

5. From your experience so far do you believe it will improve school achievement? -

Comments

1. I think it may improve the overall country but it is the same stuff different way presented to us
2. Who knows? As long as Governors change the education policies every 2 - 4 years, we will never be able to research the effectiveness of policies and programs.
3. We need time on task with kids and smaller class sizes. More red tape will not improve achievement.
4. I was placed on the Des Moines district's committee to look at and then roll-out the Core. I disagreed with it then. I do now.
5. I believe the way the core will help most is helping students who transfer schools, districts, or states to have a consistent education.
6. No, top-down mandates rarely have much impact.
7. Not in the classroom at this time.
8. If teachers actually do those things.
9. It over emphasizes the academic areas only.
10. There are too many factors that go into school achievement, and until we do something about those other factors, nothing we do about planning or common core will fix the problems.
11. It may help catch some areas that were being missed.
12. it will remain the same
13. Do not the powers that be realize that for excellent education it depends on the excellence of the teacher? My homeschooled students were far above the public ones I taught. Also A student told me that a teacher told her class who they should vote for in the last Presidential election. THAT was wrong. If Iowa wants to lose the students and this country all they have to do is follow the stupidity of Washington, D.C.
14. common goals are good
15. Special education students need more time and more intense services. Yet with CORE requirements they are required to stay in classes way above their heads when they could be spending that time in small groups focusing on skills they need as ground work in order to advance to where they need to be.
16. Yes, one example is writing. Students in Iowa have never been assessed in their ability to write. The Common Core assures that component.
17. Only if teachers are actually given the time and resources to implement it with students instead of spending time documenting. Shouldn't the improvement in student achievement suffice as the documentation?
18. No, the students view the time away from class as a free pass. And there are so many questions by the teachers that I feel nothing is getting accomplished in our meetings.
19. The student's education and how to implement that effectively should be top priority. We all know that education comes in many different forms and styles and as educators we need to have the opportunity to execute them. The common core limits us instead of enhancing us as teachers.
20. Yes, I do. However, I say this with some reservation. It will not show school achievement in the way of Iowa Assessments or other standardized tests we have come to rely on. Legislation needs to change what we use to assess in order to show student achievement. Iowa Assessments, while the formatting is very similar to ACT/SAT tests, does not carry the rigor that Smarter Balanced and other assessments and what they hold.
21. As teachers, we know what our students need to know and how to teach this. We don't need the benefit of the Core to tell us this information.
22. It could potentially only if teachers will be patient and do their best at implementing the Core. The assessment of the teachers work is also a necessary component. The feedback given to teachers is very important.
23. in the sense that all content areas are on same page and not doing their own thing or teaching what you like best I do see it as positive.
24. Won't know till Iowa Assessments are taken if passes state standards.
25. It puts all schools on the same level.
26. Until students and parents as a whole value the Iowa education that they are receiving, nothing will change and the gap between those that take their education seriously and those that don't will continue to grow. And then we will have to spend so much of our time getting those that don't care up to the performance level of those that do!!
27. Students will be learning the same material just in different ways.
28. Until we learn to deal with the reluctant and uninterested learners in our schools no program will be able to raise our achievement levels.
29. IF the common core is taught the way it was meant to be taught (by incorporating 21st century skills and doing project-based learning) it will improve student achievement. However, most districts are not doing this. We are still teaching the common core standards using traditional teaching strategies, such as direct instruction and lecture. If it is taught in this way, it will not increase student achievement.
30. I think it would be interesting to know if teachers believe the core standards had required them to improve their teaching style and strategies.
31. Eventually, when all the gaps have been closed.
32. Really!? There is a cornucopia of examples of how well the federal (and yes, state) governments are at managing

anything. Eg. Fast and furious, Obamacare, the NSA, the IRS, welfare checks, and now education! More desk jobs for incompetent lackeys that don't know squat about teaching kids or who couldn't cut it in the classroom.

33. What will improve school achievement is actually setting high standards, and requiring the students to work toward them. For example - a 7th grade teacher in ICCSD specifically and directly told me, when I spoke to her about my son's poor cursive penmanship-"I don't care what it looks like or if he has complete sentences, as long as there's something on the paper." Amazing and appalling! As a result - you still can't read his handwriting & he still can't write properly to take notes in class.
34. It is very hard to close the gap between special education and general education, though.
35. Lots of great educators are leaving the profession and students without teachers at all simply because of this legislation and It seems like they don't know we didn't have extras before they started.
36. Kids from unsupportive homes and kids who don't try or care mess up true results.
37. Further waters down the content areas by requiring more material to be covered in an already restricted time allowed.
38. Does not improve student motivation
39. Nothing will improve school achievement until someone finds a way to make ALL the students really WANT to do well and learn and make sure they have parents that care about their child's success! There is NO LICENSING required to be a parent and yet it is more important than anything else! As 1 colleague says, sometimes we need bleach added to the gene pool!
40. The gap between students who are capable learners and those with learning difficulties will continue to widen.
41. I believe that we have lost sight of the things that promote actual success in school and in life--things like learning to love books, playing to use social skills, experiences that increase general knowledge, etc. All the stringent expectations and testing seem to be removing the passion and excitement for any kind of learning. Also, teaching to "the middle" does nothing to encourage growth in those gifted students that have potential for being great leaders and innovators.
42. Control should be at the local level, our principals and teachers should be able to decide the process as well as whats taught in our schools. A large bureaucracy in Washington running our school system is the wrong way to go.
43. We now have a Swiss cheese effect where students that did not receive the "rigorous" teaching in previous years are expected to jump in without that previous knowledge. Therefore there are already three grade levels that are already behind in proficiency of that standard just because they did not receive previous building blocks for that standard.
44. It will force teachers to all teach the same way and teach the same thing. It will bring consistency to the curriculum but not necessarily improve school achievement.
45. I believe that it will hurt the arts further and not allow for enough adjustment for student needs.
46. There needs to be more time spent on the basics. Students shouldn't go on until they get down basic facts. I have a problem with districts always looking at levels of learning. Maybe kids are rushed forward when they aren't at that point. Many advanced students are bored. We need to have classes for both types of students - meaning not necessarily together. We also need to realize that the dangerous or disruptive student should be in a separate school or training facility.
47. Will assessments reflect the core? As a teacher, it is nice to know that students who transfer from other schools have covered the same basic content (around the same time frame). There need to be some content standards in place. How it is taught, should be up to local control (teacher).
48. It is the efforts of the staff as a whole that provide an environment of expectations of high achievement that set the pace for student achievement.
49. Good teaching improves school achievement. A bad teacher can take a good curriculum and make it ineffective.
50. We are still teaching the same things, but now we are just spending hours corroborating the core with the teacher's manuals. Nothing has actually changed besides the time spent on documenting.
51. Unsure yet.
52. Students achieve, period. I am sick of hearing that students aren't achieving. Stop including special education students scores with the rest of the population. It isn't a fair look at achievement.
53. I think the emphasis on 21st century skills is important. I'm glad we are emphasizing it.
54. The math curriculum I am teaching is aligned to the Common Core. There is no time to go back and reteach a lesson that students did not understand. I have been told by our Math Coach to keep going and I've also been told to just look at the test to see what they need to know and only review those specific items. As a result, most of my students are not proficient at the math standards that we have covered so far.
55.if we figure out where the holes are between the core standards and the curriculum we are using.
56. The Language Arts CORE ups the reading requirements without giving more supports for struggling readers who are still required to read at grade-level according to No Child Left Behind.

But, the Language component is helpful for ELL students because it forces all teachers to focus on this essential skill that ESL students need. Math switches to concept vs. formula, which has both good and bad--Good because you understand it and can manipulate it. Bad because you can't use the standard formula.

57. I feel like the educational community, by and large, stays silent on the issue because they either see the common core as a mandate and not a choice or they are too fearful to speak out. I find myself in a tough position because although I strongly disagree with common core and the idea of a federal takeover of education, it is my job to use it. I don't see how trying to fit such individual students into the same mold will improve anything. Let local people, who are closest, make decisions!
58. Yes--IF schools are held accountable for following them.
59. Only if all buy in to one common goal of rigor and relevance in the educational setting by all with administrative leadership and support.
60. I think it should be used as a guide. Not something that can be used against teachers (if test scores don't improve, for instance.)
61. There are no guarantees no matter what you implement in education. There are many factors that lead to a student's success or failure in classes. Education has changed greatly in my seventeen years as an educator. Parents have changed, society has changed, technology has changed, and resources have changed. It is ignorant to think that the education system will be successful unless it also changes.
62. It will give the government another way to refuse to pay for education. It is another unfunded mandate like NLCB.
63. It may improve achievement on tests, but doubtful it will improve transitioning most students to life after high school.
64. It depends on how the school/individual teacher was doing before implementation. At our school, the high school teachers were covering the topics, but not the elementary teachers so we had many gaps and challenges. This is changing with new math curriculum and the first math PD time spent last year and this year in over 10 years.
65. As long as there is freedom given to the teachers to design the instruction around the core standards.
66. The learning team part of it is the best part, when teachers can compare learning objectives, assessments, and students data. With a Common Core, those on top of the education chain think that they have power, because they have the common rules. If education goes the new way and school achievement improves, those who believe in the new way will think they are the winners. So far I know that school achievement will improve when students get more sleep and are fed better.
67. Could be good for upper level classes. Concerned about special ed. kids.
68. Yes , It will help improve your teaching and your students success because you and your students will be able to assess what has been done .
69. I think school achievement for these standards can't be shown to improve until a student reaches every grade with it aka the kindergarteners who start it this year and go with the new curriculum all the way through. I think the students without core will have holes which won't show great improvement necessarily.
70. It will take a few years to implement the new curriculum and successfully redesign our courses, but I believe that we will see an increase in student achievement in the long run. We may see a slight decrease initially as we raise our standards, rigor, and relevance, as it will take time for both students and staff to adjust to the new material.
71. Just a minimum continuity
72. Good Teachers should be covering the information in the Iowa Core if they are worth their pay check.
73. I think it will help transient, poor, and ELL populations, and I don't think it will really make much difference for other groups. So, yes, I think it will help achievement.
74. If we can have local say.
75. The return to true, honest family values, including a two parent, loving home for the child would provide the utmost improvement in the care and direction of our students' academic improvement.
76. Having been in education for a number of decades, it seems to me that each time a new or improved agenda comes down the pike, our children are the losers. Too much time is spent going to meetings, with more money spent hiring subs, and students taking multiple tests, there is less teaching and even less learning going on. Scores are going down and students are less prepared for college.
77. It's too subjective that schools are putting the core into curriculum they are already teaching. We are trying to match it to Journeys Reading Series.
78. There are too many factors that play into "school achievement." One single thing will not determine it. But things CAN be helpful and beneficial without improving the singular measure of "school achievement."
79. I have adapted my teaching practices based on "content" on the test. It's a disgrace for creativity, analysis of data, developing excellent writing skills, and thinking skills within our students. I am very concerned with the amount of cheating that is going on and not being reported or looked at as a concern. One way to improve achievement and get a good baseline is electronic testing rather than paper and bubble testing. Too much dishonesty happening with too many educators.
80. But overall, the additional work load will burn teachers out sooner, creating more turnover and teacher shortage.
81. Any educational plan on paper looks good. However, once standards are implemented will reveal what is missing or present.
82. Yes...if good teachers are in the school system.
83. From what I have observed taking the teacher out of the classroom to do collaboration, some type of training has added to a decrease in school achievement.
84. Improving school achievement is not going to be done with this core since I already teach all of it. Improvement

comes with parents, children, and teachers working together to teach the child personal responsibility in all aspects of their life. This is the core to improvement!!

85. depending on the "achievement" levels that are set
86. If it is implemented with sound instructional practice, Yes.
87. How do we really see that improvement???