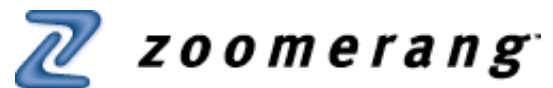


District Support for CCSD Teachers-- 2007/2008



Results Overview

Date: 2/5/2008 1:32 PM PST

Responses: Completes

Filter: No filter applied

9. What specific suggestions do you have to improve District Office support for good teaching.

#	Response
1	There is a need for better communication, more support and clearer policies from Special Education Department.
2	We have building safety concerns that need to be addressed.
3	I need to know what technology resources are available to me. I also would like to have input on the kinds of PD offered through the ERO program.
4	More \$\$ for consumable goods in the classroom
5	I think the district office personel need to be more present in the actual schools. Perhaps their offices should be in schools instead of clustered in a secluded location.
6	District Office personnel should visit schools more often to see first-hand what teachers are doing. Then they might be more informed before issuing blanket policies, mandates, and professional development requirements.
7	Be consistant, make fewer errors.
8	none
9	Reduce the amount of unneeded paperwork and added PD days that remove me from the action of teaching
10	I am a Middle School CTE teacher. I receive little, if any support and guidance from the District Office. There is not district-wide curriculum for for me to use and follow.
11	Allocate funds for graduate courses that align with District goals.
12	The coherent curriculum documents are difficult to understand in Math. The instructional considerations are unclear and do not give specific strategies for teaching the standards. Also, the time allotment for each standard is unreasonable.
13	Mentors in the same field of education as Mentees for ADEPT Evaluation
14	Support staff need to be introduced to all teachers through a teacher resource book, or an upgraded web page.
15	There is no need for a calendar with the Coherent Curriculum documents. Teachers taking the time to essentially retype the coherent curriculum is not the best use of our time.
16	A lot of time and energy was put into making the curriculum guides, however, they aren't very user friendly and they are full of errors. These books may be more useful if they were set up by each nine weeks so that we don't have to flip around in the book so much. Some standards listed are incorrect and some are in there twice.
17	We need resources- strategies for teaching, supplemental materials, and evaluation tools. At my school, several teachers spend hours compiling this because our textbooks don't fully support our curriculum. I imagine that all of the CCSD teachers are spending hours reinventing the wheel!
18	The coherent curriculum guides need to be created by effective teachers. There are many things in there that don't offer "active" participation by students, and isn't that what we want? I BARELY look at the guide.
19	Allow the teachers to meet these people at the beginning of the year and be sure teachers know how to access them when needed.
20	Be more available. Visit the school more often! Ask your teachers what they need!
21	Get a new district Superintendent
22	The state and the district are oblivious to the coordination between end-of-course tests and the material needed to educate my students. The tests, according to sample questions given for US History, are based on opinion. I have recommended that US History mirror the immigration test, but the state is convinced that a multiple choice test on what they call higher level thinking is best. Answer this question using multiple choice: What is the best reason why the US is in Iraq? This is not a sample question but this is the kind of sample that I've seen. Kids score lower on the US Hist than they do on Physical Science.

23	The District Office should be cognizant that all schools in CCSD are not the same and have different needs. For example, some schools expressed the viewpoint that doing away with field trips helped improve their PACT scores. In my building, students glean much from exposures provided by field investigations. Most of our families exist at or below the poverty level and cannot afford to take their children on outings and excursions to enhance their knowledge and experiences. If these trips were stopped, much learning is lost. Our schools are so diversified in terms of student abilities and needs, academically, socially and economically. I believe that our District Office must continue to "take a closer" look at each building before setting policies district wide.
24	All teachers need to be given the same information whether they are classroom teachers or itinerant teachers who move from school to school. The coherent curriculum needs to be shared with all. Itinerant teachers are not second class citizens.
25	You have opened up a fire hose of things we need to do with very little lead time to get it done properly. This has created a climate of discontent throughout the school that makes it even harder to get any thing done! Slow down a little and let us do our job! Don't just dictate. get some buy-in before making so many changes.
26	Keep a full-time teacher coach in all schools. Don't pull my teacher coach out to help other schools.
27	leave Sp.Ed alone about the coherent curriculum
28	better communication--email newsletters, updates, contact info, etc.
29	Stop giving us more and more directives and let us teach! We are always meeting during our planning time to be told what we should be doing during our planning time!
30	We need to focus on less and instead focus on a few things and do them well. Also, give us time to plan. There is little of that provided in the workday.
31	Quit micromanaging us!
32	I am in special ed and the district consultant has provided little to no support-- even when I've personally called her on the phone. Anything done has been because of the instruction specialist.
33	Teachers need support in implementing interventions for students at tiers 2 & 3 of RTI. Teacher coaches are not effective in giving teachers direct support in the classroom.
34	All principals should teach a minimum of three hours a week. All CCSD personnel in the District Office should sub four times a year. One per each quarter.
35	Leave us alone! Quit this coherent curriculum - we know what to teach. And what is up with giving it to us two days before school starts??? That's not helpful!
36	I feel that the instructional calendars should be provided by the district office. That ensures that all teachers are on the same page. It is unnecessary paperwork for teachers using the Coherent Curriculum. That could be dated and used as a calendar or calendars could be placed in the coh. curr. books.
37	District newsletter that informs teachers of decisions being made. Updated contact log for specific offices that a teacher may need to contact. Work days that are workdays for preparing common assessments and instructional calendars.
38	Be cognizant that not all of district mandates are a good fit for English language learners and to enable us to be flexible to meet the specific needs of students.
39	Provide a tool for teachers that asks them what they need to become a better teacher, not tell them what they should be doing.
40	we need supplies and materials to support the standards we teach. for example, how can i teach weight measurement without enough balance scales for my kindergartners? whatever happened to budget money allocated for teachers to purchase what they want and need? i can't remember the last time i was given something to spend on my classroom. is the two hundred fifty dollar stipend at the beginning of the year supposed to cover it?
41	I think the DO should be responsible for creating the quarterly calendars and the common assessments if they want everyone to be on the same page. Principals don't want us to use the text tests, and teaching styles vary from teacher to teacher so that the assessments they create are different. Even though we work to create common assessments, teachers take them back and doctor them up to fit their own philosophies of a good assessment.
42	Minimizing paperwork allows us more time to focus on what's actually important...teaching our kids! By increasing the number of forms that restate information you're simply taking away time that could be spent doing things for the children, as opposed to administrative purposes.
43	communicate directly with teachers!! There is a wide gap between teachers and administrators and it is growing by the minute.
44	Why can't the district office provide a calendar? Every school would teach the same skill at the same time. Also, it takes away planning time that we could use to plan together. Also, the current curriculum guides are useless. They need to redo them as soon as possible.
45	Incentives to stay in failing schools
	Schools that are doing well and meeting their goals should be exempt from mandatory teacher coaches/meetings. These schools

46	are doing something right. While we understand that each year it becomes more difficult to reach our goals, at some point we need to be left to do our jobs with fewer meetings.
47	Clarify the lines of the CCSD/Headstart collaboration so that teachers are able to get a straight answer instead of being pushed from person to person.
48	Be more supportive rather than critical.
49	No positive input from the district.
50	Check that teachers have usable daily lesson plans. The Quarterly [monthly (in our district)]are absolutely a useless waste of time. I prepare a total course syllabus, pacing guide and alignment with state and national standards prior to teaching each course. Preparing a monthly calendar is extra work. It seems that the calendar is a minimalistic approach to teaching.
51	The District Office people seem so far removed from the classroom that their "suggestions" are often way off base. i would like to see them IN the schools on a regular basis...working with children.
52	give teachers more time for themselves, and help cut out all of the paperwork and meetings.
53	GET OUT OF THE WAY AND LET US TEACH.
54	Teachers need to be able to speak w/ other teachers at their level and within their area about problems and solutions to instruction. An online blog connecting like teachers might be a useful resource. We really need to be like minded within the state and share ideas from one district to the other. If we are all working toward a shared goal, PACT, then perhaps a willingness to create state-wide resources that impact instruction should be are focus.
55	A list or flow chart of people, responsibilities, service available to teachers would be helpful.
56	More PD would be helpful in addressing areas of weakness in our district.
57	Do not implement new plans until they have been fully thought out and completed. Teachers have to do too much work that should be done on a district level in order to make the new plans work in the classroom.
58	More time to plan with other teachers!!!
59	Stop giving teachers all kinds of paper work that has to be turned in to the office. Teachers are sick of paper work; they have enough paperwork to do with dealing with students.
60	Teachers should be given a list of names with job descriptions and how these people can be contacted.
61	support for the efforts of all of the teachers, including those of us who struggle in "failing" schools.
62	I am special education support staff. I feel the best way to support classroom staff is to be IN the classrooms; this enables me to understand the classroom teacher's problems.
63	A user friendly website - kept current - for each academic area. This would include hints/tips for teaching strategies for standards specific to various populations.
64	I would like to have more time to work in my classroom without interruptions.
65	Be present in classrooms to stay in touch with current teacher and student needs. Be mindful of redundancy - please don't have us complete three forms pertaining to the same thing! Acknowledge the importance of teacher planning time and show respect for it by limiting activities/meetings/paperwork to what is absolutely necessary for classroom teachers to complete. If a non-classroom teacher or someone at the district office can complete a form, don't make classroom do it.
66	The answer to good teaching is not producing more paperwork and ONLY TEACHING TO THE TEST!
67	I would suggest that the District Office personnel come out to the school and actually model the lessons, methods, testing stratagies they wish teachers to use. We need to see them actually teaching students to gain fuller understanding of the methods.
68	We need a foreign language liason.
69	expedite discipline problems
70	Let teachers be themselves when teaching instead of everyone conforming to teaching standards the exact same way.
71	District office is now located downtown at 75 Calhoun. Anything downtown is very inconvenient. We got out of school at 2:55 PM. Traffic is terrible anytime after 3:00PM. If the district for high schools wants to be more convenient and helpful then the district office for high schools needs to move away from the Calhoun Street office to a more central location.
72	clean house. get rid of the good ole girl system and hire new competent up to date and in touch people who are actually effective rather than defensive biddys.
73	There are math standards not covered in the math text. The suggestions in the coherent curriculum teacher textbook are vague. I am spending too much of my time developing timelines, lesson plans, sheets, and assessments.
74	include more of the assistants in your decision making. we are mostly in the dark when new policies are enforced

75	Trust the classroom teachers.
76	I would like them to ask teachers what we need in terms of materials and not just spend money on what they think is important or necessary. It seems they waste a lot of money on new versions of the same thing and that money could be better used somewhere else.
77	To really get into the classrooms and talk with the teachers about what is going on, and the resources that the teachers can use to better help and prepare the students!
78	Quit adding to teacher's work load, especially paper work. New ELA and Math Standards in July, for example, had to be mapped out into our long range plans. However the Coherent Curriculum ELA binder had the old standards in it. I can not tell you how many hours I have spent transferring old standards into new ones to put into long range plans and weekly lesson plans. I thought this was suppose to be a transition year. Why am I spending so much time doing this?!?!?
79	Improve curriculum to include research based instruction to improve reading, writing, and math skills. Provide curriculum and materials for child care and health occupations at a reading level self-contained students can comprehend.
80	Communication and trusting the teachers.
81	The district could provide online units of study that directly correlate with our standards.
82	It's very difficult to get in touch with ther personnel. I had a question sometime back and spent the entire day calling their office. I received voicemail EVERY time!
83	a list of resource places, ie math labs, english libraries, a central hub for each discipline
84	Maybe a booklet sent out to teachers explaining who does what at the District office.
85	Allow disruptive students to be removed. When they are removed should be sent to an alternative school.
86	The English Curriculum Guides currently are not usable. They are riddled with errors, rely on the strand-based standards rather than the current 2007 ELA Standards, and include far too many lower resources, which would be more appropriate for middle school. This is a document that speaks to the district failing to comprehend what teachers in the classroom need. Having the teacher coaches present this document, or should I say read the sectional breakdowns, was as ineffective as the actual document. If an experienced teacher finds this document overwhelming, how do you think a new teacher feels upon viewing the 2 ½ inches of text?
87	More communication. Not all information gets passed out. I wish we had more emails from the superintendent, department/curriculum specialists. I feel teachers know very little!
88	If would be great as a teacher to get specific teaching tools to use in the classroom. They make it very clear what posters we are expected to have in our class and that we are expected to follow the coherent curriculum to a T, but I have yet to get specific tools to enhance my teaching. More opprotunities fo r professional development would be really helpful
89	Less paperwork requirements for teachers, less quarterly plans, LRP, parental contact sheets, book inventory sheets, etc.
90	Make expectations realistic and obtainable regarding content and time to implement.
91	Stop making us do unnecessary paperwork like quarterly curriculum calendars that take up our valuable planning time. I will be a better teacher when I no longer have to go to go to meetings during my planning periods, do unnecessary paperwork, and have time to plan properly. The questions and concerns I have about curriculum can be directed to my teacher coach. I thought that was what she was there for.
92	Improve website; de-consolidate--district is too big!!
93	The Language Arts Coherent Curriculum printing should of been held off until the correct standards were in place. Because it was printed with the old standards the district has placed even more work on the teachers.
94	As a counselor, I have found my support contacts to be very helpful at the District Office.
95	The district needs to trust the department heads!
96	Recognize that coherent curriculum shouldn't mean that everyone does everything the same. There is very little room for creativity in the classroom, which is the BEST part of teaching.
97	It is better than it used to be.
98	Let teachers be professionals instead of mandating every move AND get rid of ineffective teachers.
99	The District Office specifically blames teachers for the backsliding of PACT scores and often wants to know what we are going to do to fix it. When a problem is distrcit-wide, the District Office should look at itself and the problems that are coming from the top down. Finger pointing and accusatory language does NOT offer support nor good morale. In fact, it pushes teachers away.
100	When I attended the curriculum calendar professional development, the teacher ASSUMED that we all knew how to develope the calendar. I was told if we did not have it to get it from last years teachers. Well guess what? They did not have it either. So, for the third year in a row, I have been calling friends from other schools and getting their curriculum calendars. So, my I would suggest that we do not assume anything with our teachers or our students.

101	Better Communication in the support area at the high school level
102	The coherent curriculum does not give a specific scope and sequence. The activities are general and cut and pasted for each standard. In 2005 there were teachers who worked on Saturdays to put this important document together. What happened to all our work?
103	Give teachers more time! Curriculum meetings have been lasting an hour and are essentially redundant. If they have designed the quarter for us - why do we have to create a quarterly calendar?
104	Let us teach and if we have a concern about our administrator(s), let us come to our area superintendent without having the school administrator know about it. There are plenty of times parents complain about teachers, but we are never told.
105	Get a Foreign Language coordinator! Rachel Amey cannot do the ESOL position and work as Foreign Manguage coordinator.
106	Leave us alone and let us teach, we know what we are doing.
107	At the present time there is NO support for foreign languages at the district level. Attempting to get information or the answer to a specific question is impossible. Yes, we have a "Lead Teacher", and she works incredibly hard, but she has full time teaching responsibilities. I am frustrated by the lack of communication between the district and the teachers. In a district our size, that employs 2 full time ESOL administrators, I find it very hard to believe we can not justify hiring at least a part time World Language Coordinator. This support is critical, especially for the next few years, as we write and implement the first county wide curriculum we have had in many years, as well as having each our county high schools face the daunting task of the state program evaluation without ANY support from the district office. We have requested meetings with district officials, and have been turned down at every turn. This is especially disheartening as the study of foreign languages is considered a core subject under No Child Left Behind.
108	Fewer people downtown, more in the schools
109	Choose a plan and stick to it long enough to have sufficient data see result of effectiveness.
110	Too much paperwork!!! What is all of this about common assessments? They say to do one thing one month and change their mind the next month. We are the ones that know what to do, let us do our jobs!! Stop interfering so much with what you think we should be doing because that is obviously not working.
111	Be a clear, consistent presence in individual schools. Make procedures and support contacts explicit to all teachers.
112	The coherent curriculum guides do NOT follow an orderly sequence. The math especially jumps around, teaching some skills before the background skills are taught.
113	Just support teachers first in disagreements with parents, students. Support teachers by removing severely disruptive students. Quit coming up with more work for teachers to do, just to justify their jobs.
114	Quit wasting my time and taxpayer's money on posters (CPE II essentials), bumper stickers, post cards, etc.
115	online technology courses
116	Why hasn't McGinley been in our school? My classroom?
117	What do they do?? Very little contact or interaction.
118	Please do not impose requests for samples of writing from students a week before exams with such short notice. those in the district office have very little common knowledge about what really happens in our classrooms.
119	I wish we were allowed to share what is working for us in the classroom with people who teach grades above and below us. We are doing a great job in the classroom, but are not able to share what is working so that students are able to be presented info in a more coherent way!
120	Allow us more unencumbered planning time. We are using our planning time for meetings that are unproductive and staff development that is often not applicable.
121	Less "mandates" and middle level staff -more time to do our work.
122	Let teachers teach what their students need, when their students need it. Stop trying the cookie-cutter approach.
123	More encouragement- We are failing for a reason. We could use the help of the district to support us ith parents if failing children. We need to get resources to help. More parenting programs.
124	The coherent curriculum is a wonderful idea in theory. My question is why do I still have to develop an instructional calendar if you are going to dictate when I teach the standards? Therefore, my suggestion is to get rid of instructional calendars, that way I can spend needed time educating my students.
125	Give us time to teach. Let us have our planning periods.
126	Leave me alone. I can teach better when you aren't bothering me and telling me what to do. I can cover standards AND motivate kids when I am not drowning in watered-down coherent curriculum garbage.

127	In spec. ed, we need more consistency. We have been given conflicting directives in regarding where to send paperwork etc. We are confused.
128	I have never seen them here at the school? I don't see them at meetings! I don't receive any updates from them on what is happening at the district level- nothing.. As a teacher I have never had any contact with the district personnel unless I call them for something.. They need to do a newsletter or something of that nature for teachers to inform us of what is happening at their level.
129	I personally do not rely on the District Office. As a charter school, we have a different chain of command.
130	too many district people..class sizes too large...pay for teachers is too low...
131	Many of us do not recertification credits, so it is frustrating to only have wonderful training Please offer more options on professional development days.
132	Don't just introduce new ideas, technology, etc, really train people who are interested in the concept, so that we can actually use it instead of being teased by it.
133	Professional development between DOS and classroom teachers.
134	Respect for students and teachers at that school/For exceptional children consultants, recently hired, need workshop on professional communication during meetings and in the building. Demeaning, sarcastic comments meant to embarrass teachers in front of others, in meetings are unacceptable. Tara Rochefort should be removed to a position fitting her professional manner, experience and demeanor. She is an embarrassment to the profession.
135	Support teachers in their efforts. Stop putting ALL the responsibility on teachers. Have some type of forum to help parents and students understand that they have to take more responsibility for the learning process.
136	Make sure your data/SASI clerks are qualified to do their work, and know HOW to do their work.
137	Have a support system for those of us who are teaching students who can't read...it is not realistic to try to have them meet the standards...we need to be real and meet them where they are. I need access to alternative things to help them learn to read.
138	Some standards in the academic coherent calendar do not give enough time to develop and teach concepts, therefore, it is very difficult to meet time-line expectations. It would be helpful for each school to have a "tree" type paper with names and numbers and the "chain of command" for who/where to call for help. Our district has changed and we are not familiar with all the people we are to go to and the order to go to them. MAP testing has many standards that are not taught at the grade level that is giving the test, therefore, students that score in a high range have trouble moving up or making their goal on future MAP testing.
139	The District Office should: 1. establish small support groups (like book clubs) that would meet fairly frequently to discuss issues, problems, successes and ideas pertinent to the individual group members and to learn to analyze their own teaching for the purpose of improvement; 2. create teacher centers located in each district staffed with teachers who would be available to assist colleagues; 3. encourage teachers to observe other teachers and provide release time and incentives for such; 4. provide financial support to attend professional meetings and workshops; 5. inspire and encourage more professional behaviors, such as publishing, researching and presenting at professional meetings, through incentives (financial and professional advancement); 6. create and maintain an atmosphere, in the District and the Community, in which deserving teachers are recognized, respected and valued as particularly important members of the Community and who have a role in planning and decision-making in the District and Community. These are only a few of the suggestion I have.
140	Make the job more competitive. And you will get better employees.
141	Offer more special education professional development that is not in the summer!!!
142	I would like the district office to stop planning from the ivory tower. I would like them to implement true policies that are effective at the school level. For example, coherent curriculum limits teacher creativity and academic freedom. It stifles the teacher and puts undue restraints on them.
143	Do away with all the useless paperwork and let teachers actually have time to concentrate on teaching. I feel I do paperwork just so someone can check something off their list. It does nothing to help me improve my teaching, but instead, takes me away from the time needed to focus on the children.
144	Clearer information needs to be given to special educators about whom to contact at Calhoun for specific issues.
145	The problem is we have lots of resources now, but so little time to peruse and use the information given us. I would like a day to go through all the things that have been given to me by the District and integrate these resources with my lesson plans without being rushed.
146	Allow time for practicing technology, collaborating with other teachers, and observations of other teachers. Let good teachers teach instead of spending so much time worrying about standard numbers. Have some faith in the teachers.

147	Reinstate the World Languages Coordinator position for CCSD. World Languages departments are undergoing SOE program reviews which will impact the school report cards. We are limping without a coordinator and look very bad compared to other districts. Reinstitute the Teacher Coach position at Wando. We need one as much as any other school does!
148	None at this time.
149	The majority of the time that I make a phone call to someone outside my school the person I speak with does not seem interested in helping me and is often rude. I think a greater emphasis on being helpful and respectful of employees calling for help would be nice.
150	District support needs to be available to schools that CCSD doesn't support too, such as charters.
151	Do not make us double do paperwork. Instructional calendars are the what and when we are teaching according to our coherent curriculum textbooks. Why not have a simple format to continue lesson plans? Why not give a list of focus questions to be listed on the boards for observers/students?
152	We get "ousted" because we're a Charter School. We really do not get any/much district support.
153	I still think the district office people are out of touch with the classroom and schools. More school visits would be helpful, or perhaps they could be housed at different schools.
154	More energy needs to be given to PACE teachers.
155	Since the alignment took place, I could not tell you what our area superintendant looks like or where this person can be found?
156	Provide funds for teachers to attend trainings and conferences to further enhance our teaching.
157	I feel like the folks at the district level are fighting us and are against us. I do not feel supported or valued.
158	Get rid of RIT Band instruction. The students are burned out on MAP testing three times a year on four subjects. Why are we doing this to ourselves? If we must keep MAP testing, then do it only twice a year, but don't use the results to make another prep for the teachers. The kids are BURNED OUT, and we, the teachers, can use the RIT band time to teach our own kids our regular classes and hold them accountable for the work that is completed. I am a 24-year veteran of this county, and RIT Band instruction will make me definitely retire at 28 years. I've spoken with other teachers, and they feel the same way.
159	Stop asking us to do more and more and more of the things that have nothing to do with the direct teaching of my students. Why have smart goals when I have a goal each day and throughout my school year.
160	I liked it several years ago when ALL CCSD teachers were given a school calendar which has all the schools in district with address and phone #'s and it had all the District employees + phone #'s. I would refer to it several times during the year when I needed to contact someone. Now I have to go online and sometime spend a lot of time "looking" for the information I need or the person to try and call to get the information.
161	none at this time.
162	Need more help and time learning technology in the classroom.
163	Give each teacher a SMART board in his/her classroom
164	Become reality based. The smoke and mirrors regimen presented by the district is counterproductive. Tensions between teachers and administrators is high. Micromanaging the system is a huge mistake.
165	Paid Professional Developments
166	Peer elected teachers must be directly involved in creating policies, curriculum, and behavior strategies.
167	know employees and support all programs
168	less paperwork and more planning time
169	I think The District is doing a great job of providing information and expectations. On the other hand, I don't think our school is set up for effective teacher collaboration. We could have all the resources from The District Office, yet, not have common planning time to collaborate on the coherent curriculum. Also, I think that the CP English 2 coherent curriculum guide is difficult to follow and the use of all of these huge binders is becoming cumbersome.
170	If observing a classroom on the new Bloom's is being used, making tally marks on how many high level questions are being asked is not a good way of assessing teachers on their teaching. I'm not saying that my school does that, but know that there are schools doing this and this is not the intention of the new Bloom's Taxonomy.
171	put more people in the classroom to create small sized classrooms, so that individual students get more help
172	Get textbooks that align with the coherent curr. Make the calendar with the standards in it. Tell us what and when you want it taught and let us do the rest.
	The directives sent to us by the District Office often seem to be geared toward helping ineffective teachers become effective. For

173	teachers who are already successful, the directives are just more paperwork to bog them down and detract from other work that needs to be done. I would like to see some differentiation of directives by the District Office to help accomplished teachers improve, as well. Additionally, I sometimes wonder how much more work can be heaped upon teachers. There are only so many hours in one day. Why is more work being added to an already heavy workload, but no compensation is being offered? Is adding more work to our repertoire really supporting good teaching?
174	Get out to the schools to see what we are doing and who we face each day. Find incentives that will get parents involved.
175	We need more TIME so we can create good lessons that are based on the Standards. We spend too much of our time attending "workshops" or "trainings." I am a recent graduate and I learned 95% of that information in college. I would rather spend my time planning lessons than hearing what I've already heard all over again.
176	Getting the curriculum guides before the beginning of the school year would be very helpful. Setting them up by 9 week periods would also make it easier than flipping through the entire book. I know they were a rush job but they contain errors.
177	There have been too many admin./staff changes this year at my school. We have lost all continuity.
178	I think they should have open round table discussions with teachers at the school without administrators present.
179	Identify who to call for specific issues Support teachers by requiring parents to discuss problems with them first before bringing issues to the District Office. Establish clearly and objectively identifiable negative behaviors which can be dealt with at all levels in an equal/fair manner with no built in "gray area".
180	The title one schools downtown need more part time interventionists like the ones at Laurel Hill.
181	Open forums to address teacher concerns without administration present, more help with sp.ed students in standard classes
182	Emphasis should be on a teacher's long-range plan, adjusted for his/her students, rather than the pacing suggesting by the curriculum guide. Some administrators appear to be overemphasizing the importance of being on the "right page" rather than on thorough teaching of the standards.
183	When considering a plan of action consider the implications for teachers as well as students. Teachers can't teach unless they are supported.
184	Provide funds to all schools to attend professional conferences and/or provide professional development specific to grade level needs.
185	The quarterly calendars are a waste of time for Eng./L.A. teachers. With the exception of a few skills, the same ones are taught over and over. If the district wants everyone to teach the same thing at the same time, the district should make the calendar. The other English teacher and I try to sketch out our plans(that can be done before school starts only)and then fill out the calendar. We don't use the calendar. If we have any kind of individuality in teaching, why do our administrators ask why we aren't all on such and such a skill when they come in? I teach Honors and Inclusion. They don't learn at the same pace, but the skills are just repeated. Why can't we just use the curriculum book? What purpose does the calendar serve? Maybe in math and the other subjects with specific skills it makes sense, but it is a waste of time in Eng./L.A.
186	Good teaching does not require putting numbers/standards on the board. Why are we wasting precious time doing this? Why are we posting standards on student work? Is this just to show "the district" that we know what we are doing? Also, requiring ELA teachers to use the new standards when our new coherent curriculum book is using the old (by the way, the stickers are not so helpful)and the state has one foot in the mud and the other out is just confusing. There seems to be too much bureaucracy and not enough teaching in this county.
187	Less paper work for teachers
188	
189	Positive praise for successful teaching and instruction. More planning time allocated for developing lesson plans and analyzing data and students's performance.
190	quarterly calendars are extra paper work and not necessary with the SRP, LRP, and Coh. Curr.
191	Include related arts teachers in the overall picture of improving scores
192	Everytime a list of who does what and where you can contact someone to answer question - the list changes - everytime!
193	Do what is best for students and allows teachers to do their best for students (being teachers, not clerks) without so many hoops to jump.
194	Support your teachers, provide positive feedback, open avenues to allow teachers to plan and share with other teachers in the district.
195	I think that the office of student placement is a waste of resources. If all they are going to do is send students back on probation, even when they threaten a pregnant teacher, then we should just do away with expulsions and teachers should just suffer with what they are dealt all year. Students are allowed to treat any adult the way they want and i probably will not be teaching much

	longer because of it.
196	It would be good to for all teachers to have a projector, a lap top computer and a Smart Board to use.
197	Give us the time to teach. Stop all of the ridiculous paperwork!
198	Less telling what to teach and more allowing teachers to be creative
199	options for professional development- not just mandatory for one specific topic
200	We need support in the classroom and smaller class sizes to be effective at meeting the needs of differentiated learners.
201	Ask teachers what kinds of resources they need
202	I am not sure what office the teacher coaches come from, but if they come from the district level then I would suggest they fuction as the title claims. All the teacher coaches role is as an asst. to the principal. To call them teacher coaches is a misrepresentation of what they actually are.....another administrator.
203	create a list of who does what(not a diagram) and send it out
204	Allow us to teach. We need more time to do what we were hired to do. Please cut out the extra that takes away from my job description.
205	When problems such as lack of service to students and non compliance to IEPs are not being solved at the school or district level, there seems to be NO recourse. Teachers are threatened when they advocate for students.
206	COMMUNICATE to us! There are too many time-wasting expectations put on us and very little support for disciplinary problems at the school level. This year, I feel like I'm a zookeeper rather than a teacher.
207	Work with those teachers who are having difficulty and leave the professionals alone!
208	Leave us alone and let us do our jobs. Teach!
209	Establishing a school level PACE Lead Teacher, to assist PACE and VIF teacher working through the maze to certification.
210	Less paperwork and more classroom help
211	I'm already a good teacher. Stop trying to tell me how to do what I already know how to do. I sit in inservices designed for beginning teachers and resent the time it takes me away from my own creative planning. I don't know what the percentage of teachers who need help is but it sure seems that the county thinks everyone needs to be retaught.
212	In the past I was more familiar with the department heads and who to contact. Recently several changes in offices have left me unaware of who is who inwhich office. I especailly no longer know what each position responsibilities are.
213	more communication
214	none at this time
215	Professional Development days should be spent reviewing strategies for effective teaching and then time to develop new plans for our classes. Also, I would like to spend those days learning new things within my subject area, not general teaching skills.
216	The District Office needs to make clear who to contact and when they would be available to teachers in the district.
217	Let teachers do what they are hired to do.
218	merge schools
219	When I first began teaching, there was an EAP available to all Charleston Co employees. In the wake of the last couple tragedy in Chas. Co., I think this should be available to all employees again. Teaching is stressful. An EAP (Employee Assistance Program) would be beneficial. Employees could contact this program to get counseling for almost anything (personal relationships, working relationships, finances, etc) It was free...up to 3/4 visits then recommendations made to the employee as to whether to continue sessions. There are just somethings that others may need to talk about with a professional and not be able to discuss at school.
220	Let the teachers teach! Cut the paperwork.
221	none
222	Tell us when we are doing something good instead of giving constant criticism and more work for us to do.
223	The amount of time necessary to meet all the requirements for coherent curriculum, curriculum calendars, meetings, etc., takes up too much valuable time that is needed to plan for studnets.
224	More hands on help and less written help.
225	help for world languages
226	Eliminate most district-level administrators and spend the money on teachers who actually have interaction with students.

227	Provide teachers with more time to plan and implement changes in the curriculum and standards.
228	Continue offering support from people like Kelly Stalcup who come in to the schools to help teachers. It is important for support people to understand the dynamics of individual schools.
229	Too many problems with communication- Too little understanding of what goes on in the classroom
230	To relate PD days to all levels, not just to the high school level.
231	Rotate District Office support throughout district elementary schools; teachers would know in advance the schedule and plan and contact in advance.
232	Our school never seems to know for sure what is required of Elementary teachers from the district because we are lumped in with middle and high schools. Elementary needs more info usually.
233	Find other school districts in the country that are successful in a certain strategy and adopt theirs instead of requiring overworked teachers to spend extra time (unpaid) to work on something new.
234	need to get more information pertinent to my area of teaching and to me
235	Talk about the kids and not focus so much on meeting "Government" standards.
236	I really do not know who to go to for questions. I usually go to my teacher coach and have her pass it on. Perhaps a list given to the teachers of who to go to for what areas would be useful. Maybe this already exists, but I don't have one. The curriculum guides are very useful. I find the math would be a lot better if it had some examples. Some of the standards are kind of ambiguous and leave you wondering what exactly they want you to teach.
237	The District Office should be more visible in schools and work to recognize "good" teachers. This will enable struggling teachers to get a sense of what they can do better and emulate those who are successful.
238	come and visit our classrooms every now and then.
239	Install highly qualified and experienced administration at schools not meeting AYP. Allow schools with at-risk populations to install specifically designed socialization and behavioral program (specially-designed elective classes, mentoring programs, increased guidance programs, reclaiming failing readers programs, etc).
240	Teacher coaches and other administrators should be expanding on the expectations not simplying reading them to teachers on "professional development days".
241	I have no personal experience with District Personnel. Information comes through the Dept. chair.
242	A welcoming ceremony at the beginning of each school year to create a sense of camaraderie amongst the staff.
243	I don't believe the Central office staff has a handle on what goes on in the classroom. Many of these educators have forgotten what it is likeI encourage them to come inside the classes and serve as substitute teachers sometime.
244	There is too much paper work, and if we can find a way to lighten the load, that would be great!
245	Let us teach without the hindrance of superfluous paperwork like quarterly calendars, common assessment analysis, etc. I completed a college degree in my subject area and completed all of the necessary educational courses I needed. I take the necessary courses (and then some) to keep my certificate and professional knowledge up-to-date. I need the time spent on this other paper work to create appropriate lessons, tests, etc. for my students as well as to grade their papers and communicate with the children and their parents. In short, let me do my job, and quit finding things for me to do that help you prove that you are worth your paycheck.
246	Leave the teachers alone, we are constantly having meeting, if we could just have time to plan effective lessons without being told to try this and try that. We might be surprised with the results of effective teaching from effective planning.
247	More effective PD days and more workdays to plan as teachers
248	Stop sending demands without proper time to implement these demands. They need to be consistent wioth everything they do. there is a new change almost everyday that counteracts something that is already in place.
249	Make the Coherent Curriculum materials shorter!!! They are not easy to navigate through & don't offer any real support. They should be only be quick checklists that are concise & provide relevant teaching ideas. Without being extremely abbreviated, the coherent curriculum materials are cumberome & counterproductive.
250	I handout in school handbooks that have contact information or perhaps a home page link on the school home page. I am a special area teacher-I haven't seen map scores or the coherent curriculum. It would be useful information for us as well if it were given to us.
	It was a very disappointing and insulting experience when the Curriculum Specialist visited my classroom and evaluated my lesson, left before its completion and had not one positive comment on her evaluation sheet. Much of her evaluation was incorrect: there were rubrics posted all over my room with quality work, she did not question students about the work at hand but only about minutiae and then did not stay to see me question students about the standards as they related to analysis taking place. Furthermore, the evaluator has no experience in high level language arts poetic devices and evaluated me on my effectiveness of

251	introducing the scaffolding necessary for introducing an extremely sophisticated device even for honors eighth graders. I have a masters degree in content with 18 years of experience. She did not ask me any questions about why I chose to introduce concepts in the manner I did; she did not choose to review student work that I directed her to that was evidence of student success with such devices; she did not ask me if I had introduced or modeled for students how to do the presentations that had opened the class period and had been very poorly done. She assumed that I hadn't when in fact the students presenting simply did not prepare well for their presentations and did not follow directions. In fact, I had modeled presentations on three different occasions and these two students were the last two presentations in a three week cycle of presentations being done by peers. District Office evaluated me and my middle school on a snapshot that was taken by an administrator looking through a lense that was completely out of focus. Had I given a rubric with comments on it like I had received following that observation, I would need remediation as an instructor. What happened to Praise, Question, Polish? If I am to be evaluated in the future as part of a District Level Team, I respectfully request they send someone competent in my content area and someone who will question me to clarify why I make the choices that I do in a given class period. Also, I expect that individual to stay the entire class period to see whether I do, in fact, address some of the issues that she felt were "lacking." Were I not an experienced teacher, I would be looking to find a district more appreciative of my expertise. District Office should not offer more training and graduate coursework as a means to retain teachers. They should begin by showing respect to the outstanding professionals they already have in place.
252	The establishment of Support Services is desperately needed for the mental well being of all CCSD employees
253	There should not be sweeping program changes and mandates without taking into account the success of each individual school. Every time enough gains are not met, our district institutes mandatory programs that may or may not be necessary to encourage growth in high-achieving schools.
254	Coherent Curriculum textbook has many mistakes. Give examples of assessment samples in the text. Give specific manipulatives. Don't just say, "increase use of manipulatives".
255	Get teachers involved with new initiative within District.
256	better PD sessions, not ones that are a review
257	As teachers we wonder why we have to make quarterly curriculum calendars if everything is given to us in the coherent curriculum. It seems a bit like the support is there, but we are redoing it anyway.
258	perhaps teachers could have looked at a sample of the curriculum guides before they were printed--some parts are unclear, and timelines are confusing since they don't add up to the correct amounts of time
259	Need to know who the district leaders are when school begins
260	Visit the schools and classrooms, not talk with administrators about what is going on in the classes.
261	Wouldn't classroom teachers be a better resource than teacher coaches for the money?
262	less paperwork, red tape, repetitive requests for same information
263	Support our teachers and maintain a healthy educational environment.
264	There should be more departmental focus.
265	Having a better system of communication.
266	I am an ESOL teacher and have been fortunate to work at Goodwin where I am supported by both the principal and the teacher coach, but I think that many ESOL teachers do not have such positive relationships therefore do not have the opportunity to utilize district resources. For example, my teacher coach gave me a copy of the week by week standards calendar that the teachers made which has been a wonderful resource. I have been able to plan my lessons based on the standards that the teachers are addressing in the classroom. I was also given a copy of MAP and Dominine data which has been a great tool in determining which students need more help and analyzing their specific skill deficits. Many ESOL teachers do not have access to these great tools. The ESOL director, Rachel Amey, the most wonderful and supportive boss I could imagine and strives to provide us with all of the resources we could need, but these resources come from the schools. I think it would be useful if these type of tools were available to ESOL teachers and other itinerate teachers who are often overlooked because they are not full time at one school and do not have the opportunity to build relationships with the principal and teacher coach.
267	Have district office folks spend a day in the classroom again.
268	More meaningful pd days.
269	That they looking into helping with student loans,even for teachers without teacher loans.
270	I have asked the District officefor help with differentiation. It has responded by giving me handouts. I would like to see these strategies modeled.
271	We have no contact at all with district level employees.In fact, I have no clue who does what
272	What is the district office? I have taught here in CCSD for 3 years and never talked to or had contact with someone from there.
273	what about a site where teachers all over the county can upload their forms and special units they dont mind sharing for other teachers to use within the county
274	more hands on instruction ie examples for young teachers and more flexibility for inservice options

275	Promote from within---they know what is required in Charleston County.
276	Let us teach and make us quit doing all of this extra work.
277	ASK FOR TEACHERS' INPUT WHEN MAKING IMPORTANT DECISIONS SUCH AS PROFESSIONAL DEVELOPMENT DAYS AND CALENDARS
278	Less paperwork and more time to do the job we were hired to do. We also need more resources like more computers in the classrooms and smart boards for every class. Other districts have all of these resources. And they wonder why Charleston County isn't doing as well as our neighboring counties.
279	We need to have more support from staff that know our area of teaching such as middle school science. We also need more inservices to explain the use of MAP and coherent curriculum. At Buist, we are in an unusual position that we do not have a teacher coach to help us on those things, so we need other support.
280	As a teacher assistant does this apply to me?
281	I think the District Office could improve the communication between my school and the current area superintendent.
282	Base the curriculum guides on the order of the textbook. The textbook manufacturer made sure that the material flows. When we break it up, it causes us to have to have to backtrack to get the students missing items. Plus it is confusing when you skip around in the book.
283	District should provide the curriculum calendars and they should be aligned with the coherent curriculum books. As teachers, we should all be teaching the same indicators at the same time. Or we could all just use the scope and sequence from the coherent curriculum books. It is a waste of precious time to rewrite something that is already handed down from the district (calendars).
284	Teachers should be able to request teacher support to assist with best practices without fear of unfavorable evaluations. More real projects and best practices should be distributed every year to new and existing teachers.
285	I believe that professional development should support the needs of teachers on a school by school basis. If all but 3 teachers have not been trained on a particular practice, there is NO need for the entire school to partake in the training.
286	increase vocational school opportunities, remove kids who misbehave and distract others from learning sooner in the year
287	We need less paperwork. We are overwhelmed with paperwork and it takes away from our teaching time and planning time!
288	sample lesson plans should be included with each skill listed in the Coh. Curr. for each subject. I would like to see lesson plans from Nationally certified teachers. If they can pass the rigor of that system, they are going to be producing solid, quality lessons. An instructional calendar based on the coh. curr. should be created and teachers should be forced to follow it. As a parent, I should be able to go to 2 school and my fourth grader should get the exact same lesson concept on the same day. Teachers are given too much choice about what to teach and do not always follow the standards. This does not help the students. If a student transfers from one school to the other, within the same school district, there should be no reason that the student ends up at a school in the same class, but the class work, lecture and materials are so vastly different. It doesn't make sense to have so much variation, when all kids need to learn the same skills in the end.
289	Lessen the paper work. WE need MORE (on the clock) time for reflecting, planning, grading, etc... We're only given a workday for reports cards. That can't even be done in one day. My team is still putting in 55/60 hrs a week! Even when we have early release days (2 hrs.), my team always misses their normal planning time so we get 20 mins extra.
290	none
291	Less paper work, more accountability for students, and parents.
292	The coherent curriculum should be available digitally (provide a CD with the coherent curriculum "text" or downloadable pdf files on the district website).
293	Do not create tasks for us to make it appear that "something" is being done. If a tree falls in the forest, and no bureaucrat archives the documentation, does it still make a sound? If nothing else, just get out of the way and let us teach. My site administrator understands this principle.
294	Let us teach the basics--moe phonics; handwriting in K and 1st grade. We need to be able to teach without having to stop and fill out paperwork on how well something works. Let us tell our grade level chair and principal if something is working and then LISTEN TO US!
295	I think that District personnel should be more visible IN schools... dropping by to see what is happening, bringing resources, asking for TEACHER input on decisions such as when standards are taught, etc
296	HSTW is good for some schools but not for all. Allow principals to manage their schools by letting them stay in the building/
297	More CONSTRUCTIVE help in the classroom. More realistic attitude towards education-less mysticism, more common sense in approach. Cut out all of these insipid programs and get back to "the basics."
298	District Office needs to support and provide resources when teachers request them in a positive manner.

299	Generally, the people who are not on the "front lines" so to speak, have absolutely NO IDEA how much stress they are inflicting on teachers. High school teachers are left to "fix" problems in the failing schools that were not addressed in the middle and elem. schools! The lesson plan template that teachers are forced to use (designed by someone who has not been in the classroom in ages or ever!!) is a complete waste of time!! Why don't "they" go back into the classroom, actually deal with our problems for at least one semester, use the lesson template and make the deadlines "they" impose on us!!
300	Maybe a survey about what is needed would be a good place to start.
301	<p>1) I would love to have more opportunities to see master teachers model lessons. The lesson could be filmed in a real classroom, with real students (including disruptive students) and then the master teacher could be interviewed at another time and he/she could reflect on the lesson, explaining all that went into the planning of the lesson, the challenges of the lesson and the assessment.</p> <p>2) I would love to have more oportuntunities for the decision makers at the district level to come to the schools to see what is going on. After they have spent time in the classrooms, we could have a discussion.</p>
302	Less paperwork...not teaching to the test. How long has it been since the District Office personnel been in an active, regular classroom environment. Make them all substitute in a class for a week! They need to experience the problems that we are facing...and lunch has to be with the kids, and no cell phones ringing, not being able to take care of any personal business until after duty time (3:30). We can never just take off to go to the dentist or doctor...must have sub with detail lesson plans that take about three hours to create...and if you need a sub, there might not be any available...so then we feel guilty for having to divide a class among colleagues. District Officials need some hands-on experience. (and what's a bathroom break??). Maybe then some real improvements can take place.
303	The suggested activities in the Coherent Curriculum need to be more clearly aligned with the standards. They should be more appropriately aligned to the verb in the standard, the parts of the standard preceded by the word including, and the intended proficiency level of the standard. In addition, items from the CCSD item/test back should also be more closely aligned to the above recommendations

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