

### **3. Do you think that the time spent documenting the core is time well spent away from class? - Comments**

1. This just an accountability piece.
2. teachers should have much more say in how education's reform
3. If this is important time needs to be built into the schedule. I teach 8 classes a day. When our school bell rings at 3:25 my day is really just half over due to all the paper work required now.
4. We spend more time talking and documenting and not enough time planning or being with kids.
5. This is all about balance - to implement the core we need to think about how our teaching reflects it, which involves documenting it, but we should not let that get in the way of teaching.
6. Most documentation is for administrative purposes that are rarely used to support actual teaching and improvement.
7. We need to document but that should not take time away from the class. Teachers do not have an 8-4 job. They are salaried employees and that means they work until the job is done. Documentation is a way to check on ourselves to be sure we are doing what we say we are. Our students deserve that.
8. Putting the objectives in our lesson plans is enough time and should be enough evidence.
9. We just wasted 1/2 a day this week going over "core" things. Those papers and that time will never be seen again.
10. The less time the teacher has with the students the more education suffers. Doesn't Iowa have trust in the teachers the Iowa education trained? But if the training is bad, so will be the education. Some of the training is bad today. There are no morals.
11. I am not tuned in to the documenting aspect of the CORE. I have taught which other programs that did. Measurement is the only indicator of progress.
12. As a special education teacher, it seems so much of my time is already spent on documentation rather than education. I am becoming disheartened with teaching because it seems that the paper work is more important than teaching. Anything can be recorded on paper, that doesn't mean it is so. I worry about teachers who will document what is expected, but not really do it.
13. I feel that we are doing our students an injustice by taking time away from them in order to let the state know that we are teaching what we should be. If we expect our students to perform better, taking class time away from them is not going to help. The strategies that are being used to present this to teachers are more confusing than just trying to do it on our own.
14. The more hoops we go through, the less amount of time we get to spend actually teaching students.
15. I am not sure what this question is asking.
16. We are taking too many instructional days away for assessment.
17. We spend countless days a year working on the Core when we could be with our students or planning activities for them.
18. NOT GOOD as of today!!!
19. It is almost to the point that we have spent more time on telling someone how we teach more than teaching the students.
20. Seeing the K-12 picture is long overdue in my district. Implementing the Core is a way to see the holes in what is taught across the board. Teachers need time set aside for this work.
21. Only if like our district you have time set aside such as Professional Learning Communities. I don't see how else all the work with developing I Can statements, assessments, etc can happen.
22. Didn't know I had to document anything in SPED
23. See above answer!
24. Depends on the type and complexity of the reporting.
25. I have not had to do this - my district did most of the work for our teachers so we didn't have to get pulled out of class.
26. Busy work. We teach Ocala of this and so much more. It is ridiculous to have to record every tiny piece of knowledge and a huge waste of time that could be used for teaching!
27. We use PD time for this, so it doesn't really take away from class time.
28. The balance between teacher instruction, etc which causes teachers to be pulled from the classroom and the actual time in the classroom will always be a problem until we acknowledge that 40 min per day is not sufficient. If teachers had a bigger block of time daily or weekly to plan which means a little less student contact time, we wouldn't need to pull them away from the classrooms they are assigned to teach.
29. I don't know what "documenting the core" means.
30. How else can we tell if it is working?
31. That's only one of the ridiculous things we are asked to do that takes me away from my students.
32. Data collecting...I want to teach. Hire people to collect the data!
33. It is a necessary evil though, I guess!
34. We are testing our students more than we ever have in the past. It is taking away from their instructional time.
35. If we are so concerned about our students being successful why are we not giving them the time and attention needed to make them successful. Social and emotional skills are declining as more emphasis is being placed

upon academic success.

36. It ends up being more paperwork, with few results for a music teacher other than less time to teach.
37. Twenty years ago, there were fewer meetings. Teachers had time to get more done without interference from the outside. Students learn more from their teachers in the classroom.
38. Exactly what do you mean by documenting the core? Do you mean time spent analyzing test data matched with the core and how instruction should be designed from that data?
39. There are too many new trends taking away from actual classroom preparation. In place of preparing quality lessons, we are documenting and doing paperwork.
40. We continue to have more and more paper work and less time to spend on class subjects. We have to jump through hoops for people that haven't even taught in the classroom. Things can look good on paper, but not so great in practice!
41. Has to be accountability.
42. It takes time away from teaching when we have to over analyze everything.
43. We need to use some time to simply work on implementing the Iowa Core.
44. It takes me away from planning lessons that would benefit my students. It's just one more thing for teachers to do, and teachers already have more than enough to do.
45. I think you are referring to documenting that it is taught??
46. If this is something we are not currently doing and it helps the kids, maybe...  
If we would do this already and this is extra/redundant...no.
47. The time spent documenting the core is going to be another paperwork nightmare for teachers and school districts. Let the teachers teach and make decisions based on the needs of their own students. Teachers are smart people who have been trained in using assessment data to make decisions. I am also fearful of all of the data that this requires be kept of students. They will have no privacy left because this stays with them! It's like we are trying to create George Orwell's 1984 in reality.
48. We need time to TEACH & RETEACH.
49. Unsure what documenting core means. If teaching essential skills then easy documentation using formative or summative classroom assessments.
50. I have lived in Iowa over 7 years, and I never saw anything come to fruition from Curriculum Mapper. I worked at 5 or 6 districts that spent all of their PD time loading data into the program and I never understood why. (I was at all those school districts while I was trying to get a full time job after moving here from Germany.)
51. There already is not enough time in the day to do what is necessary. Can we do less paperwork and more teaching, please?
52. One of the biggest drawbacks to teaching is "jumping through hoops" to "prove" that I am worthy of teaching. I understand the concept of being accountable, but often the time spent documenting takes away from time that would be more valuable preparing for and teaching classes.
53. It is time consuming when doing IEP's having to constantly refer back to the core.
54. Teachers are already short on time, and paperwork can keep them from students' immediate needs and attention.
55. It depends on the system. Having it documented helps with vertical alignment, so we don't keep teaching about neighborhood birds in science and missing other topics. Some schools were good at this on their own, but others are not. I think this is strength of ACSI schools (where I started my teaching career).