system. Typical government move.

There is a rush to implement it without thoughtful or practical considerations.

No gradual change over for higher grade levels.

The way the transition was rolled out.

Poor roll out. Virtually no professional development for administrators and teachers. Parents have limited or no knowledge of Common Core and why it is critical to their child's future. Costs high.

Too quickly implemented. Should have started with younger grades and eased into CCSS instead of expecting older students to learn higher order skills in a format that is entirely unfamiliar.

Don't believe in standardized testing/assessments

Testing and teacher ratings based on these asinine tests.

I fear that national assessments will become the focus, rather than holistic learning.

More testing.

Too much emphasis on standardized testing.

That it assumes that student growth can be tested in this way.

TESTING, TESTING, TESTING without time to teach.

Testing, testing, testing!

It will be the testing that will be the downfall. The delivery of the standards is being interpreted differently among states, which is fine, but once the test is seen, everyone will teach to the test.

Standardized testing.

Too much assessment. Not any real research conducted to see of if the standards are truly beneficial. Those who created the standards are not experts in education.

Way too much testing, using standards to assess students and teachers before they have been properly "rolled out". Decreased creativity and joy in the classroom. Increased stress, no curriculum.

Although the powers-that-be deny it, evaluation (of students, teachers and schools) will be based upon standardized tests.

Testing.

Will probably result in more standardized testing.

Norming standardized tests to the Common Core and tying teacher evaluations to student performance on those tests.

It will have everyone marching in lockstep, with standardized tests all along the way.

Excessive and misleading standardized testing. Entirely inappropriate Early Childhood standards. Undemocratic process of creating and imposing standards. Failure to include teachers and parents.

Test, test, test.

The test that they give the students at the end of the year is extremely difficult and, in some cases, developmentally inappropriate. They have completely thrown out memorization of math facts.

Too prescribed and focused on testing.

Common Core and standardized test are too much. There is no time left to teach anything else. We need to prepare students for a technology driven creative work force.

It's just more teaching to the test.

Standardized tests (it may be a wolf in sheep's clothing).

Too much testing, not enough creativity.

It is tied to high stakes testing that has nothing to do with the curriculum or the standards.

The testing that seems to be in the pipeline looks completely absurd. Big companies are set to make big money off of this with nothing coming back to schools. Some standards are age inappropriate.

The state tests are administered in a heavy handed way, and there is an over reliance on them.

Making the testing of ALL students identical.

Testing is out of control. Those in control have no idea what they are doing.

Too much testing and too much emphases on passing tests.

Too much teaching, as usual to test.

It is based on test results and the average student.

Length of test.

The implementation (testing) and using this testing to measure schools and teachers. Also, the standards do not address anything but "core" math and English. This turns the focus away from specials.

Stop using standardized tests.

The emphasis on the testing and inappropriate applications for the test results.

Much of what teachers need to teach in school can't be tested by Common Core. Neither parents nor students have any "vested interest" in the success of their child in achieving academically.

SBAC assessments, and burning out young students with the overly rigorous demands of the standards.

Testing. Longer testing doesn't equal rigor.

The continual testing that has been taking place since NCLB.

Being tested and expected to teach it without curriculum developed and offered for use in the classroom, completely ridiculous timeline.

Teaching to the test so the school district looks good with the results. Does not leave much room for innovative out of the box teaching which many students can find significantly more interesting and...

Teaching to the test; instruction time taken by testing.

Testing, testing, testing! The bulk of the responsibility for teaching/learning is still left to the teacher. When will parents and students become responsible?

The test is too broad, with no guidance as to what to concentrate on. This leads to guesswork in education.

The curriculum/testing standards are sub-par/dumbs down/inaccurate/changes history

It mindlessly dumbs down and excludes content based on political motivations.

Incomplete content standards.

Inaccuracy of information, changing of history, etc.

It has not been shown to work that well. Just something else that the districts have to buy for new curriculum.

The problems I have seen are very poorly written. Full of mistakes.

That more possessive states (ex. MA) may have lower standards.

The standards for English Language Arts, unfortunately, reflect the authors' bias for nonfiction over fiction -- as a teacher of literature, I find this strange and inexcusable.

Wisconsin standards are already more rigorous than the National Common Core standards.

It is a totally useless. No, DANGEROUS curriculum.

That it is dumbing down our children and rewriting history.

Lack of rigor, creativity, freedom of teachers' choice, lack of local input.

Overemphasis on some standards or specific literature pieces. For example, Shakespeare is required every year in the high school reading standards. Shakespeare is great, but so are other playwrights.

Social Studies content.

Lack of developmental understanding of learning and when students learn and how they learn.

Not all well created. Expectations for some areas are not developmentally appropriate for children which is the real goal of teaching.

Many of the "requirements" are poorly chosen, written, and tested. Imposes beliefs of an elite minority on all communities.

Hard to say. The math part seems to be the most horrific with obtuse and round about ways of teaching simple math to small children who just need to learn to do the facts.

Not always developmentally appropriate.

Limited in critical thinking.

It is not developmentally correct.

Well, let's see, some of the material is false, usually not age appropriate (above level), evals are complete (swear word), testing is unfair for students, government thinks that more red tape is a good thing.

Some of the Standards are much too easy while others are much too difficult for students who are not developmentally ready to learn them. Teachers didn't develop the CCSS.

Issues with instruction, particularly in math, demonstrate a profound disconnect between the politicians, academics, & business leaders who drafted Common Core and the teachers who have to teach it.

Not developmentally appropriate for younger students. Lack of curriculum to support it, too much dictating from top administration.

The Common Core can be defined as two steps back to go one step forward.

I think the way it is tested and evaluated is faulty. The standards themselves are good, but the evaluation method is currently very flawed.

Questions are vague/roundabout that confuse students & teachers. Not real world questioning, but merry-go-round questions. Teachers should perfect standards not bureaucrats & government, hurts kids.

The most negative thing is that the "powers that be" seem to think there is only one way to answer a problem. I firmly believe critical thinking comes in many ways.

Changes the historical facts and leaves out important facts of US and World History. Changes the way students will view their country and world.

The emphasis on reading and writing in technical classes that are pressed for time already.

Unfair to students/one-size fits all/not student driven/doesn't have their best interests

No provision for students who are gifted. Too much emphasis on testing.

Over generalizing standards, not taking into account student differences.

Too many students enter school with limited skills and are expected to keep up with the new standards. How is it that we are supposed to raise test scores when the standards have become more rigorous?

One size fits all approach does not take into account different school district needs.

Everyone seems to "understand" things differently. The part about nonfiction for example.

Less flexibility.

Treats all students the same.

The idea that a standardized approach to education is best is a negative outcome from ideas such as the Common Core.

Not all of same quality.

The approach that is being used to change the teaching methods for subjects. The knowledge and skills needed for students has not changed. Pacing of lesson does not allow for individual differences.

The fact that it supports the notion that education is more effective when it is highly standardized.

It assumes all kids learn in the same way, at the same level, at the same age.

Setting a "cookie cutter" approach that limits flexibility to fit the socioeconomic needs of our children.

They are a national curriculum requiring all students in the nation to learn the same things (in social studies, for example) without leeway for learning around the subject or local interest studies.

Our children are not made of cookie dough and should not all to be made to follow the same exact path. A student's education should be directed to what is best for each and their skills.

It is part of a scheme to standardize instruction and increase testing. It results in diminishing teacher autonomy and instructional time that could be used to deliver authentic learning experiences.

It does not address student needs.

Education is not assembly line. This defeats the originality, the spontaneity, the discoveries in teaching. It should not be top down driven.

Assumes every child is identical to its peers.

You do not want a nation in which all students are learning the same thing in each grade across the nation. There needs to be diversity across the nation.

No room for individualization based on need.

Each school district is demographically unique and what works in one, may not work in another. There cannot be strings attached to teachers or districts if students do not meet these standards.

I'm not a big fan of anything being standardized......one size doesn't fit all.

The expectation that every student is college bound. We need tradesmen. Not every student wants to or is meant to go to college. We should have high expectations and encourage students.

Kids have been passed on and they are not prepared for this curriculum.

Lumping various learning objectives into to one standard.

Not all children learn in the same way. Common Core seems to make even simple things very confusing.

Not all students can work at the same pace or even the same level no matter what their labeled grade level is. Some students will be held back in potential and some won't be able to keep up.

One size/standard cannot possibly work with all students and schools. There is no allowance for remediation in teaching the standards.

Children are unique and one size doesn't fit all.

Too much one size fits all, complicates things. Waste of money. We need local control.

Too piecemeal, treats all students same, regardless of ability. It waters down the curriculum.

Unfortunately not every student fits into the same mold. We are not created equally. While some students are college material others are not. We are so busy steering students towards a college education.

There is NO consideration for the varied abilities of the students.

I think that standards can be viewed as a holy grail. Schools also need to provide education and training specific to their community, without a standard in place.

One size does not fit all, the process will tend to "pigeonhole" kids.....

It requires national standards that do not fit every student and it makes teachers stop teaching for the sake of the student but teaching to the test. Students fall behind.

Not all educational needs are the same throughout the US.

The weaker child can be left behind or not noticed in a timely manner.

They need to be used as guidelines but not as one size fits all mandates. We need the freedom to tweak it for what is best for our students.

Too bureaucratic/stifles creativity/doesn't empower teachers

I believe Common Core takes away teachers' creativity.

Common Core takes creativity out of the classroom. It has promoted "teaching to the test" and does not allow for differentiation, which was the [common sense] buzzword before Common Core came around.

It is being turned into something that inhibits teacher creativity and just allows corporations to make more money.

Teachers are restricted by the Common Core.

Too many complications in teaching methods.

It doesn't leave enough room for local teachers and districts, who know their students best, to control content.

It doesn't allow for as much teacher creativity. No teacher or student is exactly the same as another.

Many times it provides inflexibility for other methods of understanding.

Common Core doesn't provide for creativity or individuality.

Takes creativity away from teachers. Causes teachers to teach with the goal of passing tests instead of understanding content.

Teachers are not allowed to teach. Teaching, in many places, is a profession of sacrifice and choice. The choice being that I will focus on helping other people's children achieve the dream.

It could take away educator flexibility with curriculum, negatively impact teachable moments, and not all students are going to find success because of various learning styles/needs.

It mandates teaching particular information in a particular way. For example, in doing math proportions, the "tried and true" method of cross multiplication and division is not allowed to be taught.

No room for creativity.

Teachers need to decide what is best for students.

Not giving enough leeway in how teachers teach the curriculum.

The reliance on lock step teaching and the lack of individuality. Also, students with disabilities and ELL students will have difficulty meeting grade level standards.

Trying to make everyone teach the same way.

It takes away teacher flexibility in what they teach.

Hard to measure creativity or thinking outside the box.

How the teachers are getting curriculum shoved down their throats with no wiggle room. We have to use certain programs, but our students are not developmentally ready to handle these programs.

These aren't the only things we should be teaching.

Little room for differentiation in instructional material. Some of the math concepts are new and hard to grasp. More students will be left behind because of lack of basic skills leading up to implementation.

There is no variety in teaching anymore. It seems to be a production line putting children not first but the product first. Testing has had too much of an influence on what we teach now.

The top-down approach of Common Core takes the worst of the factory model of school administration and layers on the idea that "schools should be run like a business".

Less creativity.

It stifles creativity, removes any joy or spontaneity from teaching. It will not make a bad teacher into a good one, but it can hamper a good one. Students are not motivated by top down prescription.

Everyone teaches differently and are monitored in how they teach the standards. A teacher could teach it for one day the entire year or end the entire year teaching it. There is a huge inequality.

Stifles creativity in many teachers.

It forces good teachers to abandon quality practices for a unified teaching strategy. Everyone in lockstep.

In NJ, the standards are not as rigorous in some areas as they were before. They strip classroom teachers of the ability to be creative and plan lessons based on student interests as well as standards.

Prescribed lessons are very dry, boring, and out of touch with children's interest, especially the curriculum developed for grade 9 for NYS.

The adjustment for the new style of teaching.

Too many regulations deprive local ability to design education for local needs.

Has unwarranted negative attitudes /poor public image

There are people that do not know what it is or how it works that are spreading misinformation!

The dissent it has created between educational leaders, the government, and teachers, communities, administrators, and even students. I also believe the testing procedures are futile.

The propaganda promulgated by uneducated groups and individuals about the standards that is, at best, inaccurate and inflammatory.

The public hasn't been given the correct information and they are drawing the wrong conclusions. Also it should have started in the lower grades and gradually become a part of the upper grade curricula.

The negative attitude of individuals who ignore the facts and strike at the Common Core change with anger and fear.

Parents do not understand it and the media has created a nightmare surrounding it.

The backlash and hysteria.

The lack of understanding that these are guides and that the determination for the curriculum to meet these goals reigns at the discretion of the school districts.

Public perception and emphasis on high stakes testing.

The misconceptions about the Common Core. Parents think it is a way of the government controlling the minds of their children, which is not true.

There is misunderstanding with parents about the Common Core.

People don't seem to realize that students can study other subject matter after the core material has been taught.

There are some sillinesses in it that need to be addressed in terms of curriculum. These minor issues are allowing people who don't want to have them to gain grass roots support against Common Core.

People do not understand about Common Core. The negative media is sending out false information.

The public discourse has separated from reality. The proponents hail the new standards as something completely different, which they aren't in California. The opponents are paranoid and delusional.

The weird misconceptions people have about what Common Core actually is and should do.

People not necessarily informed are offering opinions and information.

The negative perceptions by uninformed people who want to get rid of the Common Core without really knowing where it came from & what it actually is.

The media hype.

People being misinformed about it.

Not anything negative, but people in general need to be informed about Common Core and how it helps to prepare children for the real world.

The bad publicity.

Allow states to set their own standards/too much government regulation

It is indoctrination to socialism.

Government type control.

Not enough local control will exist if implemented.

Loss of local control.

Imposition of standards by Federal agencies.

Too much government involvement is never good. It seems to be going back to teachers teaching to the test.

It is emphatically not the province of the Federal Government to dictate to the States how to do much of anything. The Common Core standards are a violation of the principle of Federalism.

They take educational decisions away from the local school board and place them in the hands of bureaucrats.

It takes control away from local school boards and does not address issues in with schools in high urban areas, predominately non-English speaking students, and schools with high transient rates.

Threats by government to terminate funding of smaller school districts for missing timelines.

Common Standards reduce regional control over educational content and reduces a teacher's ability to modify her instruction to the individual needs of the children in her classroom.

Involvement of the federal government.

Involvement with the federal government.

Local or state control will be lost regarding establishing the knowledge and skills that are contained in curriculum/scope and sequence when a national curriculum is adopted and mandated.

Government standards / aka HITLER.

Too much government interference and expecting too much academically out of children, too soon.

The fact that they are national standards rather than locally driven by communities and teachers.

Standards for everyone should not be set by government.

They take away the freedom for school districts to set their own curriculum and from teachers to decide how and what to teach. They remove freedom and creativity. Everyone may not agree on them.

Education not locally controlled.

The Federal Government is trying to run education when it is actually a state right.

It bypassed lawful procedures to gain implementation and includes extensive data collection.

Has become too political

Too much conservative politics, politicians and misinformed citizens pushing against something that shouldn't be politicized.

The Common Core Standards have been politicized, and that's a tragedy.

The subliminal agenda driven material.

The falsehoods from the politicians acting on behalf of their supporters.

Politicians can't allow anything that might be trumpeted as a success by the other party during an election year.

Political correctness in many of the standards and the lack of truly challenging curriculum material for the students.

Idiot politicians feel that standardized testing should be the only factor in determining student success.

The political atmosphere surrounding the CCSS is the most frustrating aspect for me.

The politicians and textbook publishers (among others) who are using it to feather their own nests. It reeks of corruption.

The people who know knowing about education that are using it for political reasons.

Republicans.

Politicians - they muck everything up. Also, setting some standards too high for a grade level.

The most negative thing is that it lacks integrity because it was driven by legislators and testing companies ...namely Pearson.

It, like so much else in our polarized nation, is being politicized by those who politicize everything, and being characterized as big government control...balderdash!

I think that it has an undercurrent of a political agenda which is primarily left wing. I think it's being used as an indoctrination tool. The curriculum is also vaguely written and unrealistic.

The myth teachers will collaborate on a national level & that universities will produce better teachers. Common Core is political, driven by state's governors. It's a business monopoly on education.

Very brainwashing political information in social studies. Too much governmental control of subject not teaching constitution, not pro America.

Common Core has become just another issue to be politicized and used for political (unclear).

Coercive tactics to "waive" no child left behind requirements... and high stakes test results that affect teacher pay or rating.

Need more training

There is almost no training and certainly not enough time to work toward implementing a whole new system. A new idea will be thrown at teachers without time or means to implement properly.

Many teachers lack the deep understanding of the standards and support/coaching to teach them appropriately.

There isn't enough training on implementation/states aren't phasing them in, which causes big gaps.

Lack of training for teachers to implement the changes.

Teachers would be asked to change how they teach with little preparation, mentoring or examples.

Teachers have very little insight into the test content, so they can't accurately prepare students.

Many teachers need time to relearn how to teach and become comfortable with new questioning techniques. The practice was difficult and technology needs to be utilized daily to learn new testing skills.

We aren't preparing our teachers to teach with them and have no curriculum materials to reach them in place.

Poor training, poor implementation, test based.

Should cover more subjects/leaves out important information

We have not focused on the analytical skills that we are now expecting students to be able to do under Common Core standards. It will take several years before we can accurately assess progress on them...

Where shall I start? The lack of traditional values, the complicated and ridiculous methods for teaching math, the inherent assumption that teachers need to be led by the hand...

Lack of cursive writing; moving away from classic literature.

The standards take away from the individual states history and what makes them who they are. We are not all the same.

It does not place enough emphasis on phonics and reading strategies. It is extremely difficult to assess each student on each strand multiple times to show mastery and retention of content material.

American History is not being taught, the focus is on a particular skill not content. The constant testing of students and compiling of data takes away from valuable teaching time.

Removing the ability to analyze, memorize, think, learn or adapt.

Narrow focus on math and literacy.

It seems to completely throw out the basics.

It pervades the curriculum beyond math and language arts so much, that the learning and standards in all other disciplines are very compromised.

I think the most negative thing is the de-emphasis on Literature.

Lack of importance placed on literature.

Need to provide materials/resources

Not enough resources for teachers to meet standards.

Requirement of more/different teaching materials with a cost to districts or individual teachers.

Textbooks in my state are not aligned and we are expected to work overtime to find ways to present new Core.... and we will but at our family's expense.

Lack of common materials used throughout the state.

No clear support materials provided. Test crazy.

Copy right on Common Core materials.

Not many resources for implementing Common Core.

Lack of resources and materials aligned to Common Core.

All classrooms will not have the same amount of resources to follow the plan.

Should be based on teacher's needs/created by teachers

The standards have been applied in a top down manner and have never been tested or shown to improve educational outcomes.

Teachers were not asked to participate in creating the standards. The standards are political and not educational.

However, these standards were written by a few individuals, never field tested, and forced on the nation through undemocratic maneuvers.

The fact that it is used as a "cure all" for educational programs and that most who discuss it as such have no real idea what it entails. It is just a new buzzword for them.

Common Core has very little input from the educational community, poorly written and organized and unrealistic.

Developed by non-educators, not developmentally appropriate, over tested students.

Lack of input from teachers from all subject matter areas during the development and creation of the standards.

Very limited teacher input.

Common Core was put together by people who have absolutely no business/qualifications to be dictating what the American public schools are required to teach.

Experienced teachers and child development specialist needed more input in the content of the Common Core.

The program was developed without teacher input.

Created by non-teachers who do not understand how and what to do.

The people writing them don't know what goes on in the classroom and their curriculum is skewed toward white middle class Americans.

Need more information on the program/don't know enough about it/too vague

Not knowing what to do to prepare students.

The standards are often very vague, there is too much testing associated with them and the test questions are written very poorly.

Lack of clarity on how learning should be assessed.

My fear is that it will be misinterpreted and we will be right back to scripted lessons and pacing guides.

It is a total overhaul of the standards, making them more vague. Our district adopted new teaching materials for K-2; all other grades are supposed to make due with a patchwork quilt of materials.

The wording is confusing. The CCSS appear to be written by folks who never work with children.

Confusion by administrators and public of what it should look like.

No solid standards. In my area, music, they are vague at the state level, and similar for national. We cannot adequately teach to standards as now written.

They are so vague and they don't provide enough information for newer teachers. Teachers have to search for materials and end up spending even more of their own money.

It's very unclear about what the students will actually be expected to do on the new standardized test. No books are completely Common Core, so teachers are having to pull extra resources.

Unfair to teachers/shouldn't be tied to assessments/pay

Teachers will be judged on job performance based on how well their students score on tests based on the Common Core.

That there is talk about using the test requirement as a way to evaluate the effectiveness of a teacher.

It may lead to merit pay.

If anything goes wrong with it, meaning not meeting expectations, teachers will be blamed for it.

Teachers are held solely responsible when there are many factors that go into a student's test score.

Doesn't necessarily match the testing instruments in which schools and teachers are evaluated.

It could be used to arbitrarily decide that some teachers are unworthy of the profession. That is, any system can be gamed, either by the administration or by the unworthy teacher.

It is tied to teacher evaluations.

Too difficult to understand/too complicated/creates more work

It tends to take a simple task and make it so complex that it is ridiculous.

The way we are forced to assess the standards. Standardized, multiple choice test are very difficult & time consuming for elementary students. The testing doesn't actually show what the students know.

It's difficult to help kids get caught up if they are below grade level.

Some requirements and suggested teaching methods are ridiculous (thus, will not work). The role of humanities is diminished (which will be detrimental for the society).

It makes teaching more complicated.

This is a whole new way of evaluation. It will take time to train teachers and students.

That it's yet another thing for teachers to have to implement instead of focusing on teaching.

So much valuable time is being spent by teachers with increased paperwork, being told to change their teaching methods, etc.

Takes too much time away from actual learning

Too much emphasis is put on staying on schedule and not on the kids actually understanding the concepts.

High level thinking skills are stressed, but there isn't time to teach the basics plus all of the standards. Teachers cannot assume the sole responsibility for student learning.

That teachers will teach to the standard and children will not get a well rounded education.

It possibly will lead to less time for instruction and more time for assessment, when we assess quite a lot now.

Teachers may only teach these basic skills and not extend the student's learning.

It causes less higher degree thinking and more testing.

Doesn't work for children with special needs/atypical learners

It doesn't allow for special needs or situations. It tries to be a one size fits all.

Not taking into account the different learning styles and speed of children.

I think it will make it harder for students with learning disabilities to succeed because it does not take in developmental age, only grade. I think that the Parc test needs to be investigated more.

There is not an exception for special education students.

Doesn't take into consideration student individual needs and developmental aspects to learning.

Out to make stakeholders wealthy

Expense of implementing it; new curriculum being adopted when old curriculum could just be tweaked. For teachers trained before NCLB and its implications, it is not as big of a deal as many are making.

The link between corporations and financial gain for testing companies at the expense of students. As well as the very vague standards.

Not all states have the same population of students. Reasons for switching have more corporate reasoning. Don't like that standards were released without piloting.

The use of computers, which fill the pockets of the computer industry.

It was planned and designed by corporations rather than educators. It was forced on states by coercing them with money for education.

It is nothing new/just a new name/doesn't change current practices

It is a new name for something that already happens. There has been no training and no preparation, just like everything else that comes from Sacramento.

It's not really anything new that I haven't already been teaching.

Deceptive! These are approaches used for years prior to the introduction of high stakes testing!

It takes away time using professional development rehashing the same old practices that have been repackaged with new buzzwords.

It's the next "big thing" in education, and after having taught 18 years I've seen a lot of "big things" come and go.

Not effective for ESL students/students from another country

It does not take into account newcomers to the USA as well as disadvantage kids of lower income neighborhoods in big cities such as NYC.

It doesn't usually take long for minimum standards to morph onto the goal that must be met, eventually watering down learning.

It does not support ELL students, throws out what students already know and will re-teach other concepts, teachers are not properly trained and have no autonomy, the curriculum and materials are bad.

Doesn't take into consideration Mexicans.

Not enough funding/not a wise use of money

Inadequate financial and professional support from districts.

Not enough funding to support the standards.

There are not enough funds distributed equally to schools. Perpetuates inequality.

Required online testing with no funding for technology.

Will there be funding for the implementation? Will substitute teachers get real information?

Doesn't take into account student's lifestyle/home-life/attitude

Impossible to teach well as written. Far too broad. Teachers need bullet points, not dissertations. Extremely user unfriendly. Districts aren't providing updated resources, so teachers are spending money.

That most students will fall behind because of their home situations.

Doesn't work for lower socio-economic class schools

It does not address the inequalities in the funding of American education.

The testing is a little unreasonable in that the questions may not all be the target grade level.

You are often forced to teach the testing rather than educating youth.

Like it/think it's a good idea

I don't have a negative statement about the Common Core.

The idea is noble, but it is not being implemented appropriately. Those who have created the Common Core standards and testing need to be the ones who are also implementing it. It is unrealistic and...

Too much change/need more consistency with programs

It's too drastic a change from the current state standards. An incremental change would have been more palatable.

Will probably fade away after a few years as the latest fad. May have swung the pendulum too far away from the basics.

It may not be kept long enough to see if it is really effective.

Other

A large number of students are not going to college. There needs to be different tracks, just like European countries.

Each state interprets the Common Core standards differently and California hasn't approved Common Core curriculum for us to use.

Ways to assess and report need to be standardized as well.

Local district professional development on the Common Core.

Decomposing numbers.

Assessments (PARCC and Smarter Balanced).

Scaffolding.

The hype that this is the big thing to help education.

In English Literature, I do not like the emphasis on essays but I can incorporate writing objectives in other pieces of literature. AND the childishness of the Republican Party!

The Smarter Balanced Assessment.

It seems to be being forced down their throats.

Many parts of the country have wonderful established standards already.

It is forcing some schools to "dumb down" their content.

It holds back students that have stronger academic abilities.

There is no unification in the implementation of the Common Core.

Hasn't worked in other states.

The test is computer based, and some schools do not have the technology necessary to administer the test to their students.