

Common Core Pacing Guide For Mississippi

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collections of literary works and accompanying lessons covering conflict autobiography poetry main ideas short story drama subjective and objective writing and mythology and folk tales

historically teachers have exercised considerable autonomy in the day to day learning that occurs in their classrooms now it is growing increasingly rare for a teacher to experience this type of professional freedom in response to high stakes testing national and state academic content standards and most recently the common core standards pacing guides are one of the more recent devices schools are using to implement and monitor curriculum the purpose of this research project is to investigate teacher opinion toward these pacing guides an online survey called the pacing guide survey was delivered to secondary regular and special education teachers in core subject areas of mathematics science social studies and language arts the teachers were asked about whether or not they use pacing guides their attitude and comfort level in using pacing guides as well as information concerning the population of their high school such as demographics enrollment and single or multiple high schools building level factors such as professional development initiatives methods of curriculum monitoring and pacing guide development and revisions processes teacher factors such as years teaching years using pacing guides confidence in content area and educational background administrators were also interviewed to form a complete picture of

pacing guide development and implementation in the secondary education environment quantitative data were analyzed using bivariate spearman s rank order correlation and qualitative data were analyzed using a combination of thematic data analysis and quasi statistical methods recommendations based on the data collected are teachers should be provided with the flexibility to address student needs in the classroom teacher input into pacing guide development implementation and revision process is necessary to ensure that student needs are addressed team autonomy is key and teacher teams need to be provided with the necessary support structure to provide meaningful learning experiences for their students

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