









**1. Educator Evaluations: Do you believe that principal evaluations should be required annually.**

		Response Percent	Response Count
Yes		51.3%	77
No		48.7%	73
Comment (please specify)			53
answered question			150
skipped question			0



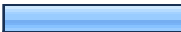












**2. Educator Evaluations: Do you believe that teacher evaluations should be required annually.**

		Response Percent	Response Count
Yes		40.3%	60
No		59.7%	89
Comment (please specify)			78
answered question			149
skipped question			1

**3. Educator Evaluations: If the legislature approves annual teacher evaluations, what are suggestions for an evaluation instrument that could provide quality, reliable information to the teacher and principal?**



		Response Percent	Response Count
Format aligned with the Iowa Teaching Standards and Criteria		62.7%	89
Format aligned with Iowa Core		38.7%	55
A state-required instrument		26.1%	37
Districts able to develop and use own format		27.5%	39
	Other (please specify)		52
		<b>answered question</b>	<b>142</b>
		<b>skipped question</b>	<b>8</b>

**4. Educator Evaluations: If the legislature approves annual teacher evaluations, what are suggestions to be included in the evaluation instrument that would provide quality, reliable information to the teacher and principal?**

		Response Percent	Response Count
Student achievement data		61.0%	89
Student engagement data		65.8%	96
Parent engagement		26.7%	39
Examples of and progress toward building/district goals		75.3%	110
Level of and/or demonstration of content expertise		59.6%	87
Planning in alignment with student learning needs		76.0%	111
Planning in alignment with Iowa Core		72.6%	106
Teaching approaches aligned with student learning needs		83.6%	122
Teaching approaches aligned with building/district vision for learning		61.0%	89
<b>Use of formative and summative assessments in meeting student needs</b>		<b>84.9%</b>	<b>124</b>
Application in the classroom of professional learning		73.3%	107
Classroom management		73.3%	107
Inviting learning environment		53.4%	78
Demonstration of building and district expectations		65.1%	95
Involvement with the community		18.5%	27
	Other (please specify)		27

answered question	146
skipped question	4



**5. District Level Leadership: Should district-level leadership be addressed in the Governor's Plan to improve education?**

		Response Percent	Response Count
Yes		87.1%	121
No		12.9%	18

Comments (please specify)	32
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answered question	139
skipped question	11

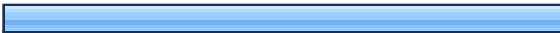


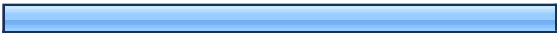


**6. Learning Expectations for Students: Should retention take place if a student does not acquire "on-grade level" reading skills by Grade 3?**

		Response Percent	Response Count
Yes		18.6%	27
No		81.4%	118



Comments (please specify)	79
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answered question	145
skipped question	5



## 7. Learning Expectations for Students: What is needed in the educational system to ensure students have acquired strong literacy skills by grade 3?

		Response Percent	Response Count
<b>Pre-school opportunities</b>		83.9%	125
On-going professional learning for educators		83.2%	124
Extended time for learning (e.g., summer school, after school, alternate calendar)		76.5%	114
Multiple learning strategies		83.2%	124
Connecting with parents as partners in supporting the literacy goal		81.2%	121
A minimum of 90 minutes of literacy each day		59.7%	89
	Other (please specify)		39
		<b>answered question</b>	<b>149</b>
		<b>skipped question</b>	<b>1</b>



**8. Learning Expectations for Students: Should there be specific language for learning that includes all core academic subjects (i.e., English, language arts, foreign languages, civics and government, economics, arts, history, geography, physical education, and health educations)?**

		Response Percent	Response Count
Yes		84.2%	117
No		15.8%	22
Comments (please specify)			30
answered question			139
skipped question			11



**9. Learning Expectations for Students: Should there be specific language that addresses clarity for “College and Career readiness”?**

		Response Percent	Response Count
Yes		80.6%	116
No		19.4%	28
Comments (please specify)			26
answered question			144
skipped question			6


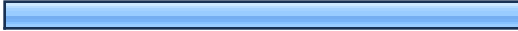




**10. Learning Expectations for Students: Do you believe that Iowa schools need an accountability system based on growth measures?**

		Response Percent	Response Count
Yes		83.8%	119
No		16.2%	23
Comments (please specify)			32
answered question			142
skipped question			8

**11. Professional Learning: Do you believe that additional Professional Learning days should be added to the school year?**

		Response Percent	Response Count
Yes		77.6%	114
No		22.4%	33
Comments (please specify)			50
answered question			147
skipped question			3

## 12. Professional Learning: What suggestions do you have for Pre-Service and Teacher preparation programs?

		Response Percent	Response Count
Increased time in schools before teaching (e.g., observation, practicums, student teaching)		80.0%	116
Practitioners and higher education educators partnering in the teaching of these candidates		77.2%	112
Alignment of their experiences with Iowa Core		67.6%	98
Higher grade-point average (e.g., 3.0) for entrance into the program		24.1%	35
Exit assessment before entering the profession		37.9%	55
Lab schools and districts		39.3%	57
	Other (please specify)		33
		<b>answered question</b>	<b>145</b>
		<b>skipped question</b>	<b>5</b>

## 13. Other Comments: Please share other ideas you have that you would like the legislators to consider.

	Response Count
	42
<b>answered question</b>	<b>42</b>
<b>skipped question</b>	<b>108</b>





**Page 1, Q1. Educator Evaluations: Do you believe that principal evaluations should be required annually.**

1	The quality of the evaluations will be diminished if completed this frequently.	Feb 5, 2012 2:20 PM
2	Every 2-3 years.	Feb 4, 2012 4:21 PM
3	I am evaluated annually by my Board.	Feb 3, 2012 10:52 AM
4	Only if there's a concern with someone not meeting Administrative/Leadership standards.	Feb 3, 2012 10:09 AM
5	Feedback is essential to performance.	Feb 3, 2012 7:31 AM
6	They should be evaluated by teachers and parents as well. There are a lot of ineffective leaders in schools right now that no one ever knows about because teachers are afraid to voice their concerns, and they often fall on deaf ears anyway. Just because someone gets an administrative degree doesn't mean they know how to be a leader. There needs to be more addressed with being a strong leader in their evaluations.	Feb 2, 2012 6:39 PM
7	In addition to an evaluation, I believe the staff should complete a "climate evaluation" annually so the administration can sense what the staff feels is going well and what needs to be addressed.	Feb 2, 2012 6:22 PM
8	Are annual evaluations an answer for having effective principals or would creating a learning organization within Iowa get at the root cause?	Feb 2, 2012 5:49 PM
9	Annual evaluation only if previous evaluation indicated some need for improvement.	Feb 2, 2012 5:07 PM
10	Evaluations have produced few results now, why do more of the same and expect to get a different result?	Feb 2, 2012 3:19 PM
11	I believe that some type of evaluation should be done yearly, but it might not look the same each year.	Feb 2, 2012 2:34 PM
12	But if they are a teacher needing extra assistance, they need additional evaluations	Feb 2, 2012 1:59 PM
13	During our evaluation process, we are setting goals for improvement. If we do not have annual reviews, how do we know we are achieving our goals. A check point for accountability.	Feb 2, 2012 1:24 PM
14	I could go either way on this.	Feb 2, 2012 1:14 PM
15	This should be happening now. Coaching and support should be ongoing.	Feb 2, 2012 11:14 AM
16	If teachers are going to be evaluated annually under a new plan, so should administrators.	Feb 2, 2012 10:51 AM
17	but they need to be more meaningful	Feb 2, 2012 10:00 AM
18	I am fine with it either way, but don't feel it's necessary.	Feb 2, 2012 9:42 AM
19	The current model works if the evaluator of the principal follows the protocols required.	Feb 2, 2012 9:27 AM

**Page 1, Q1. Educator Evaluations: Do you believe that principal evaluations should be required annually.**

20	time required can be spent better, every other year would be more of a compromise.	Feb 2, 2012 8:50 AM
21	Many excellent administrators do not necessarily need an annual evaluation. However, evaluations are done fairly and equitably with the goal of improving student achievement, annual principal evaluations could be a good way to move in this direction. The current system is flawed and many ill-prepared principals continue in their roles because it is easier. Many well-prepared principals leave education or move to new roles because of senior administrator bias.	Feb 2, 2012 8:50 AM
22	Iowa law requires that teachers have an Individual Professional Development Plan and this could easily be the instrument where goals are established for teachers based upon the 3 year summative evaluation-- and student data could be tied to the evaluation.	Feb 2, 2012 8:43 AM
23	leadership coaching would be more effective for improvement	Feb 2, 2012 8:36 AM
24	We need to take long, hard look at what we are doing by focusing on this kind of accountability. Finland is getting the best results by focusing on trust, professionalism and shared responsibility which includes all parties including parents.	Feb 2, 2012 8:33 AM
25	Maybe every other year, but I think annual is just bureaucracy gone rampant, who is going to be doing the evaluating?	Feb 2, 2012 8:30 AM
26	no for the same reason below. There should be informal observations many times a year though.	Feb 2, 2012 8:28 AM
27	There needs to be an ongoing review and FEEDBACK (emphasis added) process.	Feb 2, 2012 8:27 AM
28	If a practicing teacher has shown excellent performance in regular evaluations and in principal walk throughs, a formal three to four year eval is sufficient.	Feb 2, 2012 8:19 AM
29	I would like to see them every other year rather than every 3 years.	Feb 2, 2012 8:16 AM
30	It's only going to be worthwhile IF the superintendent holds accountability to the principal. If s/he allows for mediocrity, then we aren't any better off than we were before.	Feb 2, 2012 8:13 AM
31	Time and money that is not needed. If there is a concern or reason that can happen.	Feb 2, 2012 7:33 AM
32	A few good evaluations is much better than multiple ones done in a hurry	Feb 2, 2012 7:32 AM
33	Informal updates on IPDP yearly	Feb 2, 2012 7:21 AM
34	Not in the form / procedures that are currently in place	Feb 2, 2012 7:16 AM
35	As an athletic coach, I am evaluated each year. The principal should also have a summative evaluation every year.	Feb 2, 2012 7:10 AM
36	I support growth plans and professional development learning, if there is a problem the principal needs support and close supervision.	Feb 2, 2012 6:58 AM

**Page 1, Q1. Educator Evaluations: Do you believe that principal evaluations should be required annually.**

37	Formal written evaluations are not necessary annually. Much can be accomplished by monitoring progress.	Feb 2, 2012 6:56 AM
38	Annual review is an opportunity for Supt and principal to review professional goals, review performance relative to Iowa Administrator Standards.	Feb 2, 2012 6:56 AM
39	Many districts DO evaluate principals annually. But I do not believe it should be required annually.	Feb 2, 2012 6:54 AM
40	every other year	Feb 2, 2012 6:53 AM
41	Evaluations are in place to keep everyone honest. It also makes people more accountable.	Feb 2, 2012 6:51 AM
42	good opportunity for superintendent and principals to stay focused on the goals the principal has for the year. Also allows for ongoing data to be collected and reflected upon.	Feb 2, 2012 6:36 AM
43	I do believe they should be on a similar cycle as teachers.	Feb 2, 2012 6:33 AM
44	I think that all of us should continuously be looking to improve our practice and to gauge where we are in relation to the standards/expectations.	Feb 2, 2012 6:30 AM
45	If it can be done efficiently.	Feb 2, 2012 6:29 AM
46	The current method for evaluating principals seems to be working quite well in terms of improving principal's growth and leadership skills -- at least in our district.	Feb 2, 2012 6:24 AM
47	Director Glass commented that evaluations will be different than presently used.	Feb 2, 2012 6:20 AM
48	Not using the summative forms and portfolio that we do now	Feb 2, 2012 6:20 AM
49	In most districts this can be done due to the number of administrators in Iowa.	Feb 2, 2012 6:20 AM
50	Yes, if an outside agency were to do this, it could increase the productivity and raise student achievement. It is hard to know if you are focusing on the right things without an outside view.	Feb 2, 2012 6:19 AM
51	If there is a performance issue it should be addressed regardless of the evaluation cycle	Feb 2, 2012 6:15 AM
52	Formal evaluations need be done only once in 3 years. Informal (formative) assessment can be accomplished between the formal (summative) evaluations.	Feb 2, 2012 6:08 AM
53	Use the three-year format for the summative evaluation but do better job with annual reviews.	Feb 2, 2012 5:41 AM



**Page 1, Q2. Educator Evaluations: Do you believe that teacher evaluations should be required annually.**

1	Same reason as above. If a teacher is in question, you put them on evaluation, so it can be done at any time for any teacher as necessary.	Feb 5, 2012 2:20 PM
2	Every 2-3 years.	Feb 4, 2012 4:21 PM
3	I don't know that it is possible to complete this task with fidelity, particularly when you are in a high school setting with roughly 60 teachers. Evaluations each year would be too much to manage.	Feb 3, 2012 7:47 PM
4	I am required (per Board policy) to evaluate all teachers annually.	Feb 3, 2012 10:52 AM
5	Not for everyone, as this would become mostly a "checklist." This should only be necessary for teachers who are not performing as they should, according to teaching standards.	Feb 3, 2012 10:09 AM
6	We all benefit from frequent and timely feedback. A continuous improvement model necessitates some type of annual review process--not what we currently have in place.	Feb 3, 2012 8:33 AM
7	Feedback is essential to performance.	Feb 3, 2012 7:31 AM
8	Once teachers have reached the master level, there shouldn't be a need to formally evaluate them every year. If the principal is getting around to all the rooms, they should be able to tell if a teacher is slipping or struggling and can address that teacher individually. There is no need to make a formal process every year that simply takes up time for the administrator and teacher who could be doing more productive activities like planning lessons, researching educational strategies, observing teachers, working with students, etc. I was evaluated this year, and I spent about 4-5 hours total when it was all said and done with all the paperwork, pre and post conferences I had to do. I could have been designing lessons or analyzing student work with that time, but instead I had to spend time proving that I am doing my job, when I would rather be doing my job.	Feb 2, 2012 6:39 PM
9	Currently our principal spends so much time dealing with discipline, there is no way he could possibly evaluate everyone annually.	Feb 2, 2012 6:22 PM
10	What would create a learning organization... do not feel evaluation is the answer but rather creating informal opportunities to learn and grow.	Feb 2, 2012 5:49 PM
11	Evaluating a Master Teacher every year is a waste of the evaluator's time. Many administrators already work 60+ hour weeks, why add to the workload when it isn't necessary? Currently teachers set professional goals that are visited annually.	Feb 2, 2012 5:07 PM
12	Evaluations haven't proven to make any difference according to reality and research.	Feb 2, 2012 3:19 PM
13	I believe there should be some type of evaluation each yearbut it might not look the same each year.	Feb 2, 2012 2:34 PM
14	But if they are a teacher needing extra assistance, they need additional evaluations	Feb 2, 2012 1:59 PM

**Page 1, Q2. Educator Evaluations: Do you believe that teacher evaluations should be required annually.**

15	We are life long learners, and meeting annually will hold us accountable for implementing district wide initiatives with fidelity.	Feb 2, 2012 1:24 PM
16	I believe that there does need to be greater involvement with teachers/administrators working collaboratively together with Individual Career Development Plans, but the summative evaluation is a compilation of data that is collected over the 3 year period and if done thoroughly and correctly is very effective.	Feb 2, 2012 1:14 PM
17	I'd favor every two years. Evals have to look different than they do now and must reflect collaborate work as well as student growth. Supervision (coaching and support) should be ongoing.	Feb 2, 2012 11:14 AM
18	I wish people would see what I am doing in my classroom more often. I appreciate the professional discussion.	Feb 2, 2012 10:51 AM
19	If teachers aren't doing things well in their room, they should be evaluated the following year. If they are doing well, I see no reason to do this annually.	Feb 2, 2012 10:30 AM
20	BUT they need to be more streamlined and more meaningful for both teacher evaluator	Feb 2, 2012 10:00 AM
21	In most cases, i believe this would require and dramatic inscrease in administrative staff. More assistant principals/deans...	Feb 2, 2012 9:58 AM
22	If a teacher is in need of more evaluations, intensive assistance is an option.	Feb 2, 2012 9:42 AM
23	There would be too many to do each year.	Feb 2, 2012 9:41 AM
24	Following the current model with rigor, should get the job done. The problem is that administrators don't follow the model and the drop-in evaluations just don't work. So too. teacher portfolio evaluations are poorly done leading teachers to put little effort in their development.l	Feb 2, 2012 9:27 AM
25	I believe with current Iowa Teaching Standards can lead to high-quality teachers and agree our current evaluation system needs to be evaluated to determine why there is such varience in it's implementation. I do NOT believe it is because it is due to the standards that is in place but rather the tools and relationships the educators/administrators (and time) to do it adequately.	Feb 2, 2012 9:26 AM
26	Annual short eval/updates/walkthrough. . with a more comprehensive eval every 2nd or 3rd year	Feb 2, 2012 9:08 AM
27	time required can be spent better, every other year would be more of a compromise.	Feb 2, 2012 8:50 AM
28	Annual teacher evaluations would result in principals doing little, but evaluating teachers instead of being educational leaders. The West Des Moines principal who was quoted in The Register said it well.	Feb 2, 2012 8:50 AM
29	I am a superintendent, but I have heard from principals throughout Iowa that some principals are seldom evaluated and when they are, there is great inconsistency with the instrument. We do need to be better aligned with each other and all have high standards.	Feb 2, 2012 8:43 AM

**Page 1, Q2. Educator Evaluations: Do you believe that teacher evaluations should be required annually.**

30	instructional coaching would be more effective	Feb 2, 2012 8:36 AM
31	Same comment as in #1	Feb 2, 2012 8:33 AM
32	see above	Feb 2, 2012 8:30 AM
33	Not practical and impossible to get every teacher done annually and do a quality job. Informal observations occur annually in the form of walk throughs	Feb 2, 2012 8:28 AM
34	There needs to be an ongoing review and FEEDBACK (emphasis added) process.	Feb 2, 2012 8:27 AM
35	I would like to see them every other year rather than every 3 years or every year.	Feb 2, 2012 8:16 AM
36	If you have a mediocre or non-confrontational administrator, what good will annual evaluations really be? It will just make LOTS more work for the conscientious principals. If there was an intervention program for poor principals, or if principals weren't allowed to just passively occupy their position, perhaps it would make a difference.	Feb 2, 2012 8:13 AM
37	if teachers are doing there job and adminstrators are in the classrooms like we are we can see if teachers are doing their job or not.	Feb 2, 2012 8:02 AM
38	Not formal...If they are required every year the paperwork currently being done would be terrible.	Feb 2, 2012 7:44 AM
39	walk through conversations, observations, and collaboration provide opportunitis for teachers to recieve formative feedback and for administration to know where teachers need support or improvement	Feb 2, 2012 7:43 AM
40	If the expectation is to continue to evaulate teacher's performance based on the current evaluation instruments and professional portfolio,on will decline dramatically due to the time constraints of a typical building principal.	Feb 2, 2012 7:38 AM
41	Not enough time to do everyone every year.	Feb 2, 2012 7:36 AM
42	Time and money that is not needed. If there is a concern or reason that can happen.	Feb 2, 2012 7:33 AM
43	A few good evaluations is much better than muliple ones done in a hurry - quality vs. quantity	Feb 2, 2012 7:32 AM
44	Informal updates on IPDP yearly	Feb 2, 2012 7:21 AM
45	Not using the current procedures. I could not physically evaluate all of my teachers using the current plan, nor would I have time to focus in instruction..	Feb 2, 2012 7:16 AM
46	I think that the present rotation cycle of having career teachers evaluated formally once every three years is working.	Feb 2, 2012 7:14 AM
47	I don't believe that we need formal principal evaluations annually, but the principal should be making himself/herself visible in each classroom at least bi-weekly even it is only a few short minutes.	Feb 2, 2012 7:10 AM



**Page 1, Q2. Educator Evaluations: Do you believe that teacher evaluations should be required annually.**

48	Annual evaluations in some form should be required. It may look different at various career stages.	Feb 2, 2012 7:09 AM
49	That depends on the evaluation tool used and what "evaluation" means. Since there are no details in this bill regarding this, it is difficult to make an informed decision.	Feb 2, 2012 7:00 AM
50	The reality of the school district is that the evaluations are just too cumbersome. A principal should focus on instruction and staff professional development, a growth model rather than an evaluation format.	Feb 2, 2012 6:58 AM
51	There is nothing to stop annual evaluations in our current practice. Those needing extra monitoring and improvement can be evaluated annually and we would have additional time to work with them by not having annual evaluations mandated for all teachers. Teacher evaluations do not raise student achievement. It is the collaborations between staff member, teams and the administrator focused on student achievement, data, Rtl and necessary adjustments that raise achievement.	Feb 2, 2012 6:56 AM
52	Annual review is an opportunity for principal and teacher to review professional goals, review performance relative to Iowa Teaching Standards and Criteria.	Feb 2, 2012 6:56 AM
53	Show some respect for the profession! Allow teachers to use their professional judgement instead of mandating everything or trying to equalize everyone. Students are individuals and teachers are individuals and each should be treated as such...what works for one may not work for all. Teachers not performing adequately should be dealt with on a one-on-one basis, just as we are expected to with our students. Don't lump all teachers together - good or bad!	Feb 2, 2012 6:56 AM
54	Absolutely NOT! In order for teacher evaluations to be thorough, develop solid growth plans, for multiple types of observations (from formal, to drop in, to walk through) to take place with the important accompanying conversations, there is no way most principals can manage to do each teacher annually. I do not believe the Gov., DE, and general public realize the time consuming nature of an eval for a teacher. AND, this does NOT mean that non-instructional administrative activity should be taken over by a SAM. Principals need to know about all these little things, not hear about them secondhand.	Feb 2, 2012 6:54 AM
55	every other year	Feb 2, 2012 6:53 AM
56	Evaluations are in place to keep everyone honest. It also makes people more accountable.	Feb 2, 2012 6:51 AM
57	the three year cycle designed for formal evaluations works well. With the work of principals in our district we are in classrooms 2-3 times per month collecting data and providing feedback related to their implementation of the gradual release instructional strategies.	Feb 2, 2012 6:36 AM
58	Annual teacher evaluations will require much more time and resources from administrators. The current evaluation process is time consuming.	Feb 2, 2012 6:35 AM
59	Administrators will lose instructional leadership time in the classrooms and collobaration meetings if they have to spend more time evaluating all staff	Feb 2, 2012 6:33 AM

**Page 1, Q2. Educator Evaluations: Do you believe that teacher evaluations should be required annually.**

annually in a summative fashion.

60	I think that all of us should continuously be looking to improve our practice and to gauge where we are in relation to the standards/expectations. Also, with more feedback, the evaluations would become less one-shot/one-view of our teaching and more reflective of our success over time.	Feb 2, 2012 6:30 AM
61	If it can be done efficiently.	Feb 2, 2012 6:29 AM
62	The current evaluation process is very thoughtful and thorough. Yearly observations would take away meaningful reflections.	Feb 2, 2012 6:25 AM
63	I am evaluated every year - every 3 years it is more paperwork and less about improvement/learning/growing	Feb 2, 2012 6:25 AM
64	I question the feasibility of conducting meaningful evaluations on a yearly basis with every teacher in a building.	Feb 2, 2012 6:24 AM
65	Director Glass commented that evaluations will be different than presently used.	Feb 2, 2012 6:20 AM
66	Not the summative process that we do now though	Feb 2, 2012 6:20 AM
67	Not in the form of proving competency. Continuous improvement should involve the pursuit of goals. If it is arranged like this it could be productive.	Feb 2, 2012 6:20 AM
68	If an outside source does this. Principals do not have the time to do this annually with each teacher. We want quality, not quantity.	Feb 2, 2012 6:19 AM
69	Going into depth on a rotating basis will improve instruction more than "checking them off" yearly	Feb 2, 2012 6:18 AM
70	Not with the current system. As a former high school principal, I conducted numerous classroom observations, provided feedback to teachers on an on going basis and conducted an annual goal review meeting with each teacher in late April/May. I think this kind of instructional focused feedback is key to improving instruction and student learning. Based on feedback from teachers this fall, the current evaluation is not useful in helping them become better teachers. Why would we use the same system on an annual basis. It would be too time consuming and shift the focus away from student learning and engagement.	Feb 2, 2012 6:15 AM
71	We would need to put more funds into evaluator positions. With all the budget cuts and administrative cuts that have taken place over the years, there are fewer people that are able to evaluate	Feb 2, 2012 6:15 AM
72	Yes, with a distinction between formative evaluations and the more formal summative evaluations that we are currently using.	Feb 2, 2012 6:14 AM
73	Principals would be spending too much time on evaluations and not enough time on improving instruction.	Feb 2, 2012 6:12 AM
74	Formal evaluations need be done only once in 3 years. Informal (formative) assessment can be accomplished between the formal (summative) evaluations.	Feb 2, 2012 6:08 AM

**Page 1, Q2. Educator Evaluations: Do you believe that teacher evaluations should be required annually.**

75	Yearly for new, or new to the district teachers. Tenured teachers should not.	Feb 2, 2012 6:06 AM
76	not sure	Feb 2, 2012 6:04 AM
77	An annual review as an eval process, but not a formal eval annually.	Feb 2, 2012 6:02 AM
78	Use the three-year format for the summative evaluation but do better job with annual reviews.	Feb 2, 2012 5:41 AM



**Page 1, Q3. Educator Evaluations: If the legislature approves annual teacher evaluations, what are suggestions for an evaluation instrument that could provide quality, reliable information to the teacher and principal?**

1	The key is the valid and reliable part--whatever ends up being used needs to provide strong evidence for validity and reliability. The best tool I've seen so far is the Teacher Work Sample--used judiciously with observation, interview, and outcomes it could provide real value.	Feb 4, 2012 4:21 PM
2	Third Party accreditation instrument (ACSI, CSI, AdvancedEd, etc.)	Feb 3, 2012 10:52 AM
3	IF this is approved, everyone needs to be using the same instrument.	Feb 3, 2012 10:09 AM
4	The purpose and nature of evaluation must first be determined, and then an appropriate instrument designed that aligns to the purpose.	Feb 3, 2012 8:33 AM
5	Actually a combo of the first three choices	Feb 3, 2012 7:31 AM
6	I would support all school districts being required to use an instrument/program such as eWalk. I am not sure it would be possible to mandate the same questions or criteria on the form since districts might want to tailor it to meet their specific professional development focus.	Feb 2, 2012 8:21 PM
7	Teacher portfolios	Feb 2, 2012 6:58 PM
8	The evaluation should be aligned with the Iowa Core and Teaching Standards, but should be structured to allow for input from several sources. Principals, parents, and students should give input on teachers. You could even get input from substitute teachers as they know when they are in a good classroom. Teacher, parents, and superintendents should give input on principals. If a person is doing a good job, then they'll have mostly positive reports and the occasional person who's just plain mad won't be credited so much if the evaluation system is designed well.	Feb 2, 2012 6:39 PM
9	Iowa Core alignment would not be appropriate since not all areas have ICC standards.	Feb 2, 2012 6:22 PM
10	Consider a rubric that inspires growth and improvement rather than being punitive.	Feb 2, 2012 2:07 PM
11	I heard Intasc Standards yesterday in Des Moines	Feb 2, 2012 1:59 PM
12	I believe if districts were able to design the format to evaluate teachers, it could be aligned to Mission, Vision, and District initiatives.	Feb 2, 2012 1:24 PM
13	If we are going to be evaluating every teacher annually, then the instrument should be easy to use and not require a great deal of written explanation. I believe that the written explanation is more beneficial, but it is time consuming.	Feb 2, 2012 11:45 AM
14	Looks like the ITS will change to InTASC. Regardless, we need one set of teaching standards aligned with the Core and a basic instrument all schools will use but can customize.	Feb 2, 2012 11:14 AM
15	This makes the most sense to me in light of the new professional development focus dealing with professional learning communities and provides a common rubric.	Feb 2, 2012 10:51 AM

**Page 1, Q3. Educator Evaluations: If the legislature approves annual teacher evaluations, what are suggestions for an evaluation instrument that could provide quality, reliable information to the teacher and principal?**

16	We have the Iowa Standards, let's stick with them. Currently, the Iowa DE is considering adding to the requirements for licensing beginning teachers. The three Regents institutions and Drake are on board to use the Stanford Univ. Teacher Performance Assessment (TPA). This could very well impact the way veteran teachers could be evaluated in the future	Feb 2, 2012 9:27 AM
17	I do not believe the Iowa Teaching Standards and Criteria needs to be changed to the InTASC standards as everything is already aligned to the Iowa Teaching Standards including all the Professional Development (Journey to Excellence courses/Evaluator Trainings, etc) for educators/mentors/administrators - all the millions of dollars that have been taken to develop that professional development for those programs to build capacity for that to happen. Where the money and energy needs to occur is to look at the implementation of what is occurring and where the variance in the system is happening that is not working well.	Feb 2, 2012 9:26 AM
18	a rubric for EVERYONE to use, allowing districts to make their own will only lead to discrepancies and lack of quality.	Feb 2, 2012 8:50 AM
19	More local control would result in more wasted time.	Feb 2, 2012 8:50 AM
20	We need to make the Individual Professional Development Plan meaningful, with teacher goals established based upon areas they need to improve. We have this instrument already, but it is not used consistently for real teacher growth	Feb 2, 2012 8:43 AM
21	Keep it simple	Feb 2, 2012 8:36 AM
22	The kind of evaluation suggested here continues to be based on fear of non-performance rather than on trust, professionalism and shared responsibility. We need to front-load our system by selecting the best and the brightest to go into teaching and requiring a five year program ending in a Master's degree. The fifth year should focus on data collection and action research to help teachers make classroom decisions about learning.	Feb 2, 2012 8:33 AM
23	The present drawdown process is out of the question. Administrators can not be expected to do the current evaluation for everyone. A more focused conversation with each teacher would be valuable every year, in a manageable format.	Feb 2, 2012 8:32 AM
24	I think it will be aligned to InTASC, according to the DE. Any evaluation instrument should be research-based.	Feb 2, 2012 8:27 AM
25	I would be glad to help with a committee to design that state-wide eval form.	Feb 2, 2012 8:19 AM
26	If the instrument is not aligned with Iowa Teaching Standards why have it? I would suggest that the Iowa Teaching Standards may need a 'refresher' to keep them up to date!	Feb 2, 2012 8:16 AM
27	We MUST have inter-rater reliability with this!	Feb 2, 2012 8:13 AM
28	all administrators need to be trained on what the state is looking for when doing the evaluations. Right now evaluations are judgement calls by each individual's principal.	Feb 2, 2012 8:02 AM
29	Local control is still the strongest way to help students and districts find success	Feb 2, 2012 7:33 AM

**Page 1, Q3. Educator Evaluations: If the legislature approves annual teacher evaluations, what are suggestions for an evaluation instrument that could provide quality, reliable information to the teacher and principal?**

30	It would be best to have a primary tool that is used statewide, and then allow districts to adapt certain elements/items to better fit their context	Feb 2, 2012 7:32 AM
31	Need entirely different framework.	Feb 2, 2012 7:16 AM
32	Electronic version in which you can go in click the criteria and room for comments. The current form takes about 1 hour just to process.	Feb 2, 2012 7:15 AM
33	Training and coaching for principals and supts on a state required form is a must.	Feb 2, 2012 7:14 AM
34	Districts should be able to develop and use their own format as long as it meets defined criteria.	Feb 2, 2012 7:09 AM
35	I think our job is teaching the Iowa Core with fidelity	Feb 2, 2012 7:06 AM
36	We have 8 standards and our criteria created statewide with Charlotte Danielson - why re-create the wheel.	Feb 2, 2012 6:56 AM
37	State teaching standards, state curriculum standards, state student assessments make state evaluation format necessary. Training teachers and principals will involve several years.	Feb 2, 2012 6:56 AM
38	Iowa Teaching Standards and Criteria were established for just this purpose. Let's use them, rather than change again to yet another set of parameters. Most evaluators were trained to use these Standards/Criteria through many hoops anyway. If there is concern about inconsistency, then have DE build a state-wide instrument with room for a district to add its own goals as well.	Feb 2, 2012 6:54 AM
39	video-taping a series of lessons and going through it with the teacher. Let's use technology!	Feb 2, 2012 6:53 AM
40	including Shanahan framework	Feb 2, 2012 6:53 AM
41	Aligned with Iowa Core and building PD	Feb 2, 2012 6:35 AM
42	The instrument should be consistent from district to district and very user friendly due to time constraints.	Feb 2, 2012 6:33 AM
43	Charlotte Danielson's	Feb 2, 2012 6:30 AM
44	Uniformity is important statewide.	Feb 2, 2012 6:29 AM
45	However the DE is planning for an on-line format (?) and using the InTASC stds rather than the ITS & teacher criteria & AEA criteria	Feb 2, 2012 6:25 AM
46	If the evaluation process is driven by an "instrument", I believe it will fail completely in trying to change teachers instructional behaviors. The instrument will become nothing more than something to be completed and "checked off."	Feb 2, 2012 6:24 AM
47	INTASC principles	Feb 2, 2012 6:20 AM
48	Focus on continuous improvement	Feb 2, 2012 6:20 AM

**Page 1, Q3. Educator Evaluations: If the legislature approves annual teacher evaluations, what are suggestions for an evaluation instrument that could provide quality, reliable information to the teacher and principal?**

49	outside group responsible for this	Feb 2, 2012 6:19 AM
50	In my opinion the Iowa Core would be a part of the teaching standards and criteria	Feb 2, 2012 6:15 AM
51	competency-based evaluations focusing on the Characteristics of Effective Instruction	Feb 2, 2012 6:08 AM
52	We might want to check with other states to see how they are doing it - not just Florida!	Feb 2, 2012 5:41 AM





**Page 1, Q4. Educator Evaluations: If the legislature approves annual teacher evaluations, what are suggestions to be included in the evaluation instrument that would provide quality, reliable information to the teacher and principal?**

1	A well-rounded approach is better than just test scores or a principal's unsupported beliefs.	Feb 4, 2012 4:21 PM
2	Attendance	Feb 3, 2012 10:52 AM
3	Again, I feel that this would just become a "checklist."	Feb 3, 2012 10:09 AM
4	The descriptors identified in the Charlotte Danielson model -- prioritized.	Feb 3, 2012 8:33 AM
5	Student GROWTH data	Feb 2, 2012 2:07 PM
6	Implement district initiatives with fidelity (ex.consistency in curriculum) but allow educators the flexibility on how to acheive this within the classroom	Feb 2, 2012 1:24 PM
7	Current standards 7 and 8. Need to know more about what "involvement with the community" means.	Feb 2, 2012 11:14 AM
8	Not use test scores as primary tool for teacher assessment/effectiveness. Use multiple sources of evidene, involve key stakeholders in system design, be sure that the criteria for assessing performance, artifacts or other factors are credible and are well understood by teachers & assessors, provide high-quality, ongoing training for assessors & routinely calibrate their efforts to ensure consistent application of criteria, commit sufficient resources to produce high-quality, productive assesement.	Feb 2, 2012 9:26 AM
9	Just don't do it.	Feb 2, 2012 8:50 AM
10	If we use the Individual Teacher Professional Development Plan, any and all of these areas could be addressed, if they are areas that the teacher needs to improve.	Feb 2, 2012 8:43 AM
11	base it on standards and teacher provides evidence	Feb 2, 2012 8:36 AM
12	All of these are part of the decision-making process that highly-trained teachers can use to make decisions closest to the learner.	Feb 2, 2012 8:33 AM
13	looking at student growth rather than student achievement	Feb 2, 2012 8:30 AM
14	student engagement and rigor - use the Iowa Core "Characteristics of Effective Instruction" as a guide- those documents are solid	Feb 2, 2012 8:13 AM
15	When implementing the Iowa Core teachers need to teach at a deeper level vs just surface level. We need to make sure we are using formative assessment to change our instruction to meet the needs of ALL students. We also need to use multiple sources of data and analysis and make sure it is research based. Looking at the effect size would also help when trying new initiatives.	Feb 2, 2012 8:02 AM
16	communication with stakeholders	Feb 2, 2012 7:21 AM
17	Our parent population makes engagement a shaky area to include in evalluations. We deal with many parents on drugs and with mental illnesses.	Feb 2, 2012 7:16 AM

**Page 1, Q4. Educator Evaluations: If the legislature approves annual teacher evaluations, what are suggestions to be included in the evaluation instrument that would provide quality, reliable information to the teacher and principal?**

18	It should be based on all of these criteria but bundled to be able to have discussion about learning, not paperwork	Feb 2, 2012 7:15 AM
19	Profession Behavior	Feb 2, 2012 7:10 AM
20	I agree that parent and community involvement are important factors, but I do not believe teachers and principals should be held accountable for the lack of parent and community interest and support. We do not work in private schools where this can be forced or mandated. I do not believe legislators have a role in defining this criteria. I am supportive the requirement to provide annual evaluations, but I believe this is the role of the IDE and school districts to define.	Feb 2, 2012 7:09 AM
21	These are already in our 8 standards and 42 criteria!	Feb 2, 2012 6:56 AM
22	All of the above. Using student achievement data and input from parents, students, and colleagues has been in place for many years.	Feb 2, 2012 6:56 AM
23	NO MORE PAPER WORK - PLEASE!!	Feb 2, 2012 6:56 AM
24	a rubric designed to assess varying levels of effectiveness would be appropriate and also clearly identify expectations for teachers.	Feb 2, 2012 6:36 AM
25	The current system isn't broken except that the process is not being followed thru with fidelity.	Feb 2, 2012 6:25 AM
26	We are taught to take a student from where they are and to move them forward. If they come into 4th grade at a 3rd grade level and I move them to the 4th grade level by the end of the year, I have meet my goal and the student's ability.	Feb 2, 2012 6:20 AM
27	The parent engagement, learning environment, and community involvement appear fairly subjective	Feb 2, 2012 6:20 AM



**Page 1, Q5. District Level Leadership: Should district-level leadership be addressed in the Governor's Plan to improve education?**

1	If you're going to look at teachers you should look at administrators.	Feb 4, 2012 4:21 PM
2	Comprehensive plan incorporates AO	Feb 3, 2012 10:52 AM
3	Everyone is responsible for student learning.....	Feb 3, 2012 10:09 AM
4	all stakeholders should be involved... including school board members	Feb 2, 2012 5:49 PM
5	"Central Office" has just as big a stake in the success of Iowa students.	Feb 2, 2012 5:07 PM
6	Put an excellent teacher in a poor system and the system wins every time!	Feb 2, 2012 3:19 PM
7	This is in line with best practice and reseach. See Marzanno on principal and superintenedent effect on achievement.	Feb 2, 2012 1:37 PM
8	Give us the foundation for the plan expectations, but allow districts the autonomy to get it done.	Feb 2, 2012 1:24 PM
9	Grave omission!	Feb 2, 2012 11:14 AM
10	why wouldn't this be a part of it?	Feb 2, 2012 10:00 AM
11	It is not just the teaching staff that needs to be accountable for student learning and achievement.	Feb 2, 2012 9:27 AM
12	sheep flounder without a good leader, we can have all kinds of amazing teachers, but without support as a system they won't be as successful as they could be.	Feb 2, 2012 8:50 AM
13	Three hundred plus senior level administrators (superintendents) in Iowa school districts may currently consume as much as \$40,000,000 to \$60,000,000 in education resources. Is the legislature aware of this figure? It is difficult to measure dedication, honor and integrity which are some of the most important factors in a successful district-level leader. Requiring a PHD would be easy (and pointless).	Feb 2, 2012 8:50 AM
14	Why in the world was this left out? There is research from McREL that proves effective central office leadership-- from both the superintendent and the Board, has a very significant impact on student learning and school improvement.	Feb 2, 2012 8:43 AM
15	I'm not sure what this means. If it means that the leadership focuses on helping teachers make decisions about learning, then I would say "yes." If it means herding professionals into a particular way of teaching, then I say "no."	Feb 2, 2012 8:33 AM
16	These are essential components of quality education.	Feb 2, 2012 8:13 AM
17	local control	Feb 2, 2012 7:33 AM
18	It depends on what that would look like	Feb 2, 2012 7:32 AM
19	That's a pretty broad statement - it would depend on the definition.	Feb 2, 2012 7:16 AM
20	Superintendents and Principals are where the rubber meets the road for making	Feb 2, 2012 6:56 AM

**Page 1, Q5. District Level Leadership: Should district-level leadership be addressed in the Governor's Plan to improve education?**

	sure each what is in the plan happens.	
21	Where there is no vision (and no leadership), the people wither.	Feb 2, 2012 6:56 AM
22	Critical to the success of everything else.	Feb 2, 2012 6:53 AM
23	Evaluations are in place to keep everyone honest. It also makes people more accountable. I defenately believe that accountability should start at the top	Feb 2, 2012 6:51 AM
24	unsure what this may look like	Feb 2, 2012 6:36 AM
25	Districts should be required to support teachers as the expectations get higher.	Feb 2, 2012 6:30 AM
26	If it can be done efficiently.	Feb 2, 2012 6:29 AM
27	The focus is on student achievement. District-level leadership will develop out of this primary focus.	Feb 2, 2012 6:20 AM
28	I think that district level leadership should be in the plan but I believe the focus of our reform efforts should be on the classroom teacher and building level administrator.	Feb 2, 2012 6:20 AM
29	District-level leadership set the tone and focus of the district. Their leadership directly impacts innovative change and reform.	Feb 2, 2012 6:15 AM
30	if the district-level leadership and effective teaching initiatives are tied.	Feb 2, 2012 6:08 AM
31	What do you mean by "addressed?"	Feb 2, 2012 6:04 AM
32	We will only have "pockets of excellence" if we don't create a system - and this takes central office.	Feb 2, 2012 5:41 AM



**Page 1, Q6. Learning Expectations for Students: Should retention take place if a student does not acquire "on-grade level" reading skills by Grade 3?**

1	It would be interesting to see what is happening in other districts who have put this in place. (Chicago, IL)	Feb 5, 2012 2:20 PM
2	Interventions should occur--but they should happen well before 3rd grade. The literature across 40 years suggests that retention is not an effective strategy. This is a "politically correct" solution rather than an educationally correct one.	Feb 4, 2012 4:21 PM
3	Strong research suggests that this is ineffective practice and counter-productive, leading to increased drop-out rates.	Feb 3, 2012 7:47 PM
4	Prefer first grade or second grade	Feb 3, 2012 10:52 AM
5	Students who are struggling with "on-grade level" reading skills would not benefit from being kept in 3rd grade. They need to be taught differently than the majority of the class. Another year in the same grade would not benefit most of these children, especially if taught the same as the previous year. Numerous studies have shown this.	Feb 3, 2012 8:57 AM
6	A child's performance at 3rd grade is a reflection of his/her PreK-3 educational experience. Retaining a student at third grade does not guarantee instruction and/or intervention will change. The child could experience the same instruction that was not successful the first time around. Retention impacts more than academic achievement. I am not opposed to retention provided it is a collective decision between the school and the parents/guardians and in the best interest of that child. This should be determined on an individual student basis.	Feb 3, 2012 8:33 AM
7	remediation, including summer work and even removal from less essential coursework	Feb 3, 2012 7:31 AM
8	What if it were your child. Would you want your child retained, especially if this was the only area of weakness?	Feb 2, 2012 6:58 PM
9	It needs to happen before grade 3. Grade 3 is the cut-off so we should be working hard before then to get them "on-grade level."	Feb 2, 2012 6:39 PM
10	My fear is that teachers will feel motivated to "teach the test" so that social promotion will continue, but reading skills wouldn't be truly reflected.	Feb 2, 2012 6:22 PM
11	research clearly tells us that retention does not solve the problem but rather costs so much more; why does the school still live in the "factory" mode?	Feb 2, 2012 5:49 PM
12	Provided that effective reading interventions are in place at the K-2 level so retention at grade 3 is not an issue.	Feb 2, 2012 5:07 PM
13	This will ensure that K-3 teachers do their jobs to prevent this from happening.	Feb 2, 2012 3:19 PM
14	I think this decision should be based on what the educational research supports.	Feb 2, 2012 2:34 PM
15	I think this is a case-by-case situation. And you cannot have a double-standard for students with IEPs that allows them to move on when they aren't reading on level if you aren't going to allow general education students to advance.	Feb 2, 2012 2:07 PM
16	There needs to be accountability but also a support system to help students	Feb 2, 2012 1:37 PM



**Page 1, Q6. Learning Expectations for Students: Should retention take place if a student does not acquire “on-grade level” reading skills by Grade 3?**

retake only what is needed either online or through summer school.

17	Data does not indicate retention of a child will allow child to acquire on-grade level reading skills. You are speaking to a parent who retained her child to find out later in life she had a learning disability. If she had not repeated a grade, we could have diagnosed earlier.	Feb 2, 2012 1:24 PM
18	It depends...there are students who may never be able to achieve 3rd grade level achievement skills. While those students certainly need to receive help, research shows that retention could be detrimental to a students progress, especially as the grade level is higher.	Feb 2, 2012 11:58 AM
19	Not all students developmental levels align with school grade levels.	Feb 2, 2012 11:45 AM
20	Does not work!	Feb 2, 2012 11:14 AM
21	Not necessarily. Other variables should be considered in making the decision for retention	Feb 2, 2012 10:09 AM
22	the research on retention is so clear cut in my opinion	Feb 2, 2012 10:00 AM
23	As long as each grade level has an on-grade level test.	Feb 2, 2012 9:56 AM
24	It's teh responsibility of the school district to meet the needs of the students-therefore when students are not "on grade level" the school distrcit needs to provide the resources and support to make it happen. ANd it shouldn't wait until third grade to determine the need.	Feb 2, 2012 9:54 AM
25	The research doesn't show this to be effective. How long could one be held back potentially? Show where it has been done and worked. If the intent is to hold parents' feet to the fire to promote education more at home, I'm not sure that will happen.	Feb 2, 2012 9:42 AM
26	They have to get catch up and if they go on to new material it is harder to catch them up.	Feb 2, 2012 9:41 AM
27	Before handing out consequences to individual students, the system needs to be held accountable for this. No research supports retention of students as a way to improve student achievement. And what do you do with the student who is advanced in math and/or science, but doesn't read well?	Feb 2, 2012 9:28 AM
28	Only in rare instances.	Feb 2, 2012 9:27 AM
29	Research clearly indicates counterproductive indicators for students around retention	Feb 2, 2012 9:26 AM
30	I would say yes if this were across grade levels, I'm for standards based advancement for all ages.	Feb 2, 2012 8:50 AM
31	Various educational studies have shown that students who have been retained at any grade are more likely to drop out of school. Providing teachers with the tools to assure that most students are reading at grade level at EVERY grade will be more beneficial than punishing students for their own deprived	Feb 2, 2012 8:50 AM

**Page 1, Q6. Learning Expectations for Students: Should retention take place if a student does not acquire “on-grade level” reading skills by Grade 3?**

circumstances, poor quality instruction, language barriers and a host of other causes.

32	I personally do not favor retention, but I think this is the only thing that is going to get the attention of parents who are currently not willing to work with teachers and the school to help their child succeed. We need to provide many many other supports to children before we move to retention and we must have ongoing communication with parents as to how each child is performing and the interventions in place to see that the child is successful	Feb 2, 2012 8:43 AM
33	My answer is "no" because no one really knows what "on-grade level" learning is. "On-grade level" assumes that only one or two factors can tell something about learning---it takes much more than that.	Feb 2, 2012 8:33 AM
34	diagnostic assessments could place student delays in concepts	Feb 2, 2012 8:32 AM
35	Research has already demonstrated that retention is NOT useful. It is a weapon, not a tool.	Feb 2, 2012 8:30 AM
36	There have to be exceptions for students with IEPs. Research has not supported retention indicating it hasn't worked and the social and emotional issues that it creates have not	Feb 2, 2012 8:28 AM
37	Doing more of the same won't help. A plan should be in place so that students get needed intervention time, even if that means a waiver from other classes.	Feb 2, 2012 8:19 AM
38	Ugh! Socially and emotionally, this can really scar students . . . not sure it's acceptable for the adults to change a student's path in life like this.	Feb 2, 2012 8:13 AM
39	Are they taking into account special needs students? Then those students should be in self-contained classrooms.	Feb 2, 2012 8:13 AM
40	yes and no, some students learn at a slower pace, so retention for one year or giving them an extra program just for reading to help in the area of need.	Feb 2, 2012 8:02 AM
41	This should happen MUCH earlier than 3rd grade. Literacy proficiency is evident in PK, K and 1st grade.	Feb 2, 2012 7:59 AM
42	Research does not support retention as effective for student learning and may, in some cases, have negative effects on a child. too many factors play into a child's achievement and we cannot think retention is the answer for everyone. If retention is going to be used, it needs to be done at a younger age and as a last resort.	Feb 2, 2012 7:43 AM
43	Abolish grade levels and work toward competency based formative assessments	Feb 2, 2012 7:38 AM
44	Research is overwhelming clear that this is counter-productive in the long run	Feb 2, 2012 7:32 AM
45	this is a horrible idea. where is the research to support this? how is this going to help students?	Feb 2, 2012 7:29 AM
46	Research repeatedly says that this is detrimental to children. High numbers of students that drop out were retained earlier.	Feb 2, 2012 7:16 AM

**Page 1, Q6. Learning Expectations for Students: Should retention take place if a student does not acquire "on-grade level" reading skills by Grade 3?**

47	But funding required summer school to stay on track is better and should not stop at 3rd grade.	Feb 2, 2012 7:15 AM
48	This expectation is as realistic as all students should reach proficiency at the same time with NCLB	Feb 2, 2012 7:14 AM
49	Need to move away from grade levels altogether.	Feb 2, 2012 7:10 AM
50	If a child is not on grade level by end of third grade, the district should require additional instruction for the child with extended day or school year (summer) programs. The state should provide additional funding for this extended time to assist districts with this extra expense. Parents must also play a role here. If a child is required to have extended time in the structured learning environment, parents should also be held accountable for making sure the child attends. The schools can't accomplish this without the support of the parents.	Feb 2, 2012 7:09 AM
51	Place the accountability on the adults and the system	Feb 2, 2012 7:09 AM
52	I believe that we should be doing everything we can to get students "on grade level" by 3rd grade, but how long will you retain the student?	Feb 2, 2012 7:06 AM
53	Full retention is an example of bad practice, however, student assistance, such as RTI, should take place in grades K-2 to address reading difficulties.	Feb 2, 2012 7:00 AM
54	Not all students learn in the same time line. We need to support students so that they are reading by 3rd grade and alter instruction so that they are successful, retention has never had a good research base.	Feb 2, 2012 6:58 AM
55	Read the research - duh!!!!	Feb 2, 2012 6:56 AM
56	"Do no harm." Retention often results in increased risk of dropping out before graduation. "On-grade level," "proficient," and "literate" require operational definitions. Scoring below the 40th PR on ITBS would result in 40% of students being retained.	Feb 2, 2012 6:56 AM
57	How would you ever find enough 3rd grade teachers?	Feb 2, 2012 6:56 AM
58	AHHH, the mountains of research indicating the damage from retention. Reading is important, but what will we do with 3rd graders who are already proficient in math and science? Parents and students, as well as many teachers, should rather understand the "high stakes" of THE test for proficiency.	Feb 2, 2012 6:54 AM
59	Do away with grade levels completely and have kids progress by levels and not by age!	Feb 2, 2012 6:53 AM
60	Some students may never leave 3rd grade.It's a complicated issue.	Feb 2, 2012 6:51 AM
61	I have not seen anything positive come from holding a student back when his peers move on.	Feb 2, 2012 6:50 AM
62	depends on the interventions that have been utilized to assist the student - a lot of variables to consider	Feb 2, 2012 6:36 AM

**Page 1, Q6. Learning Expectations for Students: Should retention take place if a student does not acquire “on-grade level” reading skills by Grade 3?**

63	There is no peer-reviewed studies supporting 3rd grade retention proposal!	Feb 2, 2012 6:35 AM
64	The student should be expected to perform within the average range, which includes high second grade ability.	Feb 2, 2012 6:33 AM
65	We should be taking care of the problem before they get to that stage. If they reach grade 3 and aren't proficient, we should create more opportunities for that student to have time working on it (summer, Saturdays, extended days, etc.) with highly-trained teachers. There is no longitudinal, triangulated data that shows that retention helps students to get better.	Feb 2, 2012 6:30 AM
66	But I believe Learning Supports MUST be in place to address the needs of the individual child	Feb 2, 2012 6:28 AM
67	not mandatory	Feb 2, 2012 6:25 AM
68	Why are we working on Rtl if this would take place?	Feb 2, 2012 6:25 AM
69	Research on retention consistently supports that retaining students does more harm than good. Most schools are not prepared to change the educational program for a retained student, and we know that more of the same kind of instruction, as most often occurs with retention, will not cause meaningful changes in learning.	Feb 2, 2012 6:24 AM
70	It does no good to pass a student on when each year they will fall more behind.	Feb 2, 2012 6:20 AM
71	Would force parents to be at the table more.	Feb 2, 2012 6:20 AM
72	We do need to look at why so many third grade students are not reading on grade level. Let's look at low SES status, high ELL populations. This makes teaching difficult, and earning hard for all.	Feb 2, 2012 6:19 AM
73	I believe this type of intervention should happen at the pre school/kindergarten level instead of 3rd grade. Most teachers are able to articulate which students need additional support or an additional year of preschool or kindergarten. If a child repeats preschool based on valid achievement data, the district should be able to count them as a 5 year old and receive funding for them. Why would we wait until 3rd grade when the achievement gap will have become greater?	Feb 2, 2012 6:15 AM
74	There is absolutely no research that retention improves future student acheivment; in fact, it makes it worse.	Feb 2, 2012 6:13 AM
75	Grade level reading instruction can continue even if they progress to the next grade.	Feb 2, 2012 6:12 AM
76	additional support for struggling students (not limited to special education) should be provided the moment the student shows problems. Let's use Rtl correctly..	Feb 2, 2012 6:08 AM
77	Other supports can be triggered when students struggle - they do not need to include retention	Feb 2, 2012 6:04 AM
78	This is insane.	Feb 2, 2012 6:00 AM

**Page 1, Q6. Learning Expectations for Students: Should retention take place if a student does not acquire “on-grade level” reading skills by Grade 3?**

79

Not unless you have the proof that really supportive and intensive opportunities as well as highly skills teachers are evident in child's experience.

Feb 2, 2012 5:41 AM



**Page 1, Q7. Learning Expectations for Students: What is needed in the educational system to ensure students have acquired strong literacy skills by grade 3?**

1	Integrating literacy into all areas for authentic uses and motivation. Interventions before 3rd grade if indicated.	Feb 4, 2012 4:21 PM
2	Education for parents. The most important language develop time is before a student is even able to attend school. If the proper wiring doesn't happen, they will NEVER be able to catch up. They will always be behind. What are we doing to address what parents can do at home to help their children have the most success with learning?	Feb 2, 2012 6:39 PM
3	Parents need to be active partners with the school. Lip service just doesn't cut it.	Feb 2, 2012 6:22 PM
4	Principals and lead teachers monitoring IMPLEMENTATION of literacy strategies align with Iowa Core	Feb 2, 2012 3:19 PM
5	All of the items mentioned aboved must be in place to see change.	Feb 2, 2012 1:24 PM
6	Some of the 90 minutes of literacy can be included in content areas.	Feb 2, 2012 11:14 AM
7	Literacy must be embedded into other content areas, and it must address all types of literacy, including reading, writing, word study, phonemic awareness, etc.	Feb 2, 2012 9:28 AM
8	also the realization that not all students learn at the same level.	Feb 2, 2012 8:50 AM
9	Ninety minutes of "quality" literacy instruction coupled with strong, knowledgeable leadership, and an end to "wasted time" in the educational day will all contribute to strong literacy skills across all grade levels.	Feb 2, 2012 8:50 AM
10	I would support a minimum of 120 minutes of literacy a day. As educators, we should not be teaching science and social studies separately. Almost all content areas should be taught through literacy instruction	Feb 2, 2012 8:43 AM
11	elementary should focus on literacy and numeracy standards and integrate other cores into that rather than courses	Feb 2, 2012 8:36 AM
12	All except the last one would be used by professional teachers who are trusted and responsible. The last one is best stated as "whatever it takes."	Feb 2, 2012 8:33 AM
13	interventions specifically for struggling readers mandated	Feb 2, 2012 8:32 AM
14	Money needs to become available for summer school again.	Feb 2, 2012 8:13 AM
15	Competency based formative assessments in order to chart progress toward learning indicators and benchmarks that indicate success at each level.	Feb 2, 2012 7:38 AM
16	RTI process that has students identified before third grade.	Feb 2, 2012 7:35 AM
17	We need to match student needs with research based programs delivered with integrity. This will only be achieved through continuing professional learning for educators and job-embedded instructional coaching	Feb 2, 2012 7:32 AM
18	More time for teachers to take what they learn in PD and plan to use the knowledge in their classrooms. Many expectations and resonsibilities have been	Feb 2, 2012 7:16 AM

**Page 1, Q7. Learning Expectations for Students: What is needed in the educational system to ensure students have acquired strong literacy skills by grade 3?**

	added to teachers' plates, but little time for planning is still an issue.	
19	tiered level of instructional supports (e.g. Sharon Vaughn, Joe Torgeson research)	Feb 2, 2012 7:14 AM
20	Resources available to provide appropriate interventions as early as possible	Feb 2, 2012 7:10 AM
21	smaller class sizes	Feb 2, 2012 7:09 AM
22	high quality literacy instruction	Feb 2, 2012 7:07 AM
23	Intense and supplemental classroom instruction-IDM.	Feb 2, 2012 6:58 AM
24	Extra days for staff - make continued access to Teacher Salary Supplement be tied to additional contract days.	Feb 2, 2012 6:56 AM
25	Frequent formative assessments with targeted "just in time" instruction. This will involve significant training for teachers on how to use computer assisted assessment and student academic data systems.	Feb 2, 2012 6:56 AM
26	There is a great deal of nonsense going on out there in classrooms by well-meaning teachers who don't know that what they're doing is NOT helping reading skills improve. Much of it is wasting precious reading instruction and practice time. Principals and district-level instructional leaders could stop this and get things focused on the powerful things that improve and develop reading skills IF they all knew what those were. Even reading "specialists" sometimes get off base about what is the most important to do with struggling readers.	Feb 2, 2012 6:54 AM
27	parental involvement	Feb 2, 2012 6:53 AM
28	parents MUST encourage reading at home.	Feb 2, 2012 6:51 AM
29	adopting more of an extended year round school year may be beneficial to all students.	Feb 2, 2012 6:36 AM
30	Use of data and research-based strategies to gauge growth, identify struggling students early and work with them using strategies that are proven to work. (not a program.)	Feb 2, 2012 6:30 AM
31	Not taking the joy of reading out of the child	Feb 2, 2012 6:25 AM
32	Parents must also share in the responsibility of teaching/practicing reading at home.	Feb 2, 2012 6:20 AM
33	Appropriate intervention strategies	Feb 2, 2012 6:20 AM
34	I support pre-school but on a needs based support rather than free.	Feb 2, 2012 6:20 AM
35	90 minutes is not enough literacy instruction. We need to look at a Pre-K-2nd grade model of reading, writing, and math. Social studies and science naturally happen in these grades. I would like to begin to see social studies and science standards and curriculum at the third grade.	Feb 2, 2012 6:19 AM



**Page 1, Q7. Learning Expectations for Students: What is needed in the educational system to ensure students have acquired strong literacy skills by grade 3?**

36	A focus on background knowledge and experiences--emphasizing a well-rounded education--not a narrow focus on reading and math.	Feb 2, 2012 6:16 AM
37	I don't like "minimum 90 minutes" because more time is not necessarily better time. Quality over quantity. Don't do "literacy" at expense of science and social studies. There are only so many minutes in a day.	Feb 2, 2012 6:13 AM
38	Quality reading materials at all levels	Feb 2, 2012 6:05 AM
39	I'd like to see integration of literacy with science and social studies.	Feb 2, 2012 5:41 AM



**Page 1, Q8. Learning Expectations for Students: Should there be specific language for learning that includes all core academic subjects (i.e., English, language arts, foreign languages, civics and government, economics, arts, history, geography, physical education, and health educations)?**

1	I don't understand this question.	Feb 3, 2012 8:57 AM
2	Maybe	Feb 2, 2012 6:22 PM
3	only the core subjects...	Feb 2, 2012 5:49 PM
4	Not sure I understand this question.	Feb 2, 2012 5:07 PM
5	too much to do anything well	Feb 2, 2012 3:19 PM
6	When aligning standards and benchmarks to Iowa Core, Common Core, or National Standards, it would be helpful to define at each grade level what is taught and the expectations.	Feb 2, 2012 1:24 PM
7	I don't understand what is being asked in this question.	Feb 2, 2012 9:54 AM
8	Local control has benefits, but has also resulted in a structure that short-changes some students. Until the expectations AND OPPORTUNITIES are the same for every student in Iowa, there is a system of haves and have nots.	Feb 2, 2012 8:50 AM
9	Language immersion or do you mean completing the Iowa Core	Feb 2, 2012 8:32 AM
10	Maybe	Feb 2, 2012 8:30 AM
11	local control	Feb 2, 2012 7:33 AM
12	What does the state want to produce, where do the CTE kids fit in, or everyone suppose to get a four year degree, don't we need plumbers, framers, welders, or tech and computer degrees	Feb 2, 2012 7:15 AM
13	"language for learning"--not clear what is meant by this	Feb 2, 2012 7:09 AM
14	Undecided	Feb 2, 2012 7:09 AM
15	Common Core should address this.	Feb 2, 2012 7:00 AM
16	Keep the focus narrow.	Feb 2, 2012 6:56 AM
17	?? If it is in the Iowa Core, it must be learned.	Feb 2, 2012 6:56 AM
18	There already are in all of the MANY state curriculum documents.	Feb 2, 2012 6:54 AM
19	But we must be careful to include language that keeps the authenticity specific to the particular subject matter.	Feb 2, 2012 6:51 AM
20	We must decide on what is required to be taught.	Feb 2, 2012 6:29 AM
21	Content should directed, but not how to teach it	Feb 2, 2012 6:25 AM
22	I am not sure what this means.	Feb 2, 2012 6:25 AM
23	Not sure what you are getting at? ELA Literacy?	Feb 2, 2012 6:25 AM

**Page 1, Q8. Learning Expectations for Students: Should there be specific language for learning that includes all core academic subjects (i.e., English, language arts, foreign languages, civics and government, economics, arts, history, geography, physical education, and health educations)?**

24	I am not sure what this question means. Isn't this the Iowa Core?	Feb 2, 2012 6:24 AM
25	Should we also include the kitchen sink?	Feb 2, 2012 6:20 AM
26	Not for sure I completely understand the premise of this question	Feb 2, 2012 6:15 AM
27	Please CHANGE "foregin language" to "WORLD language" - that is the politically correct terminology.	Feb 2, 2012 6:13 AM
28	if the language is in the form of competencies	Feb 2, 2012 6:08 AM
29	I don't understand the question	Feb 2, 2012 6:04 AM
30	Absolutely - we are educating kids for life!	Feb 2, 2012 5:41 AM



**Page 1, Q9. Learning Expectations for Students: Should there be specific language that addresses clarity for "College and Career readiness"?**

1	Again, what do you mean by specific language?	Feb 3, 2012 8:57 AM
2	Why?	Feb 2, 2012 5:07 PM
3	21st Century Skills	Feb 2, 2012 1:24 PM
4	Following the iowa Core should address this need.	Feb 2, 2012 9:27 AM
5	At present this is very vague and the missing link is often writing/communication skills.	Feb 2, 2012 8:50 AM
6	If we don't have an agreement in all schools that tells us what this means, we will be all over the board and back again to not having consistency from one school to another	Feb 2, 2012 8:43 AM
7	Yes, we need to have competencies that indicate what is needed to have students ready for "college and career readiness," and teachers must be trusted to have students meet those competencies with help from all those who are responsible including parents. See my earlier comments.	Feb 2, 2012 8:33 AM
8	I understand the drive, but are we going to offer readiness for apprenticeship careers as well?	Feb 2, 2012 8:30 AM
9	Most of the learning that we should ask of our students should be applicable to all students to be good citizens, regardless of post high school career paths.	Feb 2, 2012 8:19 AM
10	You will miss some very good teachers. Just because they carry a C ave. doesn't mean they will be a poor teacher. I know a lot of people who are book smart, but lack common sense.	Feb 2, 2012 8:13 AM
11	local control	Feb 2, 2012 7:33 AM
12	What is colleg readiness, in the next 10 years 75% of the jobs in America will require a two year degree, we have kids with four year degrees who can't find jobs	Feb 2, 2012 7:15 AM
13	If this means, "language in the law," yes!	Feb 2, 2012 7:09 AM
14	Undecided	Feb 2, 2012 7:09 AM
15	Do we truly know what that will be? Do we know what careers will be out there for kids in 5 years?	Feb 2, 2012 7:06 AM
16	It is already in the Iowa Core and if we have it for all core academic subjects, it will be there.	Feb 2, 2012 6:56 AM
17	CCR too often translates into a cut score on ACT. It needs to have a broader operational definition with multiple assessments that feed into a clinical decision.	Feb 2, 2012 6:56 AM
18	If districts follow the Common Core, their students should be fine.	Feb 2, 2012 6:54 AM
19	'college and career readiness' looks different for every child. It can't be mandated.	Feb 2, 2012 6:25 AM

**Page 1, Q9. Learning Expectations for Students: Should there be specific language that addresses clarity for “College and Career readiness”?**

20	I am not sure what this means.	Feb 2, 2012 6:25 AM
21	Not sure what you are getting at?	Feb 2, 2012 6:25 AM
22	Again, I am not sure what "learning expectations for students" means as isn't this the Iowa Core? My understanding is that the Iowa Core does provide students with college and career readiness.	Feb 2, 2012 6:24 AM
23	Undecided on this question depending on what that 'language' is.	Feb 2, 2012 6:15 AM
24	Iowa Core already covers college and career readiness in its 21st century skills.	Feb 2, 2012 6:13 AM
25	This should be geared more toward middle school and beyond	Feb 2, 2012 6:01 AM
26	Yes - consistently across PK - 16 - yes, even college!	Feb 2, 2012 5:41 AM





**Page 1, Q10. Learning Expectations for Students: Do you believe that Iowa schools need an accountability system based on growth measures?**

1	There are many factors to consider when putting this system in place. Class placement decisions, for example.	Feb 5, 2012 2:20 PM
2	Growth is better than nongrowth, but basing it all on single-shot standardized tests is an error.	Feb 4, 2012 4:21 PM
3	Ideally, yes, but I've yet to see a system that does this well.	Feb 3, 2012 7:31 AM
4	The growth measures needs to include many measures, and some that are NOT standardized tests.	Feb 2, 2012 6:39 PM
5	There are so many aspects of our students' lives that are beyond our control: family involvement/supportfor education, prior knowledge, opportunities outside of school to learn, etc.	Feb 2, 2012 6:22 PM
6	Should a significantly cognitively disabled student be held accountable to a norm averaged year of growth?... not sure about this	Feb 2, 2012 5:49 PM
7	No Child Left Behind states 100% proficient by 2014 and in reality not able to achieve. If we can show each child has made growth, it becomes more real.	Feb 2, 2012 1:24 PM
8	These measures would need to be concrete and uniform for everyone. Different resources or testing gives different data.	Feb 2, 2012 10:41 AM
9	Growth that is measured in numerous ways - not just standardized tests	Feb 2, 2012 10:32 AM
10	but it cannot be top	Feb 2, 2012 10:00 AM
11	I don't want us to take our solid foundation for education and turn Iowa into a teach to the test state. Too many factors are involved. I'm not sure how you'd evaluate the PE instructor in the same way you would the Reading teacher. Too variable by district.	Feb 2, 2012 9:42 AM
12	If this means comparing apples to apples and not against other kids, sure.	Feb 2, 2012 8:50 AM
13	However, numerous factors need to be considered. There are districts where families move specifically because of excellent special education services. There are districts where high populations of English language learners create different educational challenges. Any accountability system must take all of these and many other factors into consideration.	Feb 2, 2012 8:50 AM
14	State should stay out of it. Require published achievement results of comparable scores of schools and quarterly public meetinmgs to review at local level. Let the community monitor rather than the state	Feb 2, 2012 8:36 AM
15	What we need is an "accountability"system that is based on professional teacher judgement, trust and shared responsibility rather than on a system of fear. Teachers won't focus on learning and students won't learn if the focus is on "achievment" defined as test scores.	Feb 2, 2012 8:33 AM
16	However, it should be growth by individual students rather than clusters. There should also be triangulation of data, not just a one-point-in-time test. Also, attendance of individual students should be taken into consideration.	Feb 2, 2012 8:19 AM

**Page 1, Q10. Learning Expectations for Students: Do you believe that Iowa schools need an accountability system based on growth measures?**

17	There is so much more to school and life that accountability and measures. When we we as teachers make our principals and supers accountable?	Feb 2, 2012 8:13 AM
18	local control	Feb 2, 2012 7:33 AM
19	IF, it looks at growth of individual students showing the growth they are making each year - not as compared to a norm group	Feb 2, 2012 7:32 AM
20	Measuring growth is the best way to determine student learning.	Feb 2, 2012 7:09 AM
21	There is no current measure that convinces me high school students are giving 100% effort; therefore it is impossible to make sound instructional decisions based on the current results of the current assessments. I would be very hesitant to judge the worth of an instructor based on this flawed data.	Feb 2, 2012 7:00 AM
22	IASB has a pretty good growth model in place keyed to ITBS and ITED. That is a good starting place.	Feb 2, 2012 6:56 AM
23	Individual growth of students - not whole class data, and not proficiency data, just is each student making gains?	Feb 2, 2012 6:56 AM
24	In addition to the new Iowa Tests, I believe the DE should use some of the money it wants to spend on ACT and this other nonsense to develop (perhaps with other states in consortium) a set of assessments which measure the Common Core in a more demonstrative manner than just another set of bubble tests. The NAEP test formats are great and highly regarded. But what do most Iowa teachers and principals know about them?	Feb 2, 2012 6:54 AM
25	Growth models will help all of our kids! They can see it and it is tangible!	Feb 2, 2012 6:53 AM
26	An accountability system, yes. Growth measure based-no. There are too many variables outside the control of the school system.	Feb 2, 2012 6:51 AM
27	measuring growth would be more effective and promote sustained growth over time	Feb 2, 2012 6:36 AM
28	but not an impossible one. one that supports the school in it's growth, not punish it for not succeeding right away	Feb 2, 2012 6:30 AM
29	We need to look at student progress individually.	Feb 2, 2012 6:19 AM
30	To the extent that I believe that Iowa schools need an accountability system at all...	Feb 2, 2012 6:16 AM
31	growth measures are one part of an accountability system. Let's include demonstrating 21st century skills as well as achievement on tests.	Feb 2, 2012 6:08 AM
32	Applies to gifted as well.	Feb 2, 2012 5:41 AM



**Page 1, Q11. Professional Learning: Do you believe that additional Professional Learning days should be added to the school year?**

1	Teachers need more time for embedded PL.	Feb 5, 2012 2:20 PM
2	Yes--but also including work days as well as "learning", including PLC and other group time to look at student work, etc.	Feb 4, 2012 4:21 PM
3	I think this learning must be relevant to all. To add days isn't enough, it must be relevant to all participants.	Feb 3, 2012 7:47 PM
4	Everyone needs to make adequate use of current number of days.	Feb 3, 2012 10:09 AM
5	And focused on an ongoing plan for teaching improvement, not the piece meal stuff we see so commonly. We need to truly use our AEA's!	Feb 3, 2012 7:31 AM
6	Unless you are willing to increase the pay given so teachers can be here more days, then adding more learning days will not be effective. There will be too many teachers who "shut down" because of the attitude it will create to not be paid for work done. Most jobs to provide training while being paid, and education shouldn't be any different. There needs to be a better system for the learning that teachers do engage in during professional development. It continues to be poor "instruction" given in choppy segments that don't connect to real learning or real classrooms.	Feb 2, 2012 6:39 PM
7	Absolutely	Feb 2, 2012 6:22 PM
8	Teachers need allocated time for collaborating and learning together	Feb 2, 2012 5:49 PM
9	Educators should have at least 200-day contracts for learning and planning. (Work that is currently done at home during the summer.)	Feb 2, 2012 5:07 PM
10	Shouldn't be DAYS--time dispersed throughout the school year with lengthing of year.	Feb 2, 2012 3:19 PM
11	These days should be specifically designated for teacher learning based on their ICDPs and related to their needs for professional growth. NO sit and get PK-12.	Feb 2, 2012 2:07 PM
12	Learned yesterday, there are no required days anymore	Feb 2, 2012 1:59 PM
13	We currently have 10 days of PD and many opportunities for professional learning by using Teacher Quality Money.	Feb 2, 2012 1:24 PM
14	It depends on how those days are added. Adding 2 full days as opposed to 4 half days, for instance, would not detract as much from teachers getting "studnet time" but still would allow them to learn and grow as educators.	Feb 2, 2012 11:58 AM
15	Need to agree on what this time can most effectively be used for and write a plan before asking for more time. We can use what we have much more productively.	Feb 2, 2012 11:14 AM
16	Based on the number of PD already incorporated in our District's calendar this would not be necessary.	Feb 2, 2012 11:05 AM
17	If so, they must be carefully planned for maximum utility.	Feb 2, 2012 10:09 AM

**Page 1, Q11. Professional Learning: Do you believe that additional Professional Learning days should be added to the school year?**

18	Should be implemented on the same day(s) statewide.	Feb 2, 2012 9:58 AM
19	Only if funded, with a commitment to funding it in the future.	Feb 2, 2012 9:42 AM
20	If we expect to increase the quality of teaching and learning,	Feb 2, 2012 9:28 AM
21	Generally, there is not enough time in the school or in the school calendar year to adequately address professional development.	Feb 2, 2012 9:27 AM
22	Teacher quality money should never have been provided without the expectation for additional professional learning days. Those funds should be rescinded and reissued with an expectation for teacher learning as a non-negotiable expectation.	Feb 2, 2012 8:50 AM
23	This is very important. All educators need to be continually learning and we need at least 15 days a year for this. A statewide school calendar would be the very best thing to get everyone more teaching days and more PD days.	Feb 2, 2012 8:43 AM
24	a week prior to school year save sub costs and able to create collaborative study and action teams	Feb 2, 2012 8:36 AM
25	Yes--if those days are part of the professional teachers' needs as defined by those teachers. Once again, those decisions must be made by high quality professionals who are trusted.	Feb 2, 2012 8:33 AM
26	Days and/or time - before athletics	Feb 2, 2012 8:32 AM
27	What happened to the targeted 10 days of PD that was recommended years ago??	Feb 2, 2012 8:32 AM
28	But we must have follow-up in the classrooms to ensure that the Prof Dev strategies that are presented during PL days are implemented frequently and with fidelity.	Feb 2, 2012 8:19 AM
29	We have too many, time away from students and subs leads to teachers being away from classrooms.	Feb 2, 2012 8:13 AM
30	Some of this time should be allowed to be "work time" to develop ways to use PD learning.	Feb 2, 2012 7:16 AM
31	Teachers are missing so many school days as it is and that is not always in the best interest of the students	Feb 2, 2012 7:10 AM
32	No, most districts already have plenty of professional learning time. Extra days would require extra cost (to pay teachers) and this money could be better spent elsewhere.	Feb 2, 2012 7:09 AM
33	Perhaps in some districts. Currently I have 12 full days in addition to early outs for PLC's	Feb 2, 2012 7:09 AM
34	There aren't enough days in our year to get everything done. We need more time for collaboration and Professional Learning.	Feb 2, 2012 7:06 AM

**Page 1, Q11. Professional Learning: Do you believe that additional Professional Learning days should be added to the school year?**

35	If we want to improve student achievement then we must change instructional practice. The most effective way to do this is through professional development and collaboration. If the legislators want to pass legislation that will have an immediate impact, do so in the form of weekly professional development and at least weekly team collaboration time.	Feb 2, 2012 7:00 AM
36	Collaboration, planning and learning are critical.	Feb 2, 2012 6:56 AM
37	I advocate for year-round schooling with professional development scheduled during the intersessions.	Feb 2, 2012 6:56 AM
38	The ones most districts have should truly be used to make sure staff learns and practices whatever it is needs to be done to improve student learning.	Feb 2, 2012 6:54 AM
39	Learning is ongoing...ever-changing in today's world.	Feb 2, 2012 6:51 AM
40	But only if the State can GUARANTEE support for research-based, best practices professional learning, there are not enough AEA personnel to help plan and facilitate PD at each building, let alone each district.	Feb 2, 2012 6:33 AM
41	Only if used as time to collaborate in PLC's using student achievement data to make goals for future growth...NO outside speakers/workshops/etc.	Feb 2, 2012 6:30 AM
42	But up to the discretion of the districts.	Feb 2, 2012 6:25 AM
43	Collaborative time during the school day is better. PD is not an event that occurs in full day sessions	Feb 2, 2012 6:25 AM
44	I believe that teachers should have year-round contracts just like most administrators and other professionals. The days of having contracts for 190 or 210 are over and its time we realized that effective teaching requires ongoing professional development with time for intensive work between times working with students.	Feb 2, 2012 6:24 AM
45	And urgent TSS funds could be used to pay for those additional days	Feb 2, 2012 6:20 AM
46	We need to live up to the 10 day commitment that has never been realized.	Feb 2, 2012 6:20 AM
47	not at the expense of student days.	Feb 2, 2012 6:13 AM
48	I think this is a local decison	Feb 2, 2012 6:11 AM
49	if the PD is hgh quality and focuses on effective evidence-based instructional planning and strategies	Feb 2, 2012 6:08 AM
50	We need to get creative with this process	Feb 2, 2012 5:41 AM



**Page 1, Q12. Professional Learning: What suggestions do you have for Pre-Service and Teacher preparation programs?**

1	Mentorship, internship, residency, etc.	Feb 3, 2012 10:52 AM
2	Restructure the student teaching experience to incorporate more time (full year) possibly structured as a paid internship	Feb 3, 2012 7:44 AM
3	Lab Schools have proven to be impossible to maintain, esp. in a rural state.	Feb 3, 2012 7:31 AM
4	How about a personality and skill profile? The best teachers are not the ones who know all the best strategies. The best teachers are the ones who know how to effectively communicate an idea through their language usage, and who know how to emotionally engage the learner. I have sat through so many horrible AEA presentations because the presenter was horrible at presenting, not because they didn't know their stuff or have good strategies. The same is true for classroom teachers.	Feb 2, 2012 6:39 PM
5	It won't be any good to have the preservice teachers in the schools when the theory they are learning isn't really practiced there for them to learn from.	Feb 2, 2012 3:19 PM
6	Professional Ethics course to address basic awareness of requirements once in the profession.	Feb 2, 2012 2:07 PM
7	Send students to national conventions which might include Professional Learning Communities at Work Institute, Model School Conferences (Rigor and Relevance, Next Generation Assessments, Formative and Summative Assessments)	Feb 2, 2012 1:24 PM
8	Professional development schools offer promise. Entrance requirements need to be changed, but attaining a 3.0 does not ensure a higher quality future teacher. I'd like to explore qualitative assessments.	Feb 2, 2012 11:14 AM
9	The increased time is nice however the higher ed community needs to redirect/or mentor students into another profession when it is obvious that the classroom is not their 'cup-of-tea'.	Feb 2, 2012 11:05 AM
10	Stronger mentoring/ partnerships/ support for beginning teachers.	Feb 2, 2012 9:54 AM
11	See response to #3 above.	Feb 2, 2012 9:27 AM
12	I don't care what their gpa is before the enter, I want to know they are quality when they exit the program. Can they	Feb 2, 2012 8:50 AM
13	Recent newspaper coverage has cited numerous examples of why a 3.0 grade-point average for entering the education profession is an idea with no merit. Perhaps a statewide, uniform test of reading, writing and math skills-- with a realistic cut score-- should be required after a college student has completed 45-60 hours of college coursework. Even then a student devoted to an education career could/should be admitted to an education program with required assistance to improve their deficits. Getting students into classrooms with "high quality" instructors is imperative. The current system of placing pre-service students in the classrooms of whoever is willing to take them is ludicrous. Future teachers just learn how to teach badly in those settings.	Feb 2, 2012 8:50 AM
14	co-teaching with practitioner for a semester after semester of student teaching	Feb 2, 2012 8:36 AM



**Page 1, Q12. Professional Learning: What suggestions do you have for Pre-Service and Teacher preparation programs?**

15	The only real difference in preparation will come from choosing the best and the brightest in the first place. Those must be candidates who understand learning from the inside out. The teaching side will emerge from that deep understanding.	Feb 2, 2012 8:33 AM
16	I think alignment to Iowa Core is great, but what about those who don't plan to teach in Iowa?	Feb 2, 2012 8:30 AM
17	More important than more time in practicums, field experience or student teaching is the quality of coop teacher. The placement of the student is far more important than increasing the time.	Feb 2, 2012 8:16 AM
18	Increase the rigor of expectations for those who are cooperating teachers (so student teachers get a more quality experience).	Feb 2, 2012 8:13 AM
19	a grade point will not determine if you are a good teacher or not. What determines a good teacher is the relationship they have with their children, how they make the curriculum come alive and most important time to understand how each child learns.	Feb 2, 2012 8:02 AM
20	Supervised experiences in schools with formative feedback - just putting candidates in schools without feedback will not garner the results we are looking for	Feb 2, 2012 7:32 AM
21	Need better instruction in "methods." Elementary teachers need a much better knowledge of the phonological continuum and research based teaching strategies before they graduate.	Feb 2, 2012 7:16 AM
22	Most colleges are not teaching current and best practices. Teachers are not coming out of college prepared. Many resources are being used at the district level to prepare the teacher for the actual work in the classroom.	Feb 2, 2012 7:10 AM
23	Will money be provided to reimburse practitioners for all the extra time spent in partnering with higher ed? This extra cost to the state, colleges, or the preservice teachers would best be spent elsewhere.	Feb 2, 2012 7:09 AM
24	Some student teachers have very poor role models of instruction and leadership. Cooperating teachers should be prescreened and observed prior to being allowed to have a student teacher.	Feb 2, 2012 7:09 AM
25	Colleges need to direct students to other occupations when they know that teaching may not be a good fit for them.	Feb 2, 2012 7:06 AM
26	There are big differences between teacher education programs in background knowledge building and experiences within the teaching profession.	Feb 2, 2012 6:58 AM
27	No on higher grade point average - not a good predictor of success. However, yes on more emphasis on content in reading, language arts, language arts in the content areas, and math for all teachers in addition to a strong academic major in addition to "education."	Feb 2, 2012 6:56 AM
28	I do not believe most of the Iowa pre-service/teacher prep programs are lacking now! My district gets wonderful student teachers from a number of the state's institutions. Having a certain GPA does NOT make a great teacher. Knowledge	Feb 2, 2012 6:54 AM

**Page 1, Q12. Professional Learning: What suggestions do you have for Pre-Service and Teacher preparation programs?**

of content area and current research for it and the student age level is vital, as is the love of the profession. Some of the best have struggle themselves. Some of the highest GPA's are not all that great in the classroom.

29	longer student teaching experience - 6 months to a full year	Feb 2, 2012 6:53 AM
30	Longer, more intense mentoring of new teachers.	Feb 2, 2012 6:35 AM
31	There are too many 4.0 students who are terrible teachers, and some 2.66 students who are strong teachers. An exit exam would ensure appropriate cognitive ability.	Feb 2, 2012 6:33 AM
32	Please look at the Central College three year internship program called Central Teacher Academy	Feb 2, 2012 6:20 AM
33	I would love to see pre-service teachers complete something similar to a "residency" program in which they work closely with master teachers for one year before teaching their own classroom. While this would be a financial challenge, it may provide evidence of teacher retention over time.	Feb 2, 2012 5:59 AM



**Page 1, Q13. Other Comments: Please share other ideas you have that you would like the legislators to consider.**

1	Many of the items listed in the blueprint appear to quick fixes that will fail. It will take strategic planning and commitment to a long term plan with higher education being a part of the plan.	Feb 5, 2012 2:20 PM
2	Third Party accreditation for non-public schools.	Feb 3, 2012 10:52 AM
3	Marzano's research (and that of others) is clear about the effect size on student achievement of a high quality teacher in the classroom. We need to address professional development and provide structures that support teacher learning.	Feb 3, 2012 8:33 AM
4	Focus on making the current IA Core and teaching standards become living documents. Include the subject areas beyond math, science and reading as essential curricula.	Feb 3, 2012 7:31 AM
5	Is there any way we could have a study done in which a teacher from one of these other supposed higher achieving countries comes to America and teaches in an American classroom? We're always being compared to other countries and how well they are doing. We are constantly questioned on how good we are as teachers and that we need to do more to keep up with these other countries. It's always the teachers. If it really is a "teacher" issue, then an excellent teacher should make all the difference, and bringing one in should prove that. An excellent teacher should be able to come to America, teach here, and show great growth in the classroom they are in. If it's really the teacher that makes all the difference, that is. Or maybe we need to be sending some of our teachers to co-teach in a classroom in a successful country for a year so they can learn how to be "great" teachers. If it really is a "teacher" issue, then either one of these should prove that, and give us ideas on what we, as teachers, need to do differently. I'm guessing that will never happen though, and we'll continue to be blamed, instead of looking at what the real issues are-the system we use and our society in general. But our system is a great one, and needs to be recognized for what it does do. Our system educates every student, no matter how poor, what skin color, what language, what attitude, what work ethic, what religion, or what sex. We are one of a kind and unique because of this, so how can we be compared to anyone else? Maybe if we started to see the positives of what we have and what we do, we might just start to believe we're good enough to achieve in our own way. It is human nature to achieve more when you are believed in. We're taught that in our education classes (I'm sure most adults can attest to this). The students that are believed in always do better. Teachers are human beings, and when told we are not good enough, well, we aren't going to be very good then. Encourage, and we'll rise to the level we are truly capable of.	Feb 2, 2012 6:39 PM
6	Does the current plan speak to the root cause of our educational system? No... current system of what consists of a school day needs to be considered; allocating time and appropriate resources to education (financially support education and encourage versus being punitive). We need system thinking not band-aids and/or punishments! Encourage collaboration and cultivate the organization to be a "learning organization".	Feb 2, 2012 5:49 PM
7	Maintenance of teaching certificate should show evidence of implementation of the new learning from courses taken in pursuit of requirement.	Feb 2, 2012 2:07 PM
8	Interesting...Yesterday they talked about stricter requirements to be a teacher yet there is a proposal to let anyone teach if they pass certain qualifications.	Feb 2, 2012 1:59 PM

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9	Teachers need time to learn new techniques and then time to collaborate with others for implementation to occur. They need feedback from peers. They need time to plan quality concept-based lessons. They need supportive parents of the students they teach. Parents must take some responsibility for making sure students are in school consistently.	Feb 2, 2012 10:32 AM
10	Thanks for the opportunity to provide input.	Feb 2, 2012 9:27 AM
11	Allowable growth rate at no less than 4% to support Teacher Quality, Professional Development & Early Intervention/Class size	Feb 2, 2012 9:26 AM
12	emphasis on 21st Century skills and collaborative learning with others outside their school districts. Connecting with experts and learning through inquiry, cross content, and effective use of instructional coaches at ms/hs levels. Support from AEA as instructional coaches as an option, our AEA doesn't support us in content areas like others do.	Feb 2, 2012 8:50 AM
13	This time in education is crucial. I certainly hope that our legislators will understand that this is a time when we can come together and make good decisions for students. Most important-- strong focus on literacy, providing more PD days for teachers and more days for students.	Feb 2, 2012 8:43 AM
14	Keep it simple. The more bureaucracy the more likely little will change. Give professional latitude to local district leadership as much as possible	Feb 2, 2012 8:36 AM
15	Please have legislators take a look at W. Edwards Deming's writings for clues to success. Tinkering with the current system will not do the trick. We need real change that puts teachers in a truly professional position where they are trusted rather than constantly criticized for not doing the job.	Feb 2, 2012 8:33 AM
16	Education of parents, socioeconomic status of communities in school district	Feb 2, 2012 8:32 AM
17	A full year of student teaching, similar to an internship in the business world. Perhaps a stipend should be included for student teachers that perform at or above expectations. Weed out poorly performing student teachers before they get a license. Also, make it easier to get rid of ineffective teachers. Get rid of buy-my-degree master programs (Such as offered by Viterbo.)	Feb 2, 2012 8:19 AM
18	As a post secondary educator I believe that we have greater success in effectively preparing our pre-service teachers when we have strong partnerships with PK-12 school districts!!!	Feb 2, 2012 8:16 AM
19	True reform needs to take place. What is being proposed is just fine tuning around the edges. No matter what the reforms, there needs to be a: 1-Strong emphasis on early childhood education. Quality preschool needs to be made available to all children from families who are at poverty and up to 200% of poverty. 2-Abolish grade levels and change the learning structure to a primary level (formerly K-2) and elementary level (formerly 3-5) and intermediate level (formerly 6-8). 3-Students ages 6-14 are taught and assessed on their proficiency in critical benchmarked areas in literacy, math, science, social studies with quality formative assessments that are charted. 3- Teachers loop with students over a two-three year period. 4-Increase professional growth and development opportunities. Provide more frequent teaming time for teachers	Feb 2, 2012 7:38 AM

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within the school day/week. 5-Establish quality end-of-course assessments for students in high schools.

20 Funding that adequately covers initiatives the state would like us to do. We cannot continue to do more with less. Feb 2, 2012 7:36 AM

21 Consider block grants to districts (figured on a formula that looks at SES, diversity, Ell populations, etc.) for special education. That will take away the incentive to place more students in special education. Districts will need help in developing a continuum of services that will meet the needs of all students. Feb 2, 2012 7:32 AM

22 Whatever happens let's not change it in the next 5 years. We start something and it changes again. Teachers are doing their best with the knowledge they have. Of course we can do better but that involves prof dev. There is never enough planning time. As a reading specialist I'm lucky to collaborate with teachers once a month. I do not think 3rd grade retention is a good idea. Instead let's get our best teachers in k-3 and use research based teaching strategies. If I could focus only on k-3 I believe we would have better readers. Let's spend money hiring reading specialists in k-3 instead of other areas. Feb 2, 2012 7:29 AM

23 Amazing things are going on in many schools. Teachers are pushed hard and have an incredible amount of stress. Because of budgets, we increase the difficulties of helping children learn by spending our time deciding on ways to cut the budget, which includes less teachers, rather than ways to increase student learning. I wish that for even one year, we could devote the time spent worrying how we will "cover" everything we need to teach, to planning for great instruction. Legislators/gov officials continue to cut our budgets, then tack on increased duties. Feb 2, 2012 7:16 AM

24 There is so many issues the Governors Plan misses. We are going to make the same mistakes we have always made. The Plan should help determine what College Readiness is for each individual student. Some square pegs don't go in round holes but we are trying to make all students round pegs. We are suppose to change instruction to meet the needs of students but the state universities have done nothing to change instruction in the past 50 years and these are the people telling us what College Readiness means. What a travesty. I feel bad for the kids who are Career Tech students. They get buried under this new Plan. Feb 2, 2012 7:15 AM

25 With the current economic situation's impact on education, we are expecting more work, quality work, better work from fewer people who are not trained in the arena that they are being expected to lead (curriculum, instruction and assessment). Smaller schools are cutting curriculum positions and passing on those duties to teachers, principals, or superintendents who already have full plates AND do not have the knowledge or expertise to be quality instructional leaders in an arena where we expect them to excel. We have sharing agreements (28E) for principals and superintendents. Why do we not have sharing agreements for curriculum directors/coordinators as we once did in 1989 to encourage districts to have people serving in this capacity? Just as superintendents or principals are usually shared in no more than two districts, the same expectations should apply to curriculum directors/coordinators. Feb 2, 2012 7:14 AM

26 We ALL want our students to succeed and be proficient by grade 3 - However, retention is not the answer! Providing teachers with a list of the specific skills that Feb 2, 2012 7:10 AM

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their students should master before leaving their classroom would be very valuable. Perhaps that is the way it is in many schools - except mine. But if teachers have clear cut goals for their students and guidance in direct teaching, reviewing, and monitoring those goals as well as the resources to accomplish such a great feat, we should be successful!

27 In most cases, district are better at determining how to meet student needs instead of the state legislators, but only if enough money is provided for programming. Each district is unique in its needs and can determine how best to improve student learning. Would we want the governor or legislature dictating to doctors how to treat their patients? Should noneducators dictate how districts should meet the needs of their students? No! Feb 2, 2012 7:09 AM

28 I believe the legislators should focus on developing strong policy and identifying funding. Developing accountability structures, providing funding for new assessments to be created, and requiring annual evaluations for all staff is appropriate. I do not believe they serve a role in defining when and how a student is retained, defining the actual criteria staff evaluation, defining specific reading programs and learning strategies, etc. I would hope they would hold us accountable for results and student growth, while allowing schools to use their professional judgement to make it happen. Feb 2, 2012 7:09 AM

29 It seems the legislators are once again missing the mark. If you want to improve education and teacher effectiveness the following will do so: Greatly reduce the summer break, either a balanced calendar or more days in school, say 220. Stop letting the tourism impact our school calendar. Mandate schools/teachers have weekly PD with required time throughout the summer for planning, preparation and collaboration. Somehow hold parents accountable for their child's education. Pay teachers more, if they want to get the best of the best into education, pay them like the best. They like to compare the US with Singapore, Finland and other successful countries regarding student test scores, but one major difference is that these countries have strict PD guidelines for their teachers and teaching is one of the top paid professions, therefore they can get the best of the best. Ken Harrison Chariton Feb 2, 2012 7:00 AM

30 There needs to be money to support the ideas in the educational blueprint. Districts can't function with 0% growth and be expected to maintain the educational environment for students and staff. Feb 2, 2012 6:58 AM

31 The Praxis I is a good pre-service assessment. Northwest Missouri State administers this starting at the end of the Soph year as a formative assessment. Individualized conferences, goal setting, and follow-up training is provided when an area of weakness is revealed. The formative assessment is repeated at the end of the Jr year and that process is repeated. Missouri requires the student pass the Praxis I to receive a license, which seems reasonable as a way to weed out the least capable. The student teacher evaluation should be identical with the state evaluation criteria and forms for beginning teachers rather than one developed by the training institution. The phrase, "teacher training," is appropriate -- that is the goal. Feb 2, 2012 6:56 AM

32 LET ME TEACH! I got into education because I love kids and I want to help them grow into productive, successful adults. Let me focus on THEM! I spend too much of my time already in professional development that is a repeat of what Feb 2, 2012 6:56 AM

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I've already had. I am already bogged down by an insane amount of paperwork and testing! I do not want to become a "mentor" teacher because that would take me out of my classroom more, and I don't want that! Our strongest teachers should be praised and appreciated, but they should not be put into leadership positions if they don't want to be. Pay should not reflect leadership, either.

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|----|---|---------------------|
| 33 | First and foremost, the DE needs to spend some time going through existing state regulations/requirements for schools and determining which conflict with federal expectations, which are school district time-wasters, add-ons, and recommend the legislature eliminate all the parallel piling on. Several pieces of Chapter 12 need to be updated or go away. All the many health, wellness, HGD, PE requirements, etc. need to be sifted through. DE should work with Iowa NCA to complete site visits for NCA members. DE site visits should focus on whether districts meet requirements, and stop going off into whatever direction of "improvements" individual team visitors have as their pet issues. DE spends a great deal of time on these visits that could be spent on truly being consultative for districts. The role of the AEA's should be reconsidered. They are not always very helpful, often blur the work of districts, and waste millions of state education dollars with "make work". | Feb 2, 2012 6:54 AM |
| 34 | If parents are receiving any tyoe of federal or state assistance, their money should be tied to their child's achievement in school.  | Feb 2, 2012 6:53 AM |
| 35 | Please consider multiple learning styles and multiple pathways students need before implementing end of course assessments. Also consider using schools/districts in Iowa that are doing innovative things for students as mentors/exemplars for other districts.   | Feb 2, 2012 6:35 AM |
| 36 | When teachers are provided with time to collaborate on student achievement data with specific goals for the time they have, they get outstanding amounts of work done that is then used to improve teaching. We are the experts. Give us time to work together and improve.   | Feb 2, 2012 6:30 AM |
| 37 | The current education legislation is not about student learning, but more about 'handling' educators - teachers & administrators.   | Feb 2, 2012 6:25 AM |
| 38 | Another area that I would like to see addressed is the false assumption that charter schools will bring greater innovation into the state education system when in the next breath, the Department states that they also want to provide school districts with the same flexibility that charter school have. If school districts can innovate just as charter schools, what is the point of diverting dollars and quality teachers to charter schools?   | Feb 2, 2012 6:24 AM |
| 39 | The biggest factor in the success of a student in school is the home. The fact that parents must participate in the charter schools is a big reason the students are succeeding. Parents need to provide a learning environment that supports reading in the home, where math and science are pointed out and where they model citizenship, respect and be responsible for their own learning. There will be no major improvements until parents are held responsible for their child's lack of learning as much as the teachers. I agree that a child should not be passed on for social reasons, having taught in middle school they are at a big disadvantage when they can't read, write or do math at a 6th grade level.   | Feb 2, 2012 6:20 AM |



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40	We are struggling to keep students in school. We need vocational programs available to high school students. We need to hold parents accountable. Principals should not be knocking on doors and hauling students to school so they can meet attendance requirements. When do parents take responsibility for their own students?	Feb 2, 2012 6:19 AM
41	Iowa Assessments (replacing ITBS) and Iowa End of Course exams do not include a writing component and this is a huge weakness. Writing needs to be assessed and there needs to be a common valid instrument to measure all Iowa students in writing skills.	Feb 2, 2012 6:13 AM
42	Kids are our number one priority - for their learning and life - and for our economy and quality of life in Iowa.	Feb 2, 2012 5:41 AM