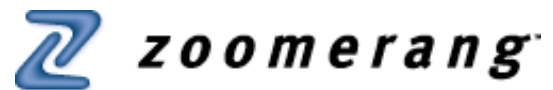


# District Support for CCSD Teachers-- 2007/2008



## Results Overview

Date: 2/5/2008 1:35 PM PST

Responses: Completes

Filter: No filter applied

#	Response
14.	What specific suggestions do you have to improve the effectiveness of the teacher coach position?
1	None - she is doing a great job.
2	It might be useful to have newly appointed teacher coaches work under an established coach before having them work on their own in the schools. We have 2 new coaches who are nice people--but an established coach has come in to do additional training at faculty meetings--it seems like if the coaches were mentored before starting on their own there wouldn't be a need for double training sessions.
3	I would like if the teachers could offer agenda items for discussion at our meetings. Most of what is discussed does not address most of the core issues that we face.
4	Why does Clark not have one? I realize that Clark is a program this year, but we need help. We have so much less this year than we did as a stand alone school, but we were promised so much more.
5	If the district wants teachers to use instructional calendare and common assessments, let the teacher coaches' jobs be to write them. Don't involve teachers by way of required weekly meetings during planning time. If we're all teaching the same standards in the same time frames I think the district should write assessments, etc. for us to use.
6	clearly define dutues, full time would be helpful
7	none
8	The teacher coaches are ineffective at my school. One is a National Board Certified coach who obviously needs to go back into the classroom. The other has over 30 years teaching and constantly complains about what is and what is not her job. In fact, she once stated at a meeting that she could not be a teacher in today's classrooms; she does not know how we do it. She has lost all credibility with me.
9	The TCT meetings are not an effective use of our time. We should be planning, rather than some of the other things we do.
10	The teacher coach should have experience at all grade levels being coached. This position seems to have created a lot more busy work for me as a teacher without helping to improve the classroom.
11	Use our TCT time to get things done! No more complaint sessions, make them working time.
12	We aren't allowed to have a teacher coach.
13	She does a wonderful job, but is spread thin. She is as effective as time allows and that includes much time out of school.
14	Teacher coaches should not be treated like administrative assistants. They should have more time to be in the classroom.
15	Put them back in the classroom and continue to reduce class sizes. The money would be much better spent.
16	I would love for the teacher coach to make a week available to teach in a difficult class in which a teacher is having or has been criticized for bad classroom management and show/demonstrate how the class should be taught. At least a week so the newness of the person would not affect behavior of students.
17	The teacher coach position is one that requires me to do more paperwork only taking time from planning, grading, and creating interesting lessons for my students. I do not benefit from teacher coaches.
18	I like the teacher coaches as people, but other than taking my planning period to give me information that they could have e-mailed, what do they do? Maybe they work with 1st year teachers; I don't know. I'm a mentor, and I work with new teachers. The coaches take up valuable time, and I can say that I have never learned anything from a teacher coach other than patience.
19	My teacher coach has too many responsibilités. There is not enough time for her to work with staff to ensure all understand how to retrieve student data, interpret the data, and differentiate curriculum using the data intheir respective content areas and classes. She also is guiding all in RIT Band instruction and providing countless lesson plans for RIT instruction at various levels to "model" effective approaches at all levels of student participation. Thirdly, she offers assistance with developing lessons that unite all grade level content areas, offers help with class room management, encourages the use of technology in all classrooms, participates in CORE meetings, ETC. She has far too much on her plate. My best suggestion is to have TWO of her!!!!!!!

20	I have absolutely no knowledge of who the "teacher coach" is and what they do.
21	Teacher coaches need to be more experienced and able to provide appropriate modeling when giving suggestions.
22	I feel that the teacher coach is put in a difficult position. On one hand, she is expected to be a "support" for teachers, on the other hand she is in the position of implementing district directives which are rarely well received ( putting her in the "bad guy" shoes)
23	Get rid of the arrogant attitude and be part of the team. One of our teacher coaches is extremely dictatorial, the other is intimidated by her. THE latter would be a much more effective coach if the other would back off
24	Keep the teacher coach in the schools. My coach is pulled out of the school two days each week - 1 for meetings and 1 day to help in another school.
25	Make the weekly meeting time a balance of what is on the minds and needs of teachers and the agenda of the district.
26	there needs to be a special ed teacher coach
27	More content specific activities or lessons to use with lower ability students
28	Less meeting times, more time in our classes, and less things we have to do - this comes from the district and they just pass it on.
29	I think given the time and task constraints that the district has placed on teacher coaches that the teacher coach at our school does a great job.
30	Teacher coaches need to have a better understanding of the RTI process so they can help teachers impliment interventions and progress monitor these students at tier 2. The teacher coach simply supplies the teachers with various arcticles on teaching practices but does not do many walk throughs or direct classrooms support. She has not been in the majority of the classrooms.
31	no opinion
32	We don't have one.
33	I hear a variety of ways teacher coaches are used, depending on the schools where they are located. The job description should be consistent. It would be beneficial to me if our coach looked at my classes Map data and and came in to teach specific lessons according to my student needs. We could team teach and break my class into small groups. Teachers ask themselves why prepare lessons for someone else to come in a teach. It's just as easy to do it yourself.
34	Planning with teachers for effective use of flex groups using the map data.
35	Pay them more than a teachers salary and do as many surveys on administrators as you and the district seem to do on teacher coaches
36	If teacher coaches had some training in scaffolding for English language learners, they would be in a good position to share this with maintream teachers they work with. Although ELLs are not a major population overall, the strategies we use benefit other struggling learners. However, ESOL teachers are limited in their time to provide staff development to faculties. A collaboration would be nice.
37	They should be used more as classroom model lesson instructors. They should be there to help find curriculum information, resources, and help plan.
38	no suggestions. i am very pleased with her input, her openness, and the feedback i have received from her.
39	We do not have a teacher coach.
40	More contact with students (leading small groups) and minimizing paperwork for classroom teachers.
41	we have one once a month for those ctc meetings and that's it - I don't see this as a necessary position at all.
42	They should work with new teachers.
43	Teacher coaches spend most of their time working wuth 3-5th. Teacher coaches need to be utilized in the lower grades more. We have several new teachers that need direction. A teacher coach per grade level would be beneficial in failing schools.
44	Have them help me teach and support those students that are low but are not getting any special services. That would be a help.
45	I have asked her for help this year and she has said she was coming and hass continued to push my request away in order to help PACT grades.
46	Hire coaches who are knowledgeable in all subject areas and grade levels K-6.
47	Teacher coaches should have enough professional experience to be taken seriously, and have a broad knowledge base to adequately support the teachers. The teacher coach should also have a strong focus in assisting the teachers' success and not be present only for criticism.

48	allow the coaches to help teachers more and do less administrative work
49	She needs to be neutral with all teachers in her biases and beliefs.
50	Ours is very effective....no suggestions...unless it is possible to clone her!
51	I don't even know who the teacher coach is.
52	If there is a problem with the way I teach, tell me and offer suggestions for improvement. If not, don't keep bringing me more forms to fill out which take time away from things I could be doing for the kids.
53	teacher coaches must teach. they cannot even do small groups respect is lost when they cannot contribute
54	At certain schools, the position is really a waste of money. It becomes in fact, another administrative position that divides rather than unites a faculty.
55	We don't have a teacher coach this year.
56	Give them more time in the classroom and in planning with teachers.
57	I question why we need a teacher coach. Personally, I don't need coaching. If a grade level pulls as team, a coach is not needed. A coach's 'talents' would be better utilized working with children, not teachers.
58	I see many of the teacher coaches doing so much "busy work" that is not directly related to helping teachers.
59	Make TCT more meaningful to all types of teachers.
60	Delete it and use the money for SMALLER CLASSES!!!!!!
61	Make sure that the teacher coach does not have to service more than one school. Our coach is only able to be with us 2 days a week because she has been asked to also work at another school. She cannot do her job effectively when she is being pulled in so many directions.
62	The coaches need to be supported more.
63	Teacher coaches need to spend time IN the classroom actually modeling strategies and techniques.
64	Allowing teachers to have input on specific areas where her expertise is needed.
65	There is no teacher coach now;used to be one in beginning.There is a very helpful Ms.Fisher however.
66	She has said that she will come to assist in my classromm, but it never materialized.
67	Please be more positive. When giving feedback after an observation, mention 3 positives and 1 needs improvement. If she can complete paperwork, please don't ask classroom teachers to complete it. Don't complain about how stressful your job is in front of classroom teachers. Be more active in the classrooms: pull small groups and demonstrate lessons.
68	Help teachers, don't drag them down and insult them.
69	Only go into classrooms where they ahve expertise. ie Science teacher coaches need strong science background.
70	Teacher coaches need to model what they expect us to do in the classroom. Telling and showing are two different things.
71	more ideas for current curriculum planning. more co-teaching
72	So far teacher coaches have been a waste of funding.
73	Teacher coaches can be helpful by being more professional in their presentations. Reading a PowerPoint presentation to a room full of teachers with Master's degrees was insulting! The one major presentation was so basic it was useless.
74	I have no idea who the teacher coach is. They have no interaction with Special Ed.
75	Our Asst. Principal acts as our coach and is excellent!
76	our teacher coach goes above and beyond.
77	I would like the grade levels to have more influence on what the teacher coach does. It seems like we can guide the work, but only within the framework of demands from the district office. We would prefer the freedom to select the areas we spend time working on.
78	We need one at WWF
79	Our teacher coach is used as an assistant principal, so while there are times when she could be doing "teacher coach" activities, she is instead having to do "administrative" duties.
80	This is an unnecessary position at our school. The weekly meetings are a waste of my planning period.
81	Make the taught information more relevant to my subject area.

82	DO NOT TAKE HER AWAY!!
83	Our teacher coach does a wonderful job supporting teachers & providing help in the classroom.
84	N/A
85	The teacher coach would better serve the students if he/she was teaching in a classroom full time and would have teachers come in and observe.
86	More pullout of students who are struggling with reading, math.
87	I have never seen a teacher coach
88	Teacher Coaches placed within the school should be experts in their own fields, as well as being well-versed in all other disciplines. I am confident in saying that our teachers were already planning quarterly and implementing "rigor" in the classroom. I appreciate more, than the presence our two teacher coaches, Mrs. Runyon arranging to follow through on Mr. Martin's goal of having us learn to assess our materials for proficiency. We have wonderful teachers; yet, our population at WAHS has vastly changed in the last three years due to NCLB. I feel as if we have inherited other people's problems. This situation would be manageable if the groundwork was in place, including a foundation of inquiry, home support, and student willingness. To improve the teacher coach position, you need better people in place.
89	We had a teacher coach but she was pulled away to an Elementary School. Only being here one day a week, prior, she was okay. She tried to help and find resources. But in our district its hard, there are FEW resources-for math!
90	Our teacher coach is a wonderful person, but is pulled in so many directions that she is unable to help individual teachers and does not have the time to visit classrooms. It would be great if she wasn't contantly bogged down in paper work... but we all are these days
91	Plan for science if one can get a planning [period before science. Elem. Science with kits requires LOTS of planning and cleaning time of which there is none. Coach can require less paperwork, LRP, quarterly plans, smart goals..etc, not really necessary.
92	eliminate these positions.
93	Stop mandatory meetings during planning time.
94	Allow the coach to have more freedom--change some district initiatives that aren't working, which would allow her to concentrate on actually helping new and struggling teachers.
95	We need our teacher coach here every day!
96	As a counselor of Lincoln, I feel our teacher coach has been a great asset to this school by providing continuous positive support in the most challenging circumstances. She is very knowledgeable in many differnt academic areas.
97	The teacher coach should have more than 4 years in the classroom. The teacher coach should realize that he/she is working with adults and not children.
98	teacher coaches are just district prompts. You tell them what to do and they say it without believing it. Noone in the school values the teacher coaches opinions because it's not genuine.
99	What are the job descriptions for teacher coach? Many people do not understand what they are supposed to do.
100	The teacher coach position should NOT require more meetings or extra work for teachers. This leads to a resentment toward the teacher coach and his/her position in the school. Often times, the questions are asked "Do teachers in schools without teacher coaches have to meet this often?" or "Do teachers in schools without teacher coaches have to do this much paperwork?" Further, the teacher coach's role needs to be more clearly defined. A teacher coach who takes on certain administrative roles also leads to resentment towards the coach. Lastly, coaches should never be a teacher who previously taught at the school at which they are teaching. It is hard for many teachers to accept a colleague suddenly becoming a "mentor."
101	He is doing so much! He is doing a great job, and really cares about us and what we are trying to accomplish.
102	She has made a general effort and frankly I have not asked for help
103	The coach should be able to help with activities when you need more adult help.
104	We need younger, more current, and subject specific teacher coaches.
105	I don't think we need the position. Other than going to her for advice on things other than teaching (personnel type things), I have not seen that having that position is worth the money.
106	Ms. o'Rourke is doing a fabulous job!!!
107	Spend less time on TCT meetings that have no value and more time in the classroom helping teachers
108	Hire someone with knowledge of the needs of World Language Teaching and have them be a part of the evaluation team for teachers as well as to serve as a "Teacher Coach" for the specifics of implementing the new curriculum.
109	Since we have such low reading comprehension, perhaps the teacher coaches could provide additional remediation to those students.

110	She is too much of a friend to talk badly about her. I respect her as a person, but I don't think she knows how to do her job.
111	Science/math teacher coach needs to have a more effective routine for supporting teachers, not holding group meetings to fill out forms, deliver information, etc. The Social studies/ELA teacher coach has provided me, a science teacher, with more help and support this year because she understands her role within the school community.
112	More time in the actual class, and less time making us do needless paperwork.
113	They need to quit making more work for teachers in order to justify their jobs.
114	We are forced to meet with our teacher coach every week for 50 minutes - the entire time of my one planning period. Generally, this meetings are very unproductive. My time would be better spent preparing for my classes. One specific suggestion would be to provide teachers with a detailed job description of the role of the teacher coach.
115	Continue to increase time spent in classrooms and with teachers and decrease time doing administrative work with the principal. I think the most effective teacher coach would have more of an air of a colleague (i.e. a teacher) rather than an administrator.
116	Sara Jamme is great!
117	I thnk all of the teacher coaches in the district should spend their time in the classrooms with first year teachers.
118	I wish she would allow us to visit other classrooms to get ideas. I also wish that what we talked about in TCT meetings was actual followed through with. We talk and talk and still nothing is done and the issue is brought up again at the next meeting.
119	Seems to be just another level of mandated time users when I can make better use of the time in the classroom.
120	More time in classrooms, less paperwork
121	Let the teacher coach help with problems brought up by the teacher, as opposed to having the teacher coach spend time seeing that teachers implement CCSD directives which have a detrimental effect on learning.
122	Count the TCT meetings toward PD time.
123	ASK me wht I need as a teacher instead of TELLING me what to do.
124	nice person....no experience...only there because she has entered the admin path
125	Don't take her out of school so much for meetings.
126	be able to exemplify teaching in the class
127	We have been with out a teacher coach for a while
128	A written job description given to each teacher would help classroom teachers understand the coach's job, and would let us know what can and can't be done by the coach.
129	NA
130	Do not send her out of the building to do inservices. Give her an expence account to buy the resources that are not provided.
131	I think the teacher coach is an effective position in schools. The teachers that have been teaching for 20 plus years don't like to have anyone else in their classroom or giving them suggestions as to how to teach better. I think they are more of the problem.
132	Give me useful, teachable ideas I can actually use in my classroom to help the children.
133	I am not really sure what the teacher coach even does at my school??
134	Let them have more free time to work directly with teachers.
135	they do not have all the information that you ask them for
136	Are they busy enough? It seems like the one I've known in the past had a difficult time knowing what to do here.
137	Our teacher coach is great...but she seems to be at the mercy of meetings, statistics and directives a lot of the time. This was also true of our last teacher coach. A teacher coach would be more helpful if s/he could spend time in the classroom, observing and suggestineg and modeling.
138	None. Comment: I am part-time. This impacts my answers to questions 15 - 21
139	Our teacher coach just took over for our previous coach.
140	More time in the classroom observing and being able to give back helpful ideas.
141	Stop spreading them around so thin.
142	We have a great teacher coach!!!!!!
143	We do not have a teacher coach.

144	We do not have a Teacher Coach
145	They need to spend more time helping students and less time helping teachers.
146	Someone who understands and knows high school curriculum would be great - someone who has taught at the high school level.
147	Get rid of it!
148	Unsure
149	I think the teacher coach position only generated more work for teachers and is more of a hinderance than a help. I feel that the teacher coach also, pushes their work requirements onto the teachers to complete. This position is a waste of time, resources and money.
150	Allow them to help us and to not be a "strong-armed messenger" for the principal. The teacher coach carries out the principal's agenda instead of actually helping the teachers. We are constantly dictated to by them. Why don't they just do the curriculum calendars? Why don't they come in to show us how to teach "Write Traits", "reciprocal teaching", "jigsaw", "Cornell notes", GIST, etc. STOP trying to put new names on old concepts. It is what it is!!!! Bottom Line - WE KNOW HOW TO TEACH!! No Child Left BEHIND has messed up education. Thanks for listening. :o)
151	Don't make me go to the weekly meetings and do all of the requirements that are over and beyond what I already need and have to do to prepare for my classes.
152	No comment.
153	Spend time in the actual classroom assisting those with needs instead of wasting teacher time with irrelevant PDs.
154	Teacher coaches must be tolerate assistants who support and aid teachers. They should read lesson plans and participate in observations with direct and immediate teacher feedback.
155	<p>Our teacher coach is ineffective on all counts. I'll give you three personal examples: First and foremost, she berates and belittles me in front of the entire faculty and she doesn't listen to me without becoming defensive. It hurt at first until I heard her do it to other staff members at meetings.</p> <p>Secondly, she doesn't help me when I have a problem with getting the MAP scores of my students. She says, 'we are aware of that problem and if you e-mail Mrs. Perrineau, she will get the correct students under your name'. I know she is busy with more important matters, but this has been a problem for two years.</p> <p>Finally, on another occasion, I went to her office to discuss my students' MAP scores. She sat behind her computer, gave me no eye contact, talked to two people who just happened to walk to her door to speak, she even left the room to talk to one of them. While she was out, I took a peak at her computer to see just what was more important than my meeting with her. It was her resume. She seemed to be updating it. Needless to say, I did not feel that she respected me or my time.</p> <p>These are just a few examples of several other instances.</p>
156	Being more prepared with the lessons she has found/created. If she is to be a model of what good teaching is to sound, look, and act like, she needs to be more thoughtful in the teaching process.
157	have the coaches teach some remedial classes for the very low students
158	Help us create the common assessments rather than one teacher having to do it all for everyone teaching that subject.
159	Although we respect and admire our teacher coach, we don't have a lot of teachers that need coaching. This position might be better better served by a reading coach, as we have many students that need coaching in reading.
160	Don't give them so many duties that they can't coach.
161	make the position full time and at one school.
162	In our TCT meetings she could present to us "exemplary" lessons that we could possible use in our classrooms.
163	We do not have a teacher coach.
164	more experience
165	Work mainly with teachers who are new or who need help.
166	Stop requiring "micro-managing" paperwork.
167	Sanders Clyde could use two teacher coaches. The new teachers need to watch lessons. The lower grades need practice with drills, such as memory work for addition facts (big area of difficulty for the children).
168	More assitannde to new teachers and teachers needing help on special projects, more technology help
169	The frequency and length of meetings for teacher coaches still appear excessive. More importantly, the amount and type of "feedback" they are required to provide up the chain appears to fulfill a need to "make sure they are working" rather than to "report on best practices and success stories".

170	Have a coach for CD-2 and another for 3-5 and to have certification and experience in specific levels. Have another position to evaluate and collect data to free coach for training and support. Offer more concrete solutions that are specific and appropriate for grade levels needs.
171	What is the job description of the teacher coach? I like the one we have at JIMS. She always helps me with technology. She has her weekly meetings, which aren't that helpful, but I don't think that is her fault. I think that teacher coaches were hired before the job description was set in every school.
172	I can't say the teacher coach has been in my room an hour or two either. What is 3 minutes X's 2? Rename a teacher coach as a facilitator of the districts mandates. Teacher coaches are not "teaching" teachers about much, except data. We've known how to read data since high school and we don't need someone to show us, again. Otherwise, the "teacher" coach should teach. Truly, the biggest waste of money in the district. Well, that and learning specialists. Who are they anyway?
173	I think this position is unnecessary.
174	Eliminate TCT meetings. They are a waste of time. I have to leave my class to come to them and I don't get anything out of them.
175	Why doesn't Garrett have one this year????
176	I am talking about Barbara Hairfield when responding - not Ms. White!
177	Provide a "big picture" of what TC is to accomplish during the year.
178	What is a teacher coach? And do we have one/some?
179	Our teacher coach has been pulled from helping the teachers this year and given other jobs that have only increased the stress within the classroom.
180	I feel like a teacher coach is just someone to hand out more teacher assignments, like homework.
181	The teacher coaches only connect with the classroom teachers.
182	very useful when needed; wastes our time when it is not needed (ie. for good teachers!)
183	It would be a great resource if teacher coaches could hear our classroom concerns and provide support. We seem to just get information from the teacher coach meetings.
184	None - keep this position at our school!
185	see question 9
186	Have more of them like ours! She rocks.
187	One needed to actually coach and another to keep up with the excessive paperwork.
188	They are not the "experts" in the subjects taught and do not understand the need for buildingskilss up to the higher order level
189	A teacher coach should be people oriented with non threatening communicative skills.
190	The teacher coach should only be concerned with teachers who ask for help or seem to be having problems in the classroom.
191	I do not believe that all schools should have teacher coaches. Schools that demonstrate success should be allowed to use the teacher point allocated for a teacher coach to hire an additional teacher.
192	Our teacher coach is not a five day a week person for our school. There are several ways we need assistance that we are not receiving. Currently Mrs. Silver only assists with Math lesson. She is a wealth of information and we lack in many other areas.
193	More training
194	I could have used more help with the curriculum and knowing where and what materials I need in order to teach the curriculum.
195	Let schools hire their own teacher coaches.
196	none
197	Teacher Coaches do tasks for the administration and therefore cannot be a teacher coach. Professional Developments done by the coaches are general and do not satisfy deficiencies in the classroom. Teachers would benefit from a coach that could help with modeling strategies in the classroom. That is not something that I have seen a teacher coach do at my school. The classroom environment is much different than that of a teacher meeting.
198	Don't take them out of the school to help other schools that are low performing when we higher performing schools need them just as much to keep that higher status!!! Also, don't make them go to training when wee have PD days- they need to be with us during PD days!
199	The teacher coaches need to be in the classroom with the students modeling techniques instead of continually developing more paperwork for teachers.

200	dissolve the position
201	Coming up with ideas to implement and brainstorming ways to reach needy children. Not just giving data that we, as teachers, already are aware of.
202	na
203	We have enrichment classes based on MAP test scores. It would be helpful to have the coach write some of these lessons, especially when materials are not readily available for a particular RIT band strand. We have tried to start folders, but not everyone contributes and/or some materials are not appropriate for our grade level. Much time is spent searching for some, not a lot, of resources, taking time from class planning, etc.
204	Let the coaches coach.
205	n/a
206	She does a good job.
207	Use teacher coaches to help teachers that are struggling. Leave effective teachers alone to do their jobs. Or, better, eliminate the position entirely and use the money on lowering class sizes by hiring more teachers.
208	Provide more positive feedback.
209	Our teacher coach is most effective when helping teachers understand the Plan for Excellence/Coherent Curriculum, modeling lessons, assisting teachers with planning/differentiating lessons and locating materials. She has a wealth of knowledge and experience. She is a great asset to our school who has been a great support for our new teachers.
210	Clear definition of job description More help in the classroom-less meetings
211	Her presence in my room is appreciated; she is helpful.
212	She is mainly used to help our middle school staff and is usually too busy to help with any one else on the elementary level.
213	I don't know since I have never seen one.
214	Talk about the students and not about test standards.
215	Our current teacher coach has provided us with more support and information in the first half of the school year than our previous coach provided in her 2 years here. We value her immensely and know that as she continues to understand our needs as a school, we will benefit from her helping our teachers.
216	there is no teacher coach
217	TC - waste of time -- sit in meetings not pertaining to subject taught - waste of weekly planning period
218	Make TC, teachers, and admin explicitly aware of the responsibilities of the TC. How many hours spent with teachers? How many hours spent with administration? TCT meetings are often a time when teachers are given new "assignments" that rarely transform student achievement. Also, trust is lost when the TC is associated more with admin than with teachers. Teachers often view TC as an observer that points out teachers' weaknesses to administration rather than provides feedback directly to teachers that improves their teaching and student achievement. Personal note: I know my personal experience may not be the experience of all teachers at all schools. I want my TC to be in the trenches with me, backing me up when it comes to teaching, armed with blooms pedagogy, techniques, and instructional materials; I do not want my TC to spy on me, make me feel inadequate, and be clueless as to the quality instruction I give my students all on my own.
219	The actions of the teacher coaches have weakened my confidence, the creativity, spontaneity and the autonomy of my classroom. There has been a loss of instructional time trying "all of the new strategies and techniques" they wished to introduce at every follow up conference after an "OBSERVATION". At the end of which I was made to feel inexperienced and non-productive. The time they took was A-1 planning time and left me working extended hours to make it up after school. They say they will help you but they do not have adequate knowledge of the subject area and when there is a request. they do not have enough power, means or measures to back it up. They have stabbed their charges in the back by denying that they have made offers or sat in meetings with their "bosses" and their "charges" defending what they do and making themselves appear to be functional by collecting "ITEMS" to be placed in their "FOLDERS". We must then labor after the exhausting 1- 2 hour meetings after school - on parent conference days - to complete tasks that must APPEAR in their folders for review by their BOSSES. After all of this they then tell you something that sounds familiar to your ears. You respond with " That's right this is how I used to do it. Doing it that way works. How effective is this? There are rifts in the collegiality of the teams which has made them a burden on the entire faculty. ENOUGH SAID!
220	We don't have a teacher coach that I am aware of! I do not think most experienced teachers most would find such a person helpful unless s/he were able to assist with technology issues or perhaps discipline. It would probably be good for new teachers.
221	None at this time. I have seen them help other grade level teachers in a very positive and efficient manner.
222	More classroom visits and modeling good instructional practices.
223	Eliminate this unnecessary position. Spend this money on supplies for the classroom like paper. Paper is useful. Teacher coaches are not.

224	Eliminate them from successful schools, please do not place a teacher coach in a school that he or she has taught in.
225	We currently do not have one, I think for the most part these are wasted positions.
226	They need to be able to help teachers more and complete som much administrative duties. They are not an active poart of the administration.
227	Who is the teacher coach at my school? I have no idea! Never been approached by this person.
228	Being a special area teacher, I did not receive any help from the teacher coach. I did over hear many academic teachers reflect on how much of their planning time was spent ineffectively because they had to sit through long meetings with their coach. My suggestion would be to give the academic teachers more time and support, not more meetings and more paperwork. Spend money on supplies or another teacher so that classes are smaller.
229	The teacher coach is innondated with paperwork. When she is able to dig out from under it, she loves to collaborate and brainstorm ways in which to develop programs and assist teachers in the classroom. She is willing to try anything and let the teachers generate the idea and have her help implement it. I find her flexible and caring. She supports the faculty emotionally as well as curricularly. Her leadership on SREB initiatives in invaluable.
230	The TCT meetings need to be more classroom teacher led, and not so much useless info from the district. We need someone who understands what is developmentally appropriate for primary grades (k-2).
231	Less meeting time outside of school so they can help in the classroom more
232	I am an experienced teacher and don't need the teacher coach as much as some others. Helping struggling teachers is one of the most important roles of the teacher coach. So, just keep helping those that need the most guidance.
233	Understand behavior problems and get more involved to assist in the process.
234	be in the classrooms more
235	Eliminate the position and save the money.
236	I feel as though our teacher coach talks down to us on a regular basis: therefore. making us feel like less effective teachers.
237	why were they taken out of the loop for core team meetings? they know the students scores/data
238	She has been in classes that awere more needy
239	put them in schools in which the teachers need help.
240	Instead of providing professional development. Actually visit the classes.
241	Eliminate it!
242	provide information to the teachers as to specifically how they can help us in the regular classrooms.
243	Their focus should be their area of specialization - not in subjects about which they know little.
244	The teacher coach at my school is doing an awesome job.
245	Having variation of useful topics.
246	This does not apply to me.
247	I am full time at my school and have been able to work with the teacher coach at my school but it would be helpful to remind them to include ESOL teachers and other itinerate teachers when providing resources.
248	That the teacher coaches are allowed to teach classes and model from time to itme.
249	the district gives them so much junk to do that does not benefit us at all what if they just let them ask us what we need help in instead of saying what we are suppose to do in our "meetings"
250	The teacher coaches need to assist the teachers, not create elaborate projects for us to complete and forget to provide the resources. The teacher coaches' expectations are way to high for the level of support they offer. I agree that expectations should be as high as they can possibly be, but they should assist us, not "look down" on us when we need help. Also, the teacher coaches spend the day in their little rooms and do not spend time "coaching teachers."
251	We do not have a teacher coach at this school to my knowledge.
252	Teacher coaches need to have a background in the subjects they are trying to help.
253	I am a special education teacher and have limited knowledge of the teacher coach as a resource
254	I am under the impression that we do not have one at Wando. WHY???
255	Allow her more time to work in the classroom with other teachers.

256	I feel as having a teacher coach at our school requires that we go to more weekly meetings and requires us to do more work. it may not be the teacher coach's fault though. It may just be Charleston County requirements.
257	IT DEPENDS ON WHO THE TEACHER COACH IS. A CHANGE WAS MADE IN OUR COACHES THIS YEAR THAT HAS MADE A DIFFERENCE. I WORKED MORE WITH THE PRIOR COACH.
258	We need to have one at Buist.
259	The teacher coach should be a little bit more personable in her approach. I think she has big intentions and a big heart but her delivery turns many off.
260	What is the process for identifying who will serve as a teacher coach? Although my school doesn't have a teacher coach, I have had some significant issues with a teacher coach when I attended a conference in Philadelphia with him.
261	Teacher coach must be familiar with all grade level.
262	We just need a fulltime teacher coach. Ours is great but she only serves 4th and 5th....it was great in years past when we had full-time support.
263	The teacher coach needs to have relevant information that can be used immediatley in the classroom.
264	Again, I feel that the coaches are asked from the district office to bring us more and more paperwork to prove how we are as teachers. We will be better teachers if we are given help in our rooms and given more activities/ lessons to make our teaching stronger.
265	I am not sure I understand the teacher coachs' role in my school or within the context of my classroom. If I needed help, I would not request it from the teacher coach. I feel disrespected at meetings held by the teacher coach. I feel that my colleagues are disrespected as well.
266	We don't have teacher coaches at our school.
267	We've had 2 so far this year.
268	eliminate the position and pay their salary to the department chairs in the school or give department chairs a free period to do their job
269	none
270	We need one, at least part-time, at our school.
271	Use input from teachers to redefine their job description.
272	My responses reflect on experience at prior CCSD school. Current school has no teacher coach. Vast improvement in quality of my professional life. These unfortunate souls divide their time between serving as principal's gofer and generating paper to justify their salary. The unfortunate byproduct is a great many pointless tasks for overworked teachers. It is very clear that the intention of the program is to give the D.O. a controllable agent within each building to enforce CCSD initiatives. The idea that they "coach" teachers is a joke. How's this for specific? Eliminate the position.
273	Instead of entirely doing documentation-we should be planning for our classes together and getting feedback about our teaching.
274	Give her/him more time to spend in classrooms team teaching with teachers and less time filling out paperwork.
275	Schools should be able to use the Teacher Coach point to serve their students. Schools could hire additional teachers to help support low achieving or advanced students, classroom assistants, etc. We have had 5 teacher coaches in the past 4 years... not an effective use of money or personnel!
276	Make them part-time.
277	Less subjectivity on her part. She lauds some who are poor to mediocre teachers and ignores or berates others who are very good teachers. Our teacher coach has established a fan club for herself that is entirely unfair, unprofessional, and inappropriate. She has done much more harm than good with her myopia at our school, and has exacerbated an already existing division along racial lines.
278	The teacher coach is a valuable resource to provide enrichment to the potential Advanced/Proficient students at Memminger.
279	I am not sure...I think he/she could be used more effectively than he/she was...
280	I believe they should be allowed to support us more with suggesting teaching strategies/ideas. It seems at times they are giving us more work to do (which I believe comes from the district-not our coaches).
281	Model lessons in the classroom. Evaluate lessons in the classroom.
282	Too much covered on the agenda; not enough time to ask questions to the coach.
283	I think the teacher coach at my school is very good, however, I do not understand why the use of academy each week is not specifically tailored to what I need as a teacher. We seem to have little say in what goes on during academy and I do not feel it is determined by us or the teacher coach, but perhaps by whoever is over her.

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