
FREQUENTLY ASKED QUESTIONS: HOW DOES COMMON CORE IMPACT RURAL DISTRICTS?

WHAT SUPPORT WILL RURAL DISTRICTS RECEIVE IN IMPLEMENTING THE CCSS?

All districts will be provided with the same resources and professional development opportunities; however, how small, rural schools leverage their unique features to maximize their utilization of these will be key. Recommendations include:

- Small enrollments means that everyone wears many hats; therefore, extra “helping hands” will be needed may be found in the following:
- Parents can offer extra help but more importantly they provide the continuity that sustains efforts in rural schools.
- Students can provide the leadership and human resources to carry out school, tribal, and community needs assessment and/or progress monitoring surveys including presentations of results to district leadership teams.
- Networking and collaboration can help rural districts build on their current capabilities by sharing NMCCSS implementation strategies both within and across districts affording them more mileage from limited financial resources.
- Technology is a powerful tool in implementing the CCSS and can be used not only for the dissemination of information and sharing strategies but for conducting online collaboration of lesson planning and development of instructional units.

HOW DOES PED RECOMMEND SMALL DISTRICTS BEGIN TO PREPARE FOR TEACHER PROFESSIONAL DEVELOPMENT?

Rural districts wishing to train all their K-12 teachers at once and not group their teachers by K-3 and 4-12 may begin their own in-depth ongoing study of the standards and the following:

- Capacities of the Literate Individual (NMCCSS Implementation Plan Table 4-B)
- English Language Arts Shifts in Instruction (NMCCSS Implementation Plan Table 4-C)
- Reading and Writing Framework Shifts in Instruction (NMCCSS Implementation Plan Table 4-D)
- Mathematical Practices (NMCCSS Implementation Plan Table 4-E)
- Mathematics Shifts in Instruction (NMCCSS Implementation Plan Table 4-F)

The summer CCSS academies scheduled for 2012 (grades K-3), 2013 (grades 4-12) and 2014 (grades 3-12) will not be the only resources and professional development opportunities provided by the NMPED. Go to newmexicocommoncore.org and the New Mexico Common Core State Standards Implementation Plan to learn about professional development offerings and professional resources.

HOW DOES COMMON CORE IMPACT RURAL DISTRICTS? CONT.

WHAT ARE DISTINCT CHALLENGES AND OPPORTUNITIES FOR RURAL DISTRICTS IN NEW MEXICO COMMON CORE?

The remote and isolated locations where rural districts reside are actually a prime motivator. Due to limited access to outside resources, things get created and accomplished in ingenious ways. Necessity becomes the mother of invention. Typically there is less bureaucracy within rural districts, which, in turn, means that there is a high degree of responsibility and autonomy in individual staff members. This flexibility makes things happen faster and with less paperwork. For example, decisions can be made regarding professional development so that it is delivered in ways that best serve the district's individual needs. The power of well-established and/or ethnically unique cultural norms and tradition often found within rural districts is substantial. Getting change grounded into the culture of the district and community is essential or it will "slide back".