
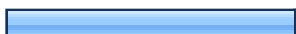












1. FOR TEACHERS IN GRADES K-4: How much time do you estimate it takes a student to complete your assigned homework on an average night?

		Response Percent	Response Count
0-10 minutes		40.0%	16
10-20 minutes		25.0%	10
20-30 minutes		30.0%	12
30+ minutes		5.0%	2
		answered question	40
		skipped question	53




2. FOR TEACHERS IN GRADES 5-8: How much time do you estimate it takes a student to complete your assigned homework on an average night?

		Response Percent	Response Count
0-10 minutes		22.2%	6
10-20 minutes		22.2%	6
20-30 minutes		25.9%	7
30+ minutes		29.6%	8
		answered question	27
		skipped question	66

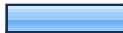


3. FOR TEACHERS IN GRADES 9-12: How much time do you estimate it takes a student to complete your assigned homework on an average night?

		Response Percent	Response Count
0-10 minutes		24.0%	6
10-20 minutes		48.0%	12
20-30 minutes		20.0%	5
30+ minutes		8.0%	2
		answered question	25
		skipped question	68



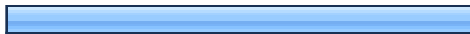


4. How well does CA schools consider the individual needs of students?

		Response Percent	Response Count
Extremely well		12.4%	11
Very well		52.8%	47
Slightly well		34.8%	31
Not at all well		0.0%	0
		answered question	89
		skipped question	4





5. How well does CA schools support a child's social development?

		Response Percent	Response Count
Extremely well		10.1%	9
Very well		56.2%	50
Slightly well		33.7%	30
Not at all well		0.0%	0
answered question			89
skipped question			4

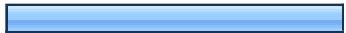



6. How high are the teacher expectations for students at CA schools?

		Response Percent	Response Count
Extremely high		14.6%	13
Very high		39.3%	35
Moderately high		40.4%	36
Slightly high		4.5%	4
Not at all high		1.1%	1
answered question			89
skipped question			4

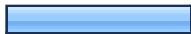



7. How high are parents' expectations for their students at CA schools?

		Response Percent	Response Count
Extremely high		0.0%	0
Very high		14.9%	13
Moderately high		46.0%	40
Slightly high		32.2%	28
Not at all high		6.9%	6
		answered question	87
		skipped question	6

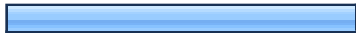



8. How fairly do the teachers treat the students?

		Response Percent	Response Count
Extremely fairly		29.2%	26
Very fairly		57.3%	51
Moderately fairly		11.2%	10
Slightly fairly		2.2%	2
Not at all fairly		0.0%	0
		answered question	89
		skipped question	4

9. How appropriate are the discipline practices at school?

		Response Percent	Response Count
Extremely appropriate		15.9%	14
Very appropriate		50.0%	44
Slightly appropriate		30.7%	27
Not at all appropriate		3.4%	3
		Comments	23
			answered question
			88
			skipped question
			5

10. In your opinion, How safe do students feel at school?

		Response Percent	Response Count
Extremely safe		30.3%	27
Very safe		48.3%	43
Moderately safe		19.1%	17
Slightly safe		2.2%	2
Not at all safe		0.0%	0
answered question			89
skipped question			4

11. What are your expectations for the superintendent of schools?

	Response Count
	69
answered question	69
skipped question	24

12. Describe what it means for a superintendent to be a "good" communicator.

	Response Count
	62
answered question	62
skipped question	31

13. Describe what "being visible" means to you in regards to the superintendent of schools.

	Response Count
	66
answered question	66
skipped question	27





14. What advice can you give the superintendent of schools?

	Response Count
	55
answered question	55
skipped question	38

15. FOR TEACHERS OF K-4 STUDENTS ONLY: Do classes at school START too early, too late, or at about the right time?

		Response Percent	Response Count
Much too early		0.0%	0
Somewhat too early		0.0%	0
About the right time		58.1%	25
Somewhat too late		41.9%	18
Much too late		0.0%	0
answered question			43
skipped question			50






16. FOR TEACHERS OF 5-12 STUDENTS ONLY: Do classes at school START too early, too late, or at about the right time?

		Response Percent	Response Count
Much too early		6.5%	3
Somewhat too early		37.0%	17
About the right time		52.2%	24
Somewhat too late		4.3%	2
Much too late		0.0%	0
answered question			46
skipped question			47

17. FOR TEACHERS OF K-4 STUDENTS ONLY: Do classes at this school END too early, too late, or at about the right time?

		Response Percent	Response Count
Much too early		0.0%	0
Somewhat too early		0.0%	0
About the right time		55.0%	22
Somewhat too late		42.5%	17
Much too late		2.5%	1
answered question			40
skipped question			53

18. FOR TEACHERS OF 5-12 STUDENTS ONLY: Do classes at this school END too early, too late, or at about the right time?

		Response Percent	Response Count
Much too early		2.1%	1
Somewhat too early		14.9%	7
About the right time		70.2%	33
Somewhat too late		10.6%	5
Much too late		2.1%	1
		answered question	47
		skipped question	46

19. What are the strengths of CA schools?

		Response Count
		67
		answered question
		67
		skipped question
		26

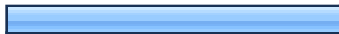



20. What are the weaknesses of CA schools?

	Response Count
	65
answered question	65
skipped question	28

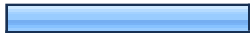




21. What suggestions do you have for improving CA schools?

	Response Count
	53
answered question	53
skipped question	40

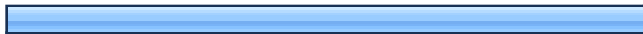



22. Overall, rate your satisfaction with the quality of instruction at CA schools:

		Response Percent	Response Count
Extremely satisfied		29.0%	27
Moderately satisfied		64.5%	60
Slightly satisfied		5.4%	5
Slightly dissatisfied		1.1%	1
Moderately dissatisfied		0.0%	0
Extremely dissatisfied		0.0%	0
		answered question	93
		skipped question	0

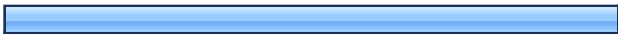


23. Which school are you currently assigned?

		Response Percent	Response Count
EJ Arthur		21.1%	19
Coxsackie Elem.		25.6%	23
Middle School		28.9%	26
High School		28.9%	26
District wide		3.3%	3
		answered question	90
		skipped question	3

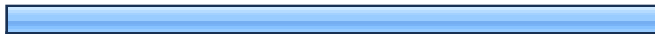


24. CA schools have high standards for student achievement.

		Response Percent	Response Count
True		55.7%	49
More True than False		37.5%	33
More False than True		5.7%	5
False		1.1%	1
		Comment	9
		answered question	88
		skipped question	5





25. CA schools have high standards for teaching.

		Response Percent	Response Count
True		53.4%	47
More True than False		42.0%	37
More False than True		4.5%	4
False		0.0%	0
	Comment		7
answered question			88
skipped question			5





26. Teachers work with parents to help students succeed.

		Response Percent	Response Count
True		56.8%	50
More True than False		40.9%	36
More False than True		2.3%	2
False		0.0%	0
		Comment	9
answered question			88
skipped question			5

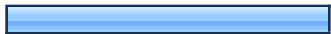


27. Teachers assume most of the responsibility when students fail.

		Response Percent	Response Count
True		22.7%	20
More True than False		54.5%	48
More False than True		19.3%	17
False		3.4%	3
answered question			88
skipped question			5




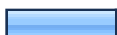
28. I am comfortable voicing my concerns to administrators at my school.

		Response Percent	Response Count
True		46.7%	42
More True than False		36.7%	33
More False than True		10.0%	9
False		6.7%	6
answered question			90
skipped question			3





29. Parents are receptive each time I call or visit with them.

		Response Percent	Response Count
True		28.1%	25
More True than False		62.9%	56
More False than True		9.0%	8
False		0.0%	0
Clarify your answer if you wish			13
answered question			89
skipped question			4





30. How often in the past 12 months have you attended a professional learning opportunity off campus?

		Response Percent	Response Count
Never		14.0%	12
1-2 times		64.0%	55
3-5 times		12.8%	11
More than 5 times		9.3%	8
answered question			86
skipped question			7





31. How often in the past 12 months have you voluntarily attended a school event after hours?

		Response Percent	Response Count
Never		8.0%	7
1-2 times		40.9%	36
3-5 times		23.9%	21
More than 5 times		27.3%	24
answered question			88
skipped question			5

32. How often in the past 6 months have you had a conversation about instruction with an administrator?

		Response Percent	Response Count
Never		7.8%	7
1-2 times		33.3%	30
3-5 times		22.2%	20
More than 5 times		36.7%	33
answered question			90
skipped question			3





33. How often in the past 6 months have you had a conversation about instruction with another teacher?

		Response Percent	Response Count
Never		1.1%	1
1-2 times		8.9%	8
3-5 times		3.3%	3
More than 5 times		86.7%	78
answered question			90
skipped question			3



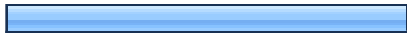
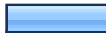
34. Based on your own experience or impressions, please indicate your opinion on how accurately the statement describes the future of education: In 5-10 years, students' textbooks will be accessed online or placed on mobile devices such as tablets or smartphones.

		Response Percent	Response Count
Very likely to occur		54.3%	38
Likely to occur		40.0%	28
Not likely to occur		5.7%	4
Definetely not likely to occur.		0.0%	0
		Comments	7
		answered question	70
		skipped question	23







35. How comfortable would you be if students and teachers were allowed to use a mobile device such as a netbook or tablet to complete schoolwork, access their textbooks and teachers's notes, read library books, as well as communicate, via a secure platform, with their classmates and teachers?

		Response Percent	Response Count
Extremely comfortable		32.9%	23
Very comfortable		31.4%	22
Slightly comfortable		32.9%	23
Not comfortable at all		2.9%	2
		Comments	12
		answered question	70
		skipped question	23

36. Please indicate which statement best summarizes your position regarding students and mobile phones:

		Response Percent	Response Count
Students should be allowed to carry and use mobile phones in school anytime, except during classtime.		20.3%	14
Students should be able to carry mobile phones and use them only during lunch or before/after school.		36.2%	25
Students should be allowed to carry mobile phones but not use them during the school day.		34.8%	24
Students should NOT be allowed to carry mobile phones in school.		8.7%	6
		Comments	17
		answered question	69
		skipped question	24






37. Please indicate your preferences for ways the school might enhance programs: (You may choose more than one)

		Response Percent	Response Count
Implement a pre-kindergarten program.		67.6%	46
Design instruction around an international/global theme.		33.8%	23
Expand online courses offered to students for credit.		47.1%	32
Partner with regional businesses/colleges to offer technology-based courses.		60.3%	41
Offer Summer Enrichment Programs		64.7%	44
Provide additional offerings of languages other than English, possibly at earlier grades.		54.4%	37
		Other (please specify)	14
answered question			68
skipped question			25




38. The district will again be faced with balancing the need to provide a quality education with what the community can afford. Indicate below how you would categorize/prioritize each program and budget item.

	Not need nor want	Want but not need	Want and Need	Response Count
Band, chorus	4.3% (3)	21.7% (15)	73.9% (51)	69
Interscholastic athletics	5.7% (4)	38.6% (27)	55.7% (39)	70
Co-curricular, clubs	1.5% (1)	47.8% (32)	50.7% (34)	67
Academic help for students	1.5% (1)	2.9% (2)	95.6% (65)	68
AP, college credit courses	1.4% (1)	27.5% (19)	71.0% (49)	69
Field trips	4.3% (3)	50.7% (35)	44.9% (31)	69
Classroom supplies	1.4% (1)	29.0% (20)	69.6% (48)	69
Instructional technology	0.0% (0)	23.2% (16)	76.8% (53)	69
			answered question	70
			skipped question	23

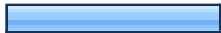


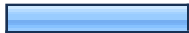



39. I have attended a Board of Education Meeting:

		Response Percent	Response Count
Never		2.9%	2
1-3 times per year		37.1%	26
Occasionally		42.9%	30
Only when a matter directly impacts my position		10.0%	7
Almost every meeting		7.1%	5
		answered question	70
		skipped question	23

40. How often do you access the district's website?

		Response Percent	Response Count
Daily		68.1%	47
Weekly		26.1%	18
A few times per year		5.8%	4
Never		0.0%	0
		answered question	69
		skipped question	24

41. Choose all that apply:

		Response Percent	Response Count
I am a graduate of CA Schools		18.6%	13
I grew up in the region		48.6%	34
I grew up outside the Hudson Valley, Capital Region		32.9%	23
I have worked in the district 0-5 years		15.7%	11
I have worked in the district 5-15 years		52.9%	37
I have worked in the district 15-20 years		10.0%	7
I have worked in the district 20+ years		15.7%	11
		answered question	70
		skipped question	23




42. What does good instruction look like?

	Response Count
	46
answered question	46
skipped question	47




43. What behaviors and actions describe an effective principal?

	Response Count
	44
answered question	44
skipped question	49

44. My school has clear goals that provide a sense of direction and purpose for our daily efforts

		Response Percent	Response Count
True		38.6%	27
More True than False		50.0%	35
More False than True		11.4%	8
False		0.0%	0
answered question			70
skipped question			23

45. My school has well defined learning expectations for all students.

		Response Percent	Response Count
True		40.0%	28
More True than False		50.0%	35
More False than True		10.0%	7
False		0.0%	0
answered question			70
skipped question			23

46. Based on your own experience or impressions, how many teachers in your school do each of the following:

	Nearly all	Most	About half	Less than half	None	Response Count
Set high standards for themselves.	46.4% (32)	46.4% (32)	5.8% (4)	1.4% (1)	0.0% (0)	69
Set high standards for students.	44.9% (31)	42.0% (29)	10.1% (7)	2.9% (2)	0.0% (0)	69
Implement state curriculum standards.	66.7% (46)	27.5% (19)	4.3% (3)	1.4% (1)	0.0% (0)	69
Take responsibility for ALL students learning, not just those in their classroom.	17.6% (12)	48.5% (33)	23.5% (16)	10.3% (7)	0.0% (0)	68
Help maintain discipline in the entire school, not just in their classroom	31.9% (22)	33.3% (23)	23.2% (16)	11.6% (8)	0.0% (0)	69
answered question						69
skipped question						24

47. Based on your experience or impressions, please indicate how accurately each statement describes the situation in your school:

	True	More True than False	More False than True	False	Response Count
teachers use data to inform their instruction	35.3% (24)	52.9% (36)	10.3% (7)	1.5% (1)	68
My school has a schedule that is organized to maximize instructional time	26.5% (18)	57.4% (39)	11.8% (8)	4.4% (3)	68
Our principal will make changes when necessary to improve the environment for teaching and learning	48.5% (33)	45.6% (31)	5.9% (4)	0.0% (0)	68
I am encouraged to try new ideas to improve instruction.	71.6% (48)	23.9% (16)	4.5% (3)	0.0% (0)	67
I am held accountable for my performance.	68.7% (46)	25.4% (17)	6.0% (4)	0.0% (0)	67
Our school staff works together to identify areas for improvement in our curriculum and instruction.	48.5% (33)	48.5% (33)	2.9% (2)	0.0% (0)	68
School administrators work together with teachers to solve problems.	38.8% (26)	47.8% (32)	11.9% (8)	1.5% (1)	67
Teachers talk about instruction in the teacher's lounge, at faculty meetings, etc.	51.5% (35)	38.2% (26)	5.9% (4)	4.4% (3)	68
Teachers use faculty meetings to problem solve	37.3% (25)	34.3% (23)	23.9% (16)	4.5% (3)	67

Teachers work together to integrate curriculum within a grade level or content area.	50.7% (34)	35.8% (24)	13.4% (9)	0.0% (0)	67
Teachers work together to integrate curriculum vertically across grade levels and content areas.	23.9% (16)	58.2% (39)	16.4% (11)	1.5% (1)	67
				answered question	68
				skipped question	25

48. Based on your experience or impressions, how much influence do teachers have over decisions in the following areas?

	A lot	Some	Only a little	None	Response Count
Setting standards for student behavior	52.9% (36)	36.8% (25)	8.8% (6)	1.5% (1)	68
Determining books and other materials used in the classroom	66.2% (45)	29.4% (20)	4.4% (3)	0.0% (0)	68
Determining how student progress in measured	33.3% (23)	52.2% (36)	11.6% (8)	2.9% (2)	69
Determining the content of professional development offerings.	5.8% (4)	52.2% (36)	34.8% (24)	7.2% (5)	69
Hiring of new staff	1.4% (1)	47.8% (33)	46.4% (32)	4.3% (3)	69
Hiring a new principal	1.5% (1)	43.3% (29)	41.8% (28)	13.4% (9)	67
answered question					69
skipped question					24

49. Based on your experience and impressions, how much influence does each of the following groups have over decisions concerning the annual budget:

	Too much influence	Appropriate amount of influence	Too little influence	Response Count	
School staff	0.0% (0)	19.4% (13)	80.6% (54)	67	
Parents & students	4.5% (3)	40.3% (27)	55.2% (37)	67	
Community & business reps	12.5% (8)	54.7% (35)	32.8% (21)	64	
Board of Education	72.3% (47)	27.7% (18)	0.0% (0)	65	
Administration	26.2% (17)	66.2% (43)	7.7% (5)	65	
			Comment	10	
				answered question	67
				skipped question	26

50. How often have YOU had conversations with other school staff about each of the following during the past 12 months:

	Almost daily	Once or twice a week	2 or 3 times a month	Less than once a month	Never	Response Count
What helps students learn best	58.8% (40)	30.9% (21)	7.4% (5)	2.9% (2)	0.0% (0)	68
Teaching techniques	36.8% (25)	45.6% (31)	10.3% (7)	5.9% (4)	1.5% (1)	68
Development of curriculum and assessments	17.9% (12)	32.8% (22)	26.9% (18)	19.4% (13)	3.0% (2)	67
Budget	4.5% (3)	11.9% (8)	25.4% (17)	50.7% (34)	7.5% (5)	67
Assignments of personnel	9.0% (6)	17.9% (12)	20.9% (14)	29.9% (20)	22.4% (15)	67
Building level decisions dealing with operations/procedures	10.8% (7)	21.5% (14)	27.7% (18)	27.7% (18)	12.3% (8)	65
District level decisions dealing with operations/procedures	9.0% (6)	14.9% (10)	22.4% (15)	35.8% (24)	17.9% (12)	67
answered question						68
skipped question						25

51. How well prepared do you feel to do the following in your classroom?

	Very well	Somewhat	Not too well	Not at all prepared	Response Count
Implement new methods of teaching.	63.1% (41)	33.8% (22)	3.1% (2)	0.0% (0)	65
Implement the new common CORE standards.	45.3% (29)	46.9% (30)	7.8% (5)	0.0% (0)	64
Align my classroom assessments to NYS tests.	64.6% (42)	32.3% (21)	3.1% (2)	0.0% (0)	65
Utilize assessment data to inform my instruction.	70.8% (46)	27.7% (18)	1.5% (1)	0.0% (0)	65
Develop and utilize fair assessments.	75.0% (48)	23.4% (15)	1.6% (1)	0.0% (0)	64
Address the needs of students from low socio-economic backgrounds.	60.0% (39)	36.9% (24)	1.5% (1)	1.5% (1)	65
Integrate new technology into classroom instruction.	53.1% (34)	39.1% (25)	7.8% (5)	0.0% (0)	64
answered question					65
skipped question					28

52. About how often do you use each of the following instructional strategies in your classroom?

	almost every day	Once or twice a week	once or twice a month	Less than once a month	Never	N/A	Response Count
Assign students projects of at least one week's duration.	2.9% (2)	5.7% (4)	21.4% (15)	38.6% (27)	8.6% (6)	22.9% (16)	70
Have students explain their reasoning.	75.7% (53)	20.0% (14)	1.4% (1)	0.0% (0)	0.0% (0)	2.9% (2)	70
relate subject matter to students' experience and interests.	80.0% (56)	12.9% (9)	4.3% (3)	0.0% (0)	0.0% (0)	2.9% (2)	70
Have students use library resources.	2.9% (2)	32.9% (23)	20.0% (14)	20.0% (14)	7.1% (5)	17.1% (12)	70
Lecture to the class for more than half a period.	5.8% (4)	18.8% (13)	18.8% (13)	8.7% (6)	29.0% (20)	18.8% (13)	69
Mix brief talks with question, answer and discussion segments.	84.1% (58)	7.2% (5)	2.9% (2)	2.9% (2)	0.0% (0)	2.9% (2)	69
Have students work cooperatively in groups.	35.7% (25)	42.9% (30)	12.9% (9)	4.3% (3)	0.0% (0)	4.3% (3)	70
Provide individualized instruction.	75.7% (53)	18.6% (13)	2.9% (2)	0.0% (0)	0.0% (0)	2.9% (2)	70
Have students brainstorm for written work.	31.4% (22)	42.9% (30)	12.9% (9)	1.4% (1)	0.0% (0)	11.4% (8)	70
Have students debate ideas for more than half a period.	0.0% (0)	11.8% (8)	17.6% (12)	14.7% (10)	14.7% (10)	41.2% (28)	68
Use peer tutoring.	11.9% (8)	35.8% (24)	19.4% (13)	11.9% (8)	4.5% (3)	16.4% (11)	67
Have students produce products							

such as maps, charts, models, videos, plays, posters and drawings.	18.8% (13)	24.6% (17)	27.5% (19)	15.9% (11)	2.9% (2)	10.1% (7)	69
Have students utilize and have hands on experience with SMARTboards and other technology.	42.0% (29)	26.1% (18)	10.1% (7)	7.2% (5)	7.2% (5)	7.2% (5)	69
Conduct class in the library media center.	1.4% (1)	8.7% (6)	18.8% (13)	24.6% (17)	23.2% (16)	23.2% (16)	69
Provide individual students written or verbal feedback on performance.	75.4% (52)	14.5% (10)	5.8% (4)	0.0% (0)	0.0% (0)	4.3% (3)	69
answered question							70
skipped question							23

53. Considering both quantity and quality, please rate the adequacy of the following resources in meeting your goals for student learning:

	Excellent	Good	Fair	poor	Not available at all	Response Count
Planning time for teachers	16.4% (11)	38.8% (26)	25.4% (17)	17.9% (12)	1.5% (1)	67
Classroom space	19.1% (13)	50.0% (34)	25.0% (17)	5.9% (4)	0.0% (0)	68
A safe learning environment	52.9% (36)	39.7% (27)	7.4% (5)	0.0% (0)	0.0% (0)	68
Library media services	25.0% (17)	54.4% (37)	16.2% (11)	4.4% (3)	0.0% (0)	68
Textbooks	8.8% (6)	57.4% (39)	22.1% (15)	5.9% (4)	5.9% (4)	68
Computers for student use	8.8% (6)	50.0% (34)	38.2% (26)	1.5% (1)	1.5% (1)	68
Copy machines	7.4% (5)	41.2% (28)	32.4% (22)	19.1% (13)	0.0% (0)	68
Psychological/social work for students	8.8% (6)	26.5% (18)	50.0% (34)	14.7% (10)	0.0% (0)	68
Academic/career guidance for students	7.8% (5)	31.3% (20)	34.4% (22)	9.4% (6)	17.2% (11)	64
Custodial services	38.2% (26)	51.5% (35)	10.3% (7)	0.0% (0)	0.0% (0)	68
Health related services	35.3% (24)	51.5% (35)	11.8% (8)	0.0% (0)	1.5% (1)	68
Extra curricular activities	9.0% (6)	56.7% (38)	25.4% (17)	1.5% (1)	7.5% (5)	67
answered question						68
skipped question						25

54. What is the fundamental purpose of our schools?

	Response Count
	70
answered question	70
skipped question	23

55. Describe the school we should try to become? What would our school look like if it were a great place for students? What would it look like if it were a great place for teachers? In what ways would we be different than our current reality?

	Response Count
	70
answered question	70
skipped question	23

56. What do you feel are the top three priorities for the district?

	Response Count
	45
answered question	45
skipped question	48

57. Given that: ■ a high level of student achievement is an expectation ■ there are no new funds available, ■ the central office is fully committed to supporting each school in their improvement efforts, ■ there are no sacred or untouchable programs or services, and ■ honesty with a problem-solving focus is valued: What supports need to be changed, restructured, or created to enhance your school improvement efforts? Please be as specific as possible.

**Response
Count**

41

answered question

41

skipped question

52

58. Does the central office provide a sense of coherence, speak with one voice, and help you in clarifying the important issues, or does it send mixed messages? Please provide specific examples.

**Response
Count**

35

answered question

35

skipped question

58

59. As a district, are we effectively monitoring the right and important things? Please provide specific examples.

	Response Count
	32
answered question	32
skipped question	61

Page 1, Q9. How appropriate are the discipline practices at school?

1	Discipline referrals in the Middle School and High School are often written by T.A.'s unnecessarily leading to piles of referrals for the Dean of Discipline to deal with. T.A.'s at the MS and HS level are mostly ineffective when dealing with disruptive students.	Oct 31, 2011 7:05 PM
2	Consistent expectations. Teachers need to be out in hallways between periods	Oct 31, 2011 3:44 PM
3	I feel that we have good ideas and structures be there needs to be more consistency. If a student does something there needs to be a consequence. There should not be exceptions. All teachers should be enforcing the same rules that have been set by the school. We need to support each other and our administrations and the policies that have been put in place.	Oct 27, 2011 10:52 AM
4	to many repeat offenders	Oct 27, 2011 9:13 AM
5	I do feel that only the principal, not the office staff should discipline the students.	Oct 27, 2011 8:49 AM
6	Not immediate consequences	Oct 24, 2011 8:39 PM
7	removal from classroom for negative behavior, reinforces the negative behavior because that was the child goal in the first place.	Oct 24, 2011 8:21 AM
8	The discipline practices at CA need to be reviewed. The current system that is in place is not working. The building principal need to take ownership of the students who are struggling with behavior. Administration detention means nothing to repeated offenders. The 4-6 program was developed to save the district money it does meet individual needs of students.PBIS needs to be looked at the middle school and high school setting.	Oct 19, 2011 1:19 PM
9	Need to be followed according to the student handbook	Oct 19, 2011 11:24 AM
10	There are no significant changes in behavior.	Oct 18, 2011 8:08 AM
11	inconsistent and at time ineffective	Oct 17, 2011 10:31 PM
12	No consistency at the high school level from administrators	Oct 17, 2011 8:12 AM
13	we just need to be consistent in our enforcement from teachers , staff and administration	Oct 16, 2011 8:29 PM
14	I can only comment on Cocksackie Elem. I'm not really sure about the other buildings.	Oct 15, 2011 12:49 AM
15	When a teacher runs their classroom fairly and consistently, and writes a referral only after they've done everything in	Oct 14, 2011 4:24 PM

Page 1, Q9. How appropriate are the discipline practices at school?

	their power, the administration does a good job of following up and disciplining students appropriately.	
16	It is highly variable depending on the teacher.	Oct 14, 2011 3:36 PM
17	There is an emphasis on reward and recognition at the elementary level	Oct 14, 2011 3:02 PM
18	There are not many positive reinforcements for good behavior (ie, no senior privileges, etc). There should be a student-principal council so students can air their ideas to the leadership.	Oct 14, 2011 2:49 PM
19	The code is very good, the implementation, at times, is inconsistent.	Oct 14, 2011 2:15 PM
20	Sometimes there are inconsistencies.	Oct 14, 2011 1:43 PM
21	I'd like to see distinction between "Administrative detention" for behavior vs. tardy	Oct 14, 2011 1:22 PM
22	If anything we are too easy on the kids	Oct 14, 2011 1:22 PM
23	Many of these questions vary greatly depending on at which level you are at (elementary vs middle school vs high school) and even between the different grade levels.	Oct 14, 2011 12:51 PM

Page 1, Q11. What are your expectations for the superintendent of schools?

1	to be a leader but also a part of "our" team. to have an open mind	Nov 2, 2011 9:08 AM
2	Promote an environment of collaboration especially regarding curriculum and assessment rather than dictate from the top down. Promote an environment of "expecting the extraordinary" from all members of the C-A community (parents, students, staff, etc.). Have a presence in our district; be seen often, not just when a decision needs to be made. Be open to talking with staff members and learn the strenghts and weaknesses of your staff.	Oct 31, 2011 7:05 PM
3	Be out and visit classrooms. Be clear in expecations. Ask questions. Keep pushing us to be better. Love weekly updates. Make us an innovative school district not one that follows everyone else.	Oct 31, 2011 3:44 PM
4	To work with all staff members to create a socially and academically appropriate atmosphere for all students.	Oct 30, 2011 7:07 PM
5	To enable the district personnel do all that is possible in the best interests of the students	Oct 30, 2011 12:24 PM
6	To oversee that the district is on the right path to help students become productive members of society, and to ensure that as a district we embrace the latest technology, and teaching methods/programs so that our students are able to compete on a global level. Also to help set the tone for the district as a fair, positive, happy, safe place.	Oct 28, 2011 2:04 PM
7	To ensure that the administrators are qualified to do their particular jobs. Track and analyze progress of students socially/academically Ensure that there is proper supervision (especially in the high school) Make sure that teachers can control their classrooms communicate with individual teachers on a regular basis	Oct 27, 2011 8:16 PM
8	My expectations for the superintendent of our school is for him to be open to listening to others and their ideas before making decisions that directly impact the faculty and students. In addition, I would like to see the superintendent play a more active role in our schools, such as visiting all the schools on a more regular basis to see what is happening and to participate in after school activities and events during the year.	Oct 27, 2011 4:57 PM
9	I expect the superintendent to be the "face" of our district and represent us well in the community, to be a positive advocate for our schools, and celebrate the achievements of the students and staff.	Oct 27, 2011 4:24 PM
10	To know all the buildings in the district.	Oct 27, 2011 1:28 PM
11	To be a pivot leader who can move the district forward despite constraints on resources and a difficult teachers union leadership.	Oct 27, 2011 11:16 AM
12	I'm not sure on this one...	Oct 27, 2011 10:56 AM
13	They should be working towards moving our school into the next generation but alo be aware of the community and the	Oct 27, 2011 10:52 AM

Page 1, Q11. What are your expectations for the superintendent of schools?

	restraints that the community may put on advancements. Trying to build stronger ties with the community and put in play community based programs to get the tax payers involved in the school so they are more willing to support schools goals and the students. show the community how the school can benefit them.	
14	To help facilitate the learning of all children in our district. It is a difficult position but an important position.	Oct 27, 2011 10:37 AM
15	Lead us through the tough economic times in the most effective way.	Oct 27, 2011 9:46 AM
16	To make decisions for our district in the best interest of all who are a part of it.	Oct 27, 2011 9:22 AM
17	protect teachers and curriculum, learn of new policies from the state and impliment the ones that make sense	Oct 27, 2011 9:13 AM
18	To support his staff, to know all the schools in the district and the staff at each school, to ask what the staff thinks, listen to the staff and understand that they know what they are talking about. For years we have had cuts upon cuts because no one listens that our students need specific services or equipment.	Oct 27, 2011 8:49 AM
19	-to be a good leader -make students number one priority	Oct 24, 2011 1:24 PM
20	new superintendent, so i am not sure	Oct 24, 2011 8:21 AM
21	The superintendent should guide the school district in reseach-based, best practices to prepare students to be college/career ready and compete in a technological and global society.	Oct 20, 2011 8:14 PM
22	To provide leadership based on research based practices in the field of education To make fiscally responsible decisions To find innovative ways to maximize resources available to staff and students	Oct 20, 2011 5:59 PM
23	To listen well to input, to communicate well to all necessary parties involved in decision-making, to provide well-rounded leadership which treats all academic disciplines equally within the overall educational plan, and to be a positive spokesperson for the school district with the community.	Oct 20, 2011 4:04 PM
24	The expectations for the superintendent are that he leads the school in providing instruction that is embedded with research- based, best practices. This instruction should meet the needs of all students.	Oct 20, 2011 11:45 AM
25	Be approachable., show real interest and support for my program. Be able to confront the board when necessary on behalf of the kids and the staff. show real interest in intellectual endeavors and knowledge of current events. Practice an art.	Oct 20, 2011 10:01 AM
26	Provide for the optimum use of the staff of the District. See that the District is staffed with competent people who are	Oct 19, 2011 2:37 PM

Page 1, Q11. What are your expectations for the superintendent of schools?

	delegated authority commensurate with their responsibilities. Define the duties of all personnel. See to the development throughout the District of high standards of performance in educational achievement, use and development of personnel, public responsibility, and operating efficiency. See that effective relations with employee organizations are maintained, assume ultimate responsibility for collective negotiations with employees of the District Establish and maintain liaison with community groups which are interested or involved in the educational programs of the District.	
27	Visit classrooms. Meet with selected teachers on a weekly basis to stay informed Meet with students who are struggling.	Oct 19, 2011 1:19 PM
28	To lead the district, but allow each professional to do their job. Put your faith in the school principals to run their buildings. Let teachers do their job and report to the building principals. Let's return to a school district that is not based on a top down model.	Oct 19, 2011 11:24 AM
29	My expectations are that you would help our students reach their fullest potential to be productive adults in our society - both academically and with extracurricula activities that colleges are looking for in applications, but also for students entering the work force.	Oct 18, 2011 1:23 PM
30	To guide and educate our school board members on appropriate educational expenditures, and not be a puppet to the boards every whim.	Oct 18, 2011 12:08 PM
31	support worthwhile programs and staff	Oct 18, 2011 8:30 AM
32	To be aware of the needs and strengths of students within his/her district. Ability to discuss with the board specific changes that will contribute to the learning and responsibility of students. Ability to communicate with staff and educators specific expectations in a professional manner. Recognize the pressure of staff when doubling responsibility and the impact on teachers.	Oct 18, 2011 8:08 AM
33	trustworthy	Oct 17, 2011 10:31 PM
34	To help the staff grow as educators to ensure the students are getting the best education available. To set and maintain a positive, respectful tone throughout the district.	Oct 17, 2011 9:25 PM
35	Provide opportunities for continued professional development. Provide the latest and current opportunities for our students. Open lines of communication.	Oct 17, 2011 8:20 PM
36	I would like a supportive fair superintendent.	Oct 17, 2011 1:58 PM
37	I expect the superintendent to take care of the day to day responsibilities of running our district. They should oversee the	Oct 17, 2011 1:00 PM

Page 1, Q11. What are your expectations for the superintendent of schools?

	various administrators of the buildings as well as be aware of the areas of success and needs of the buildings.	
38	Openly listen to the concerns of staff, admin, parents and students and make decisions that most parties can live with	Oct 17, 2011 12:38 PM
39	I want him to be a unifying force.	Oct 17, 2011 12:07 PM
40	Set realistic, measurable goals for improvement. Be an advocate for students, parents and teachers. Be informed. Know our students, our teachers, our community. Allow teachers to have a voice in decisions that effect them, their students and their curriculum.	Oct 17, 2011 11:42 AM
41	Trustworthy.	Oct 17, 2011 8:43 AM
42	Treat faculty and staff like the professionals that they are. Resist the urge to micromanage. Guide the school board in its decision making.	Oct 17, 2011 8:12 AM
43	To be a firm but fair leader. To work with the staff to better the education of our students. To instill a sense of pride into our school community. To move our district into the future with a vision that everyone can embrace.	Oct 16, 2011 8:29 PM
44	Make sure ALL students' needs are being met, making sure ALL teachers are meeting the expectation of being the best teacher and providing the best for our students.	Oct 16, 2011 2:06 PM
45	To be fair and do the best for kids. No hidden agenda - strictly kids.	Oct 15, 2011 8:07 PM
46	To be in touch with the individual buildings ~students and staff needs and concerns. Also, continue to lead C-A in positive direction despite difficult economic times. Work on grants. etc....to generate \$\$\$. Many of us are feeling the pinch of staff shortages.	Oct 15, 2011 1:27 PM
47	To identify and peruse strengths at C A	Oct 15, 2011 12:56 PM
48	I would expect that he would realize that some of the above questions in this survey are too general and that the real answers will vary per building and per teacher. Almost each question should either be more specific or contain a comment section. Example; I give about 30 minutes of HW per night because 20 minutes is suggested reading time. The written part averages about 10 minutes per night . Also, most of my answers only pertain to the building I work in. I'm not at all convinced they would be true about the other buildings. The above comment is minor compared to what is most important but I am trying to say that I don't think the above survey questions will produce a lot of clear or helpful information. My expectations for the superintendent are that he or she will learn as much as possible about what is already going on in this district and support those endeavors and practices that are positive and producing results and real learners. I also expect (and have been impressed wtih) efforts to educate teachers, administrators, and other staff	Oct 15, 2011 12:49 AM

Page 1, Q11. What are your expectations for the superintendent of schools?

about research, practices, and knowledge that will help us provide an excellent environment and education for our students. I expect and appreciate recent efforts by the new superintendent to remind us about the importance of caring about and really knowing our students before expecting them to learn from us. I expect and appreciate efforts to help us let go of "old fashioned" structures that may be hindering how and how much our students can learn. I expect that a superintendent will realize that no matter how wonderful (and often expensive) a "program" is, it will not really benefit students without excellent, effective teachers delivering it. I hope that the superintendent will push hard for a tough evaluation system of teachers so that mediocre people who have no desire to be true professionals will no longer be given tenure and that weak, ineffective teachers will have to improve to keep their jobs. I hope that if a teacher is to be judged on test scores that they better be excellent tests of what is really important for students to know and be able to do. I expect the superintendent to know that most of his administrators, teachers, staff members, and many students are working with very high levels of stress and they all need help to reduce this.

49	maintain a good relationship between the staff, families and administration listening to all and putting the students first.	Oct 14, 2011 9:08 PM
50	Care about our kids, listen, listen, listen to the teachers, set realistic goals and acknowledge all of the good already being done	Oct 14, 2011 8:17 PM
51	Keep us informed, keep us up to date with current trends in technology, provide highly qualified professional development, balance the budget in an effort to provide the best learning atmosphere for children, represent the common good of the school faculty and student body when meeting with the board of education, keep the community informed.	Oct 14, 2011 7:49 PM
52	I expect him to be a leader and kept us abreast of research and educational trends that result in preparing our students for college and the work force. I also expect him to help create a positive climate in the district in which support and respect is extended to all stakeholders.	Oct 14, 2011 4:40 PM
53	First, a Superintendent of Schools should do exactly what you're doing... provide leadership and vision, communicate the district's goals regularly, stay positive, etc. Another crucial expectation is for the Superintendent to work WITH the union, and not against it, to solve problems. We are educators first, and the union more often than not represents positions that will ensure a higher quality of education (teachers working 6 classes instead of 5 will reduce the time teachers can spend innovating, improving, and refining lessons, assessments, projects). If the union is seen as a partner when pursuing reform as opposed to being perceived as a barrier to it, our district will be more likely to embrace reforms rather than resist them. It is my hope that we all can restore the element of trust and unity that has eroded over the last 10 years of immense change. Although it's a cliché, and sometimes not true today, the employees of C-A have acted like a family that cares for each other, and even when we disagree, respects each other, from superintendent to teacher to secretary to custodian etc.	Oct 14, 2011 4:24 PM
54	I expect all of my students reach their highest potential. I expect them to treat each other and school staff with kindness	Oct 14, 2011 3:36 PM

Page 1, Q11. What are your expectations for the superintendent of schools?

and respect.

55	Keep doing what you are doing. Good Job!	Oct 14, 2011 3:05 PM
56	Provide vision for the students and staff to readily prepare us all for the future. Faculty and staff need to be trained and equipped to teach students to be successful in the future with opportunities to learn and tailor curriculum for changing times. Students need experiences to prepare them for college and the workforce. Also to be a support and resource for all of us at CA and for the community.	Oct 14, 2011 3:02 PM
57	To provide leadership, guidance, and hopefully energize the entire staff, which will hopefully help energize and motivate all the students.	Oct 14, 2011 2:59 PM
58	In recent years, the district seems to have become a "ticket-punching" district for administrators who spend a few years here and then jump ship for a larger, higher-paying school district. It would be nice to have some continuity, because the staff jumps through various hoops for one administrator who then leaves, and a new administrator comes in with new "hoops."	Oct 14, 2011 2:49 PM
59	I believe the superintendent should help coordinate all the various levels and breadths of curriculum and culture in a school district. S/he should help all schools remained focussed on the district's mission, while perhaps, fostering the mission to evolve with changing needs and mandates.	Oct 14, 2011 2:15 PM
60	My expectations for the superintendent are for him to show leadership qualities and help to provide necessary time for training to analyze data as well as the time to learn new methods or ideas to teach in order to be able to reach our students. It is also to begin the process of informing the teachers about changes in our district and education today. The superintendent should help the staff to define a goal for the district to achieve as a whole. He should be part of leading the way to the district achieving this goal.	Oct 14, 2011 2:12 PM
61	Respect all members of CA- staff and students. Promote a sense of family, trust, commitment, and caring. Heal the staff from the US v. THEM environment we lived with for 7+ years. Help to create and maintain programs that will allow and encourage our students to be successful both in school and afterwards. Encourage personal responsibility for actions- in both staff and students. Introduce new ideas to staff. Be sure that staff development days are worthwhile!!! Trust that most teachers care about their students and do whatever is possible to help them. Get families and community members involved in our schools. Be thankful of our accomplishments. Be a leader. Keep in touch. Be positive. Help us through our difficult financial times.	Oct 14, 2011 2:01 PM
62	To lead our schools into the future focusing on the students. Teachers must be given staff development days for professional development to keep up with the changing practices.	Oct 14, 2011 1:56 PM

Page 1, Q11. What are your expectations for the superintendent of schools?

63	Lead our district in the "right direction", be an active listener to the teachers and support our classrooms.	Oct 14, 2011 1:56 PM
64	I believe a Superintendent should be a fair, consistant, objective leader who listens to all sides and then comes to a consensus.	Oct 14, 2011 1:43 PM
65	1. Ensure that all students have a variety of programs and opportunities available 2. Be a leader. Set an example for the climate and learning culture of our school. 3. Help teachers aquire the tools, skills, and knowledge they need to keep "on top" of the shifting academic world. 4. Be accessible.	Oct 14, 2011 1:22 PM
66	Include teacher input in major instructional changes.	Oct 14, 2011 1:14 PM
67	To be a leader, to be fair, to be understanding, to share information with the faculty and staff that will help us to help students, support teachers	Oct 14, 2011 1:06 PM
68	Lead by example. Be visible. Know what is going on in the schools and classrooms as much as possible	Oct 14, 2011 12:51 PM
69	To determine the best course of action for the district and move us there	Oct 14, 2011 12:43 PM

Page 1, Q12. Describe what it means for a superintendent to be a "good" communicator.

1	to be available!	Nov 2, 2011 9:08 AM
2	So far, our current superintendent seems to communicate well with his audience. I appreciate his serious approach to education while still leaving room for humor.	Oct 31, 2011 7:05 PM
3	Listen. Explain decisions	Oct 31, 2011 3:44 PM
4	To share ideas AND listen and consider the ideas of all staff members.	Oct 30, 2011 7:07 PM
5	To give as much information as possible in as timely a manner as possible to keep all school district share holders in the know, especially about those items that directly impact them.	Oct 30, 2011 12:24 PM
6	To be a good communicator means to have an open mind, be a good listener, and to keep staff and community informed of important issues. In addition ensuring that staff are informed and all "on the same page."	Oct 28, 2011 2:04 PM
7	To frequently visit classrooms/teachers/staff/students/cafeteria etc.	Oct 27, 2011 8:16 PM
8	It means that they are keeping faculty staff, and parents informed about what is happening in our schools and things that may be coming up in the future.	Oct 27, 2011 4:57 PM
9	Be open to hearing the concerns of the teachers who work with students everyday and to share your knowledge and experiences.	Oct 27, 2011 4:24 PM
10	A person who gets their point across in a clear way without alot of fluff	Oct 27, 2011 1:28 PM
11	Someone who is open, listens, and is able to "keep in touch" with the internal and external school community.	Oct 27, 2011 11:16 AM
12	Letting us know what is going on in the district and in the educational realm...	Oct 27, 2011 10:56 AM
13	Someone who keeps people informed but is also mindful of differences and other opinions. Some one who listens just as much as they speak. Someone who realizes that there are others outthere with just as much knowledge and new ideas. Someone who seeks the help of others when situations get sticky. Someone who is open minded and considerate other other people and their ideas.	Oct 27, 2011 10:52 AM
14	For a superintendent to be a good communicator that person should keep the community as well as the staff "in the loop".	Oct 27, 2011 10:37 AM
15	Talk to the individual that may be affected by changes personally not through representitives.	Oct 27, 2011 9:46 AM

Page 1, Q12. Describe what it means for a superintendent to be a "good" communicator.

16	To listen to faculty, staff, parents and students when it comes to making decisions that will affect us all.	Oct 27, 2011 9:22 AM
17	very important for the public to understand and support the super...	Oct 27, 2011 9:13 AM
18	To let his staff know what he is thinking and reasons for his thinking, to keep in touch, to come and visit and talk to his staff at the end of the day. Vist by grade level after the children are dismissed, pick our brains.	Oct 27, 2011 8:49 AM
19	-keep staff informed and up to date with news -maintain open channels of communication with staff, board members, parents, community	Oct 24, 2011 1:24 PM
20	Being a good listener is as important as being a good speaker	Oct 24, 2011 8:21 AM
21	He should effectively communicate his goals for the school district, but also be a good listener; considering others opinions before making critical decsions.	Oct 20, 2011 8:14 PM
22	"Good" communication means the ability to listen to and respect all points of view on all issues before responding to individual issues. To inform all parties well in advance of decisions being made, so that costructive input can be presented.	Oct 20, 2011 4:04 PM
23	The superintendent should communicate will faculty, staff and students effectively but also be a good listener, taking into consideration the view and expertise of others.	Oct 20, 2011 11:45 AM
24	Asks me about my program and myself. does not make unilateral decisions that seem vindictive.	Oct 20, 2011 10:01 AM
25	Ability to relay information, goals, objectives and ideas with/to community, staff and students in a manner that is appropriate for occasion	Oct 19, 2011 2:37 PM
26	A good comunicator starts with building relationships with people. Get to know the teachers and students in the district by names, visit classrooms, making eye contact when people are speaking.	Oct 19, 2011 1:19 PM
27	Sharing information such as your weekly updates shows good commincating with the staff. It is embarrassing when you live in the community and go to the grocery story to have someone ask you about something in the district, and you are completely clueless! Also while you make final decisions it shows good communication when those decisions show that you have listened and weighed the advice you asked for - thanks for giving the elementary more time for parent conferences!	Oct 18, 2011 1:23 PM
28	Please continue to listen to your entire staff, and then try to improve one or two achievable goals per year. Whenever too much is taken on at once, nothing seem to get done well.	Oct 18, 2011 12:08 PM

Page 1, Q12. Describe what it means for a superintendent to be a "good" communicator.

29	Explain why decisions are being made	Oct 18, 2011 8:30 AM
30	See above	Oct 18, 2011 8:08 AM
31	Open minded, receptive . Say what you mean and mean what you say.	Oct 17, 2011 10:31 PM
32	The superintendent should reach out to the staff and community with information and ideas often.	Oct 17, 2011 9:25 PM
33	Weekly updates are very helpful.	Oct 17, 2011 8:20 PM
34	A superintendent is a good communicator if he can get his point across and is understood by the faculty, parents and children.	Oct 17, 2011 1:58 PM
35	When a superintendent is a good communicator they have effectively let everyone know what is expected and the criteria needed to be achieved for something to be completed correctly.	Oct 17, 2011 1:00 PM
36	Readily share information. Be accessible and approachable. Be trustworthy.	Oct 17, 2011 11:42 AM
37	Able to work with parents and teachers etc., getting to the truth and resolve issues.	Oct 17, 2011 8:43 AM
38	It means that the superintendent is present at meetings and is able to listen and respond during discussions. It means that members of the public are not intimidated at board meetings and feel that they can address both the superintendent and the board. It means that the superintendent is able to work with the school board and run effective meetings.	Oct 17, 2011 8:12 AM
39	To communicate effectively with the staff and students in a timely and consistent voice. To listen as well as talk, and to guide the district in our goals of becoming a first rate district.	Oct 16, 2011 8:29 PM
40	Being able to hold a conversation with teachers, staff and parents. Doing what you are doing, sending updates - keeping us informed.	Oct 16, 2011 2:06 PM
41	Share info, not just articles and pipe dreams.	Oct 15, 2011 8:07 PM
42	Community students and staff treated equally	Oct 15, 2011 12:56 PM
43	I think for a superintendent to be a good communicator he or she needs to find multiple ways to reach people. Lots of this can be through email or news but some of it needs to be at a personal level. Especially when problems come up, people need to be listened to and responded to. It should not be just in print. If a superintendent wants staff and parents to listen to his ideas and vision he needs have personal contacts as much as possible.	Oct 15, 2011 12:49 AM

Page 1, Q12. Describe what it means for a superintendent to be a "good" communicator.

44	Both to explain expectations and listening to all sides	Oct 14, 2011 9:08 PM
45	Empathy for students and staff. Politician PR for community.	Oct 14, 2011 8:17 PM
46	Be honest about your opinions and intentions. Share your ideas in writing and verbally, yet allow ample time for others to digest it. Engage us in intelligent discussion with the purpose of working together for the common good.	Oct 14, 2011 7:49 PM
47	A good communicator shares hi ideas in numerous ways - e-mails, newsletters, meetings - and listens to the ideas of others.	Oct 14, 2011 4:40 PM
48	A good communicator, regardless of their position, speaks and writes intelligently, passionately, and succinctly to the audience they are addressing. Some educators are fantastic when communicating with their students but fail to connect when speaking with peers. The superintendent must be able to communicate with all of the stakeholders in our school community, and do so on a regular basis.	Oct 14, 2011 4:24 PM
49	A good communicator conveys his/her ideas clearly and concisely, taking time to listen to the opinions of others.	Oct 14, 2011 3:36 PM
50	Transparency.- I like the weekly updates.	Oct 14, 2011 3:05 PM
51	A weekly update is a good start...communitcating your thoughts and vision is important to keep us on "the same page." Being a visual part of the school is also important, especially in Athens which may take more effort since it's off campus.	Oct 14, 2011 3:02 PM
52	Honesty, clarity, and timliness.	Oct 14, 2011 2:59 PM
53	Keep the district informed about decision-making processes before issues are decided.	Oct 14, 2011 2:49 PM
54	To be a "good communicator" the superintendent needs to be facile with all modes of oral and written communication, The superintendent should be equally comfortable with one to one conversation,small groups facilitating, and addressing large groups.	Oct 14, 2011 2:15 PM
55	His expectations of students and staff need to be clear and direct on a regular basis. (The weekly update that is provided to us is a great tool to communicate changes in education today.)	Oct 14, 2011 2:12 PM
56	Address individuals in a friendly manner. Keep staff informed of things going on at CA. Listen. Ask questions. Answer questions. Have an open door policy.	Oct 14, 2011 2:01 PM
57	To value input from students, parents, teachers and the community and be a liason between all groups.	Oct 14, 2011 1:56 PM

Page 1, Q12. Describe what it means for a superintendent to be a "good" communicator.

58	Open Door Policy, frequent emails and letters, being seen within the classroom and on the fields/courts	Oct 14, 2011 1:56 PM
59	The Superintendent should be open to hearing ideas from students, parents, administrators, and board members. From that he/she should be able to communicate ideas to the parties they affect or could affect. Also, keep the community up-to-date on what is happening in the schools and how the parents could be better involved in the school community or how the school could possibly help in the community.	Oct 14, 2011 1:43 PM
60	A good communicator shares what he is learning and doing with staff. A good communicator works to ensure staff are comfortable approaching him with questions, concerns, ideas- and responds to those ideas in a supportive way (even in disagreement).	Oct 14, 2011 1:22 PM
61	I personally really like your weekly updates. This is a start with developing good communication between faculty and staff.	Oct 14, 2011 1:06 PM
62	Let us know what is happening all along the way not after the decision is made	Oct 14, 2011 12:43 PM

Page 1, Q13. Describe what "being visible" means to you in regards to the superintendent of schools.

1	visiting each school regularly, conversing with teachers and students	Nov 2, 2011 9:08 AM
2	*see comment in number 11	Oct 31, 2011 7:05 PM
3	Get out of office. Talk to people.	Oct 31, 2011 3:44 PM
4	When the students know your name, you know that you are "visible."	Oct 30, 2011 7:07 PM
5	To be in the 4 schools often enough so that the students know who you are, to partake in as many special events for the students as can reasonably be expected.	Oct 30, 2011 12:24 PM
6	Being at school functions as well as in various buildings to see what daily life is like for all of us.	Oct 28, 2011 2:04 PM
7	To walk around the schools more and visit classrooms	Oct 27, 2011 8:16 PM
8	In regards to the superintendent "being visible" means that they are visiting all of the buildings regularly, speaking with students, staff and community members at various school functions, and participating and be present at different school functions throughout the year.	Oct 27, 2011 4:57 PM
9	Have a warm open door atmosphere for classes and staff.	Oct 27, 2011 4:24 PM
10	Never seeing the superintendent	Oct 27, 2011 1:28 PM
11	Having a presence in the community; attending games, concerts, school events, community events.	Oct 27, 2011 11:16 AM
12	Being present at different school events...doing a walk-through of each school about once a month visiting classrooms...	Oct 27, 2011 10:56 AM
13	Should be not only at events and seen throughout the school but also take part in professional development. They should be working side by side with teachers, students and staff to see first hand how their new ideas and programs. They should know how all test are administered and graded. They should be asking questions about up coming mandates from the state.	Oct 27, 2011 10:52 AM
14	Having a voice to the public that reflects the feelings of the school personnel.	Oct 27, 2011 9:46 AM
15	Stopping in at faculty meetings, sports games, club activities, and having an open door policy.	Oct 27, 2011 9:22 AM
16	very important to the public	Oct 27, 2011 9:13 AM

Page 1, Q13. Describe what "being visible" means to you in regards to the superintendent of schools.

17	Being visible means visiting buildings, attending class every once in a while, sending emails, .. in general keeping the lines of communication open.	Oct 27, 2011 8:56 AM
18	Being in district, aware of what is happening in his buildings.	Oct 27, 2011 8:49 AM
19	-spend time in schools, maintaining communication with employees	Oct 24, 2011 1:24 PM
20	participate, kids should know who 'that guy' is.	Oct 24, 2011 8:21 AM
21	The superintendent should attend school functions (sports, concerts, etc.). He should also be visible to the students in the classrooms and hallways. He should take an interest in the students and try to get to know them personally.	Oct 20, 2011 8:14 PM
22	Walk the halls Visit classrooms attend school functions	Oct 20, 2011 5:59 PM
23	To be present at as many school-related public events as possible, such as sporting events, musical and artistic events, academic contests, and the like. To be in the hallways, the cafeteria, the classrooms, the gymnasium, and the auditoriums of each school as much as possible, especially to allow the students to see his/her active involvement in the life of the school.	Oct 20, 2011 4:04 PM
24	The superintendent should attend school events (sports, concerts, etc.). He should also be visible in the hallways and classroom so that he can get to know staff and students personally.	Oct 20, 2011 11:45 AM
25	Hmmm, makes the rounds of the buildings on a twice monthly basis. Be in the lobby/field etc.	Oct 20, 2011 10:01 AM
26	A desire to be part of many aspects of the holistic environment of the school be it sporting events, assemblies, plays, concerts, etc	Oct 19, 2011 2:37 PM
27	Being visible doesn't just mean going to sporting events. Being visible at all school events. Helping out in classrooms, going to team meetings. Greeting kids off the bus in the morning.	Oct 19, 2011 1:19 PM
28	Being around at functions so that parents and students will see you.	Oct 18, 2011 1:23 PM
29	Please find time to visit the classrooms and interact with staff as well as students. Verbal feedback from administrators then and there is extremely helpful.... it need not always be formal!	Oct 18, 2011 12:08 PM
30	Be available to staff and educators to discuss student needs as well as successes. Provide maximum support for the important job we all do.	Oct 18, 2011 8:08 AM

Page 1, Q13. Describe what "being visible" means to you in regards to the superintendent of schools.

31	Being open with the staff and community about ideas and intentions.	Oct 17, 2011 9:25 PM
32	Come to PTO events, sports events, assemblies, talk with the kids in the hallway.	Oct 17, 2011 8:20 PM
33	To be seen in the schools by both faculty and students	Oct 17, 2011 1:58 PM
34	We have never really had a visible superintendent of schools. I believe that a superintendent should be easily recognized by the students. It would be nice if the superintendent got out into the buildings to meet the students and see what is going on in the classrooms.	Oct 17, 2011 1:00 PM
35	Support the various clubs and grades by making appearances at programs/performances/games. Speaking to the press regarding the activities at CA	Oct 17, 2011 12:38 PM
36	Be a part of our school and local community by attending events. Continue to share information via the weekly updates.	Oct 17, 2011 11:42 AM
37	Public figure at meetings, seen in the halls by the children...	Oct 17, 2011 8:43 AM
38	Students need to know what the superintendent looks like and what her/his job description is. They should see him or her as a leader not a dictator. The superintendent should visit classrooms regularly.	Oct 17, 2011 8:12 AM
39	Being present in the schools, getting to know the students and staff outside of the classroom. Attending sporting and outside school events.	Oct 16, 2011 8:29 PM
40	Making an appearance at school events. Being seen at each individual school.	Oct 16, 2011 2:06 PM
41	The students know who he is. They see him in the hall and in their classroom for brief visits.	Oct 15, 2011 8:26 PM
42	Walking in and out of classrooms and having discussions with teachers.	Oct 15, 2011 8:07 PM
43	Being visible to all -active leader at various school functions and events. Another positive role model for our kids. Important for parents to see you and means a lot to your teachers.	Oct 15, 2011 1:27 PM
44	Having pizza in the lunchroom with our kids on fridays	Oct 15, 2011 12:56 PM
45	I think the superintendent should have lots of personal interaction with staff, students, administrators and parents.	Oct 15, 2011 12:49 AM
46	I would like to see the superintendent at activities as well as board activities.	Oct 14, 2011 9:08 PM

Page 1, Q13. Describe what "being visible" means to you in regards to the superintendent of schools.

47	Being visible means that people know who you are because you are at games, concerts, the crop walk, important events to the school community.	Oct 14, 2011 8:17 PM
48	Be available to the school community at school functions.	Oct 14, 2011 7:49 PM
49	Being visible means taking the time to walk through the hallways and stop into classrooms. .	Oct 14, 2011 4:40 PM
50	Visibility is both literal and figurative in this instance, I think. Most superheroes aren't invisible... they need to be seen. :) Being seen is only half of the battle, however. The other elements include approachability and genuine engagement. Only when a superintendent welcomes open and honest interaction can their visibility be truly beneficial.	Oct 14, 2011 4:24 PM
51	A visible superintendent would appear in the halls, classrooms,cafeterias, and offices of the schools on a regular basis. He or she would also attend some of the functions of the schools such as concerts,dances, athletic events, dramatic productions. He might also attend community events.	Oct 14, 2011 3:36 PM
52	What you are doing is great so far.	Oct 14, 2011 3:05 PM
53	Haha! I didn't even see this as I was answering above. Visiting the schools/classes on at least a monthly basis would be important. It's nice to know you are keeping "a pulse" on what is going on.	Oct 14, 2011 3:02 PM
54	Seen in the District and at various school events.	Oct 14, 2011 2:59 PM
55	Being available to talk to when necessary.	Oct 14, 2011 2:49 PM
56	The superintendent is visible when walking around the schools, being present at school events, and, connected to the above, when in consistent communication with all concerned members of the district.	Oct 14, 2011 2:15 PM
57	I think that a superintendent can be visible in person by stopping in classrooms or even walking through the halls and talking to students. He (or she) can also be visible by talking with members of the community or attending community events or school events. Being visible to me can also take another form. I think that a person can still be visible without ever being physically present. To me this can be achieved through expectations that he has others inform us of, such as building principals. Any communication that goes home to the parents through the superintendent's office provides a way to be visible as well. Again, I think the weekly communications are a way that Suprintendent Squires is visible to the staff.	Oct 14, 2011 2:12 PM
58	Support our teachers and kids by attending special events- sports, plays, music concerts, etc. Walk the halls and say hi to kids and staff. Get inn the news with the positive thigns happening here at CA!	Oct 14, 2011 2:01 PM
59	Superintendent goes to sporting events, music concerts, school assemblies and the students can actually recognize who	Oct 14, 2011 1:56 PM

Page 1, Q13. Describe what "being visible" means to you in regards to the superintendent of schools.

	their superintendent is.	
60	In classrooms, at games, at community events	Oct 14, 2011 1:56 PM
61	I would like to see the Superintendent get involved within the classroom when possible. Obviously, there are many demands on a Superintendent that does not allow this to happen as often as he/she may like it to. However, if the Superintendent could be involved in projects, or field trips I think it would make him/her more visible to the students and help the students feel more connected to the Superintendent.	Oct 14, 2011 1:43 PM
62	You are part of the community of learners. Seeing the superintendent around the halls and classrooms shouldn't be uncomfortable- so visits should be warm and engaging. Communication about what is happening in the overall school community is part of being visible.	Oct 14, 2011 1:22 PM
63	~Visiting schools - attending special events ~Weekly updates	Oct 14, 2011 1:14 PM
64	Visiting classrooms on a regular basis, Being outside of schools during the beginning and end of the day so that parents as well as students get a chance to see you.	Oct 14, 2011 1:06 PM
65	Seeing the superintendent outside of the main office building	Oct 14, 2011 12:51 PM
66	In the community, at events and in the building- knowledge of what is going on	Oct 14, 2011 12:43 PM

Page 1, Q14. What advice can you give the superintendent of schools?

1	be involved in the school community. be open to suggestions from staff who know and understand students needs	Nov 2, 2011 9:08 AM
2	Stay strong, stand behind your decisions and remember, change is often needed!	Oct 31, 2011 7:05 PM
3	Be firm with those who want to keep things the way they are. Keep union leadership in loop, but their interests are adults first. Go directly to teachers for ideas. Make sure all administrators are speaking in one voice.	Oct 31, 2011 3:44 PM
4	To remember that we serve a diverse population and that many of the things that the students need to be educated to become successful citizens in the future global community are not measured on these narrow and limited state tests.	Oct 30, 2011 12:24 PM
5	You are doing a great job so far and we appreciate your taking the time to explore our thoughts. Thank you for the weekly updates and please continue to motivate and inspire us.	Oct 28, 2011 2:04 PM
6	Visit the lack of supervision in the high school Grade 9 and 10 appropriate disciplinarian	Oct 27, 2011 8:16 PM
7	To be open and willing to hear different opinions before making decisions.	Oct 27, 2011 4:57 PM
8	Please treat the teachers as the dedicated professionals that we are and address issues on an individual basis.	Oct 27, 2011 4:24 PM
9	Be open, visible, and transparent.	Oct 27, 2011 11:16 AM
10	Don't lose the respect of the staff...I said to Mr. Baltes when he was working on the search committee..."You know, we didn't always agree with your decisions, but you always had our respect."	Oct 27, 2011 10:56 AM
11	Be honest, be fair, and be thoughtful but remember you are the boss. Don't get steamed rolled but be tactful about how you use your power. and first and foremost remember why we are all here doing what we do. It's for the kids. The rest is just details.	Oct 27, 2011 10:52 AM
12	To listen to and support your faculty and staff. The people that work in this district truly want what is best for children. They are experts in their field.	Oct 27, 2011 10:37 AM
13	Bring light to what is good about our school especially through the use of media. A lot of positives should be brought to light about our district.	Oct 27, 2011 9:46 AM
14	Don't make rash decisions, and realize that you can't please everyone, but you can try!	Oct 27, 2011 9:22 AM
15	stay in the community and stay involved with school activities	Oct 27, 2011 9:13 AM

Page 1, Q14. What advice can you give the superintendent of schools?

16	Get to know your staff, understand that your staff is valuable and listen to them.	Oct 27, 2011 8:49 AM
17	keep showing up for events, walk the halls, ask questions.	Oct 24, 2011 8:21 AM
18	Keep an open mind and communicate effectively with all. Help guide C-A from an adequate school to a great school.	Oct 20, 2011 8:14 PM
19	To be a good listener, to be open to a variety of viewpoints on major issues, to be friendly and personable with people in the schools and in the community, to be positive and uplifting in his/her attitudes towards the school district and the community, and to maintain a collaborative stance toward solving problems that will arise within the school district.	Oct 20, 2011 4:04 PM
20	To lead the school district effectively so that our students can compete in a global.society.	Oct 20, 2011 11:45 AM
21	Listen for the first year. Keep the lid on. Hold down the fort. Then make changes.	Oct 20, 2011 10:01 AM
22	Be true to yourself, be real with your expectations, be dedicated enough to perservere through the tough times. And above all else, enjoy your job!	Oct 19, 2011 2:37 PM
23	I think the surveys are a good idea, however once you get the input you also have to look closely at the current practices of school, ask questions before changes occur especially during budget time.	Oct 19, 2011 1:19 PM
24	This is a small community and I have heard quite a bit of concern about discipline in the high school.	Oct 18, 2011 1:23 PM
25	Carer for your staff! A heart felt pat on the back goes a long way for moral and toward success.	Oct 18, 2011 12:08 PM
26	Please be open to suggestions, not just listen but ignore them later or pass them off.	Oct 18, 2011 8:08 AM
27	Remember that we are all working hard to do our best for the children. Continue to push collaboration amongst colleagues because I believe it makes us most successful.	Oct 17, 2011 9:25 PM
28	Continue an open line of communication.	Oct 17, 2011 8:20 PM
29	Remember that we want our children to be as successful as you do. Approach your staff as a team player not as a dictator (you have done great so far!)	Oct 17, 2011 1:58 PM
30	My advice would be to treat everyone fairly. To get out into the district and find out first hand the communities that have been created in each of the buildings. To spend a little bit of time in our classrooms to see and hear the quality of learning taking place.	Oct 17, 2011 1:00 PM

Page 1, Q14. What advice can you give the superintendent of schools?

31	Be able to listen, hear and understand what's being said. Remember that we (administration and faculty) are on the same team and have the same aspirations for our students.	Oct 17, 2011 11:42 AM
32	Issues don't go away unless resolved. People will work for a leader they trust won't turn around and stab them in the back.	Oct 17, 2011 8:43 AM
33	The faculty and staff are professionals, many have masters degrees. They know their content, their students and their colleagues. They should be brought to the table when decisions are made. They also need to be taken seriously when at the table.	Oct 17, 2011 8:12 AM
34	This school has been in need of a good leader. We do not need a tyrant or a hammer. We need a person who can lead by example and who can listen to all sides before making big decisions.A person who values what is working and changes what is not.	Oct 16, 2011 8:29 PM
35	Don't be a know-it-all, no one is.	Oct 15, 2011 8:07 PM
36	Remember that C-A is a proud community in spite of tough times many families are facing. That many of your teachers have spent their careers here. Work at keeping our young teachers here because it is a special place to teach. Positive messages that you have been sending mean a lot.	Oct 15, 2011 1:27 PM
37	Hire from within the district when possible	Oct 15, 2011 12:56 PM
38	People will work hard and be open to your ideas if they feel they are really listened to and responded to. Otherwise just keep bringing in the excellent knowledge and attempts to get us moving into the future. Thank you!	Oct 15, 2011 12:49 AM
39	Ignore the gripes of the first 10 people you meet. Don't let the loudest person's perspective become your perspective. Lay low a tad until you figure out the political terrain. Our best teachers are not our most self-promotional.	Oct 14, 2011 8:17 PM
40	Listen to the administrators who have been here the longest. They are experienced with the community and have good intentions. Realize the fact that teachers have alot on thier plate and it's getting to be a high pressure profession. This is not good for children. Avoid sudden and continual, drastic change. We are still shell shocked from the Gegory/Barkman Eras. We realize change is inevitable, but for CA it's been a game that the rules keep changing while the ball is in play.	Oct 14, 2011 7:49 PM
41	Change is often necessary but before changes are made, take the time to ask why policies and procedures are in place. Avoid the word "but." Try "and" instead.	Oct 14, 2011 4:40 PM
42	Although I have shared most of it, I would like to say that I'm impressed with what I see so far and I hope you can restore some trust, fairness, and openness to our system while continuing to provide leadership in sorely needed areas (ex.	Oct 14, 2011 4:24 PM

Page 1, Q14. What advice can you give the superintendent of schools?

	continuing to push for the integration of mobile learning devices).	
43	Listen thoughtfully.	Oct 14, 2011 3:36 PM
44	Keep up the good work. More about integrating creativity / critical thinking in the classroom and how to balance that agenda with state requirements.	Oct 14, 2011 3:05 PM
45	Try to know faculty/staff by name AND face. It's nice to have a personal connection to feel important and valued.	Oct 14, 2011 3:02 PM
46	Try to be proactive when possible issues arise and be personable in relations to students, staff, and community.	Oct 14, 2011 2:59 PM
47	At its core this is a good and caring school district, but its policies need to be brought into the 21st century.	Oct 14, 2011 2:49 PM
48	Consider all sources of information when making any decision. As the Iroquois advise, consider seven generations whenever possible!! Hard to do, but something to keep in the back of one's mind. How do decisions made today impact the future?	Oct 14, 2011 2:15 PM
49	The advice that I would give to the superintendent would be to listen to your staff and utilize the staff for help in forming new ideas or ways. Often times the teachers, aids, and assistants that work in the building with the students know the daily operation of school life for the students the best. We know the affects of changing the schedule or adding or removing classes. My biggest piece of advice would be to remember always that we are here because we care about the future and that we care about the children that sit in our classrooms on a daily basis. We want to see them succeed in life.	Oct 14, 2011 2:12 PM
50	Be a hero. Be happy. I love that quote!	Oct 14, 2011 2:01 PM
51	To understand that we all want to help our students and see our students succeed. In order to do that, we need to have collaboration between the teachers, students, parents, and the district office.	Oct 14, 2011 1:56 PM
52	Patience, understanding, and appreciation of our community	Oct 14, 2011 1:56 PM
53	Please keep communicating with us. Please keep spending time with classes in positive ways. Just as our students flourish when they have a teacher who genuinely cares about their future and their lives, teaching staff will, too, under the leadership of a superintendent who sees us as people.	Oct 14, 2011 1:22 PM
54	Be knowledgeable about what is going on in the schools	Oct 14, 2011 12:51 PM
55	Make sure administration is all on the same page so differing messages aren't sent	Oct 14, 2011 12:43 PM

Page 1, Q19. What are the strengths of CA schools?

1	small class sizes community based	Nov 2, 2011 9:08 AM
2	We are a small district and we are somewhat protected from some of the global issues many districts are faced with. Having a small district enables collaboration across grade levels and between colleagues in various grade levels. The two elementary schools have (for the most part) strong teachers who are committed to their students.	Oct 31, 2011 7:05 PM
3	good mix of new and veteran teachers. everyone wants to help students, just need leadership to make it happen.	Oct 31, 2011 3:44 PM
4	The way the staff cares so much about the students (not just teachers, either) and how with such a small community, everyone has the opportunity to really get to know each other.	Oct 30, 2011 12:24 PM
5	Staff that are dedicated and caring.	Oct 28, 2011 2:04 PM
6	Many teachers are striving for high standards and implement lessons that increase student levels	Oct 27, 2011 8:16 PM
7	We have a lot of very talented and dedicated faculty and staff who work very hard to help all the children at CA be successful.	Oct 27, 2011 4:57 PM
8	dedicated teachers who do hours of work at school and at home beyond the contracted day, respectful loving parents, and sweet kids	Oct 27, 2011 4:24 PM
9	Elementary	Oct 27, 2011 1:28 PM
10	Size, athletic program offerings allow most interested students access, location, supportive community.	Oct 27, 2011 11:16 AM
11	Teaching staff...commitment to technology...small community family-like atmosphere...caring...	Oct 27, 2011 10:56 AM
12	A major strength of CA schools is that I believe the teachers really care about the children as individuals. They truly want children to succeed.	Oct 27, 2011 10:37 AM
13	the personal relationships between students and staff.	Oct 27, 2011 9:46 AM
14	Great sense of community, great kids.	Oct 27, 2011 9:22 AM
15	staff	Oct 27, 2011 9:13 AM
16	Cooperating teachers, willingness to go the extra mile,	Oct 27, 2011 8:56 AM

Page 1, Q19. What are the strengths of CA schools?

17	The staff, ninth period in the middle and hs.	Oct 27, 2011 8:49 AM
18	generally good kids and community	Oct 24, 2011 8:39 PM
19	- Teachers seem to all be here for the right reasons and truly care about our students.	Oct 24, 2011 1:24 PM
20	small classes with excellent technology	Oct 24, 2011 8:21 AM
21	Some dedicated teachers, technology opportunities, supportive administration, well kept and clean facilities	Oct 20, 2011 8:14 PM
22	We are at the forefront of implementing Data driven instruction.	Oct 20, 2011 5:59 PM
23	The dedication of its teachers in all disciplines and the positive attitudes that they foster towards a quality education for all students; the well rounded educational program offered to all students.	Oct 20, 2011 4:04 PM
24	Some dedicated staff members, small class sizes in the elementary, technology opportunities, supportive administration, well-kept facilities	Oct 20, 2011 11:45 AM
25	A very congenial student body..... In general. A congenial staff.	Oct 20, 2011 10:01 AM
26	Community feeling at the ready to win back	Oct 19, 2011 2:37 PM
27	At the elementray level the small class sizes AIS at each grade level	Oct 19, 2011 1:19 PM
28	Caring professionals at all levels that really want the best for our students.	Oct 18, 2011 1:23 PM
29	Caring and small numbers at the elementary level	Oct 18, 2011 12:08 PM
30	Team work among staff	Oct 18, 2011 8:30 AM
31	For the most part teachers/staff support each other	Oct 18, 2011 8:08 AM
32	Teachers and support staff	Oct 17, 2011 10:31 PM
33	High expectations and a feeling of unity.	Oct 17, 2011 9:25 PM
34	Teachers and staff and administration great students good technology great PTO	Oct 17, 2011 8:20 PM

Page 1, Q19. What are the strengths of CA schools?

35	We care about our students and want the best for them. We do everything we can to help the kids be successful.	Oct 17, 2011 1:58 PM
36	We have caring, qualified teachers.	Oct 17, 2011 1:00 PM
37	Great teachers and admin, tight group of supportive parents, wonderful technology	Oct 17, 2011 12:38 PM
38	Highly qualified staff, community support and involvement. Small class sizes. Good use of technology. Commitment to training and professional development.	Oct 17, 2011 11:42 AM
39	Small town.	Oct 17, 2011 8:43 AM
40	Dedicated faculty and staff. People know each other and reach out to help when necessary.	Oct 17, 2011 8:12 AM
41	The students and the entire staff that really want to help students succeed.	Oct 16, 2011 8:29 PM
42	We have high expectations of our students. We have great teachers, staff and administrators. The students are great! I feel CA is a community.	Oct 16, 2011 2:06 PM
43	caring staff, great kids, strong sense of community.	Oct 15, 2011 8:07 PM
44	Caring, concerned staff that for most part is invested in what is best for our kids.	Oct 15, 2011 1:27 PM
45	Staff and students in our community	Oct 15, 2011 12:56 PM
46	We have a number of excellent teachers. Many are true professionals and continually update their own learning and practices. I know this to be true in each building having worked directly with many on joint projects. I also know of many who parents and students rave about in MS and HS. We have a large majority of parents who really love their kids and want them to learn and be happy. Most of these parents are very supportive of the school and the teachers. We have a large majority of kids (at least at the elementary level) who really want to learn and do their best. At least at the elementary level, principals are very supportive of teachers and students. Our elementary teachers are always available to discuss and help teachers with any student, parent or curriculum issue. They go out of their way to provide teachers with what they need to teach and they treat us as people who need human support when dealing with tragedies or health problems.	Oct 15, 2011 12:49 AM
47	Small class size and individual instruction at the elementary level	Oct 14, 2011 9:08 PM
48	The kids, the teachers, the community	Oct 14, 2011 8:17 PM

Page 1, Q19. What are the strengths of CA schools?

49	We are way ahead of the game with what's coming in the future. We have more technology than most others around us. We believe in our profession and are dedicated to student success.	Oct 14, 2011 7:49 PM
50	High expectations for students Dedicated teachers Good working relationship between administration and staff Size Technology department Opportunities for professional development Supportive PTOs	Oct 14, 2011 4:40 PM
51	In general, we are a very compassionate faculty and staff. We also have a solid core of terrific teachers who work their rear ends off to do what's best for their students. We have also made serious efforts to incorporate technology to the best of our abilities up to this point. Lastly, the high school principals, for all their strengths and weaknesses, have traditionally been supportive student, teacher, and community needs.	Oct 14, 2011 4:24 PM
52	Small town community atmosphere, concern for individual students, responsiveness to parents	Oct 14, 2011 3:36 PM
53	Personal, caring environment and staff.	Oct 14, 2011 3:05 PM
54	Community relations, high expectations	Oct 14, 2011 3:02 PM
55	Dedicated staff, strong infrastructure (technology), community "feel" to the staff, and strong community ties.	Oct 14, 2011 2:59 PM
56	Its small size creates a family-type atmosphere, students generally look out for each other, and it is harder for students to "fall through the cracks" than at a larger school.	Oct 14, 2011 2:49 PM
57	A dedicated staff, for the most part. A decent curriculum for a district of this size.Students who care for each other.	Oct 14, 2011 2:15 PM
58	The strength in the middle school is that the staff works well together and communicates well with each other. We inform other teachers about what has happened the previous year with a student and even provide details to the new teachers about events that may affect how the child is able to cope with school.	Oct 14, 2011 2:12 PM
59	Teachers care. Many teachers live in the district and are invested in it for more reasons than the job itself. Kids are kind. They want to learn. Most parents are supportive and appreciative. The staff works well together.	Oct 14, 2011 2:01 PM
60	Hard working kids... we have some exceptionally talented students	Oct 14, 2011 1:56 PM
61	family (school family), community, caring teachers/staff, teachers who are fair, teaching students for a successful future	Oct 14, 2011 1:43 PM
62	Smaller community makes it possible for students to really be known and guided over a course of years. We live and work in a rich environment- lots of opportunities to use that for instruction.	Oct 14, 2011 1:22 PM

Page 1, Q19. What are the strengths of CA schools?

63	~Caring, creative staff ~Good technology	Oct 14, 2011 1:14 PM
64	I believe our elementary program is very strong. For the most part I see that we have very dedicated teachers and assistants that give tirelessly to our students. Much thought goes into treating our students as individuals with their own needs and doing everything we can to meet those needs.	Oct 14, 2011 12:51 PM
65	Great small-community spirit	Oct 14, 2011 12:48 PM
66	the students	Oct 14, 2011 12:43 PM
67	sense of community	Oct 14, 2011 12:25 PM

Page 1, Q20. What are the weaknesses of CA schools?

1	too many changes in staffing, curriculum and administrators	Nov 2, 2011 9:08 AM
2	Accountability. Staff members need to be held accountable for their teaching (and working). Staff members come in with the students and leave with the students on a regular basis. During professional development days, the middle school and high school staff often are "on their own" and have the opinion (in general) that they do not need professional development; They need time in their classrooms. There is clearly a breakdown at the middle school level. The focus of professional development and student support should begin in fifth grade. The approach to teaching students needs to change in the middle school.	Oct 31, 2011 7:05 PM
3	high school needs facelift inside. We have been spinning our wheels, its time to take action to improve.	Oct 31, 2011 3:44 PM
4	The behavior of the students. Little things are let go much too easily so that students push things way too far before serious consequences occur and then they have already gone too far to be recovered. Maybe because of the advantage of knowing everyone so well, there is more tolerance for misbehavior, and allowance for the things that they say to each other and to the adults working in the school. In schools where the smallest infractions are dealt with immediately, the students rarely get to the big infractions.	Oct 30, 2011 12:24 PM
5	A lack of overall communication with regards to what programs we should be using, especially reading. Special Education is often excluded.	Oct 28, 2011 2:04 PM
6	Lack of supervision especially in the high school (cafeteria and halls) Students are not safe in these areas Bullying needs to stop	Oct 27, 2011 8:16 PM
7	One weakness that I see is not having a universal pre-k program. Many students are entering kindergarten without the necessary skills or school experience of other children, which puts them more at risk for not meeting grade level expectations.	Oct 27, 2011 4:57 PM
8	declassifying or not classifying students who need IEPs	Oct 27, 2011 4:24 PM
9	Middle school	Oct 27, 2011 1:28 PM
10	Traditional methods of delivering instruction which resonates with the community, conservative nature of staff and community, perceived lack of a good working relationship with unions...and that it is the fault of the BOE and Administration.	Oct 27, 2011 11:16 AM
11	Apathy on the part of some parents...	Oct 27, 2011 10:56 AM
12	A weakness of CA schools is implementing new programs without proper research or time for teachers to prepare. We	Oct 27, 2011 10:37 AM

Page 1, Q20. What are the weaknesses of CA schools?

	received a new math core the day before school started.	
13	The enforcement of the discipline especially in the high school.	Oct 27, 2011 9:46 AM
14	Not enough parent involvement, not enough faculty staff, large class sizes	Oct 27, 2011 9:22 AM
15	parental issues,	Oct 27, 2011 9:13 AM
16	Hallways are congested, switching classes is noisy, disrespect from students, lack of staff	Oct 27, 2011 8:56 AM
17	The elementary schools don't have a period like 9th period to work with students.	Oct 27, 2011 8:49 AM
18	communication	Oct 24, 2011 8:39 PM
19	The AIS and special ed. programs are going downhill with all of the staff cuts.	Oct 24, 2011 1:24 PM
20	differentiated small group instruction is lacking for many teachers	Oct 24, 2011 8:21 AM
21	Budget restraints cause lack of programs, classes presented in only a lecture fashion, few new and innovative teaching techniques, mediocre sports teams	Oct 20, 2011 8:14 PM
22	While it is important to have high learning standards I feel that the learning standards set for our students are not necessarily developmentally appropriate. I also feel that not enough teachers are skilled at differentiated learning.	Oct 20, 2011 5:59 PM
23	Facilities need to be improved to add newest technologies to the classrooms, the auditorium for presentation of musical and artistic productions.	Oct 20, 2011 4:04 PM
24	Budget constraints do not allow for varied classes, much instruction given in lecture format, mediocre sports teams,	Oct 20, 2011 11:45 AM
25	Weak union. Board not really on the side of students. The board is seen as corrupt and power hungry.	Oct 20, 2011 10:01 AM
26	morale has been sagging in recent years	Oct 19, 2011 2:37 PM
27	The current administrative structure. In the middle school and high school I think the administrative structure is weak. I feel we are also too too heavy at the district level.	Oct 19, 2011 1:19 PM
28	At times I feel like I spend so much time collecting data to drive my instruction that I wonder where is the time to instruct.	Oct 18, 2011 1:23 PM

Page 1, Q20. What are the weaknesses of CA schools?

29	We seem to focus more on the lesser ability student at the expense of challenging tomorrow's leaders.	Oct 18, 2011 12:08 PM
30	No Alt Ed program for At-Risk students	Oct 18, 2011 8:30 AM
31	Mediocrity is sustained and many educators with skills and knowledge are overlooked because of the "squeaky wheels" who do not necessarily know as much as they think they do. More training for teachers on sped. They don't understand that inclusion is here to stay. They need more flexibility in their teaching and grading. Not enough input on staff development.	Oct 18, 2011 8:08 AM
32	loss of cohesiveness loss of staff	Oct 17, 2011 10:31 PM
33	I don't know.	Oct 17, 2011 9:25 PM
34	no health teacher for K-4 no librarian	Oct 17, 2011 8:20 PM
35	I think we try new programs too quickly without adequit training.	Oct 17, 2011 1:58 PM
36	In the past there has not always been enough trust by the administration in the the teachers/staff.	Oct 17, 2011 1:00 PM
37	Lack of parent support for many students, students are underprepared when entering kindergarten	Oct 17, 2011 12:38 PM
38	There doesn't seem to be an overwhelming sense of pride in our schools. There isn't a feeling of everyone working together toward the goal of excellence and every student working to their full potential.	Oct 17, 2011 11:42 AM
39	Small town...	Oct 17, 2011 8:43 AM
40	Revolving door of administrators in the past five years. No consistency.	Oct 17, 2011 8:12 AM
41	I think that the hallways need more supervision. It is the same group of students who walk the halls and are out of class. The teachers need to make sure these students do not leave. I also believe that the lunches should be staffed with teachers who know the students. It is easy for the students to disrespect people they do not know or care about.	Oct 16, 2011 8:29 PM
42	DO top down strategies that don't work. Need to listen to building principal, teachers and staff. Not getting information out in a timely manner.	Oct 15, 2011 8:07 PM
43	Buildings still need some work. Lack of support staff.	Oct 15, 2011 1:27 PM
44	The discrepancies for our students at home	Oct 15, 2011 12:56 PM

Page 1, Q20. What are the weaknesses of CA schools?

45	We have some weak teachers. We spend lots of time and money on programs rather than on improving teachers. Programs are tools that can be used effectively or ineffectively depending on the expertise of the teacher. Staff moral became extremely low during the years with the last superintendent and the interim superintendent. This has not recovered yet. The BOE does not want any formal communication group set up with teachers. The BOE has made some decisions that have made many people think they feel they are an elite group that does not have to represent the people that elected them. (or that didn't elect them) They are not trusted by many people because of some decisions they have made. Personal decisions are not always made with what is best for students in mind.	Oct 15, 2011 12:49 AM
46	Graduation rate	Oct 14, 2011 9:08 PM
47	lack of money, lack of electives, no summer school at HS, no alternative learning program at HS	Oct 14, 2011 8:17 PM
48	We keep adding more assessment! More "baselines and targets", more buz words! the kids need time to work in order to master, yet we keep assessing.....The kids are getting turned off by it. The teachers are consumed by the constant obsessions(not a spelling error). They will need time to work with technology to provide better instruction. All the testing and analysis is getting in the way of progress. How can we monitor progress if we haven't had the time to provide intervention?	Oct 14, 2011 7:49 PM
49	We need more conversations about current practices and research Lack of support from the Special Education administrator for teachers and students	Oct 14, 2011 4:40 PM
50	We need to deny tenure to those teachers who do not fit, and when they have tenure, we need to document, document, document, and pressure those who are not doing an adequate job to either leave on their own or get rid of them. In order to allow this to happen, building administrators need more support. There should be a full-time vice principal in each building to free up the principal to deal more with evaluation and academics. Right now, discipline and troubleshooting are overwhelming them. They don't have the time to observe, be in, or know what's truly going on in classrooms. This does not mean we should conduct witch hunts. On the contrary, we need positive feedback for those educators working so hard and succeeding while providing fair, accurate, and instructive feedback to those who are not.	Oct 14, 2011 4:24 PM
51	Brightest students are not challenged, neediest students are not involved in extracurricular activities,too much emphasis is placed on standardized testing rather than interesting curriculum	Oct 14, 2011 3:36 PM
52	Integrate or eliminate cell phones.	Oct 14, 2011 3:05 PM
53	Safety/security of our buildings, but hopefully our double doors will help with that.	Oct 14, 2011 3:02 PM
54	Some aging facilities, some lack of education as a priority among the community/parents, lack of consistency at HS principal.	Oct 14, 2011 2:59 PM

Page 1, Q20. What are the weaknesses of CA schools?

55	It mirrors the small-mindedness of the community.	Oct 14, 2011 2:49 PM
56	Expectations for students could be higher. True literacy rates should be higher. Critical thinking and creative problem solving skills could be emphasized more.	Oct 14, 2011 2:15 PM
57	As both a teacher and a parent of a student that will start Kindergarten next year, the weaknesses to me are the large class sizes and the sense that I have that students are not always reading on grade level. When the students arrive to the middle and high school they have already fallen behind where they need to be in their math and reading skills. These are essential skills for the students to have in order to be successful in life. There are times when as a parent I wonder if sending my children to school here will result in them not being pushed hard enough to achieve more and to perform better. I don't think the expectations that we set for our students are high enough.	Oct 14, 2011 2:12 PM
58	There are always a few weak links in the chain, if you know what I mean. CA suffered from an administration that alienated its staff and is still healing. We all need to work together to help our kids. Financial struggles for our school and many of our families.	Oct 14, 2011 2:01 PM
59	Gaps among student abilities... possibly holding back excelled students	Oct 14, 2011 1:56 PM
60	We need to do a better job broadening the opportunities for enrichment- earlier language learning, outdoor ed, etc.	Oct 14, 2011 1:22 PM
61	Student's expectations for themselves are too low	Oct 14, 2011 1:22 PM
62	Not enough staff to meet the needs of individual students - especially AIS.	Oct 14, 2011 1:14 PM
63	Our middle school. Most parents I have spoken with after my students have left the elementary school have not been thrilled with how the middle school is run. I have heard the same sentiment echoed from staff as well.	Oct 14, 2011 12:51 PM
64	Lack of parent involvement in the M.S.; not enough recognition of academic excellence to motivate all to excel; over-emphasis on sports	Oct 14, 2011 12:48 PM
65	people and their own agendas	Oct 14, 2011 12:43 PM

Page 1, Q21. What suggestions do you have for improving CA schools?

1	if it/something works don't try to change it!	Nov 2, 2011 9:08 AM
2	GOOD professional development. The notion of "I've tried that already, or, we did that 10 years ago" needs to change. Again, accountability and expectations need to be the focus. Being mediocre isn't enough.	Oct 31, 2011 7:05 PM
3	sustain professional development for CORE, technology, assessments, using data. Have one AIS program. Need to have common language for expectations for students.	Oct 31, 2011 3:44 PM
4	Fixing the poor behaviors of the students so more time can be spent on learning in the classroom and less distractions and disruptions occur.	Oct 30, 2011 12:24 PM
5	More communication, better professional development opportunities, less exclusion of special education staff and students.	Oct 28, 2011 2:04 PM
6	Some teachers need to be held accountable for lack of supervision and academic needs of students -appropriate 9 and 10 disciplinarian	Oct 27, 2011 8:16 PM
7	A suggestion would be to try and implement a universal pre-k program here at CA schools or to try and provide a summer school opportunity for those children identified as at risk during kindergarten screening. This would allow us to have a head start exposing these children to the school environment and skills they will begin working on at the start of school in September.	Oct 27, 2011 4:57 PM
8	reexamine the leadership in the special ed department and look at the IST process	Oct 27, 2011 4:24 PM
9	Build relationships with the unions to further the mission. Build relationships with businesses to provide additional support and opportunities for students and staff.	Oct 27, 2011 11:16 AM
10	Making parents more accountable...although I'm not sure how...Also, I don't think we do enough for the top students, particularly in the elementary schools.	Oct 27, 2011 10:56 AM
11	Listen to what the teachers say, they for the most part know what needs to be done. Stop wasting time with meaningless	Oct 27, 2011 10:41 AM
12	Having better follow through with school rules and improving our sports and extra curricular programs.	Oct 27, 2011 9:46 AM
13	We need more faculty and staff! Lack of support will weaken student achievement.	Oct 27, 2011 9:22 AM
14	discipline	Oct 27, 2011 9:13 AM

Page 1, Q21. What suggestions do you have for improving CA schools?

15	Let us teach, stop all the testing - too much valuable time is lost to testing.	Oct 27, 2011 8:49 AM
16	develop strategies to teach the struggling, yet not special ed student.	Oct 24, 2011 8:21 AM
17	Challenging teachers and staff to get the best out of all students, improving instruction, increasing graduation rate	Oct 20, 2011 8:14 PM
18	We really need to look at what we can do differently to support the students are not meeting our learning standards. Are the expectations not developmentally appropriate? Are we providing the appropriate resources to the students that are falling in Tier II and III?	Oct 20, 2011 5:59 PM
19	Work on a gradual upgrading of the above mentioned facilities	Oct 20, 2011 4:04 PM
20	Increased use of technology, including mobile learning devices, improved instruction	Oct 20, 2011 11:45 AM
21	Have a new election for the vacated board seat in order to restore goodwill.	Oct 20, 2011 10:01 AM
22	Happy workers, happy students, happy parents/tax payers- let's get these things back on track	Oct 19, 2011 2:37 PM
23	The discipline practices More counseling services available Restructuring of resources at the administrative level to better meet the needs of our students	Oct 19, 2011 1:19 PM
24	Trying harder to keep consistant staff at all levels.	Oct 18, 2011 1:23 PM
25	Starting an Alt-Ed program	Oct 18, 2011 8:30 AM
26	Allow teachers to attend conferences. More impartial selection of who goes and for what purpose.	Oct 18, 2011 8:08 AM
27	We need to allow the staff to be utilized to their best potential and strengths. We need to prevent any future loss of support staff in order to meet the needs of all our students.	Oct 17, 2011 10:31 PM
28	more training.	Oct 17, 2011 1:58 PM
29	Universal Pre-K program offered to our community to ensure all Kindergarten students are beginning on the same page	Oct 17, 2011 12:38 PM
30	Keep everyone in the loop. "Plans fail for lack of counsel, but with many advisers they succeed." Proverbs 15:22	Oct 17, 2011 11:42 AM
31	Overwelming amount of students out of control, disrespectful, angry...go spend one day in the high school cafe and there is your answer of where to begin. The revolving door of principals had a consequence.	Oct 17, 2011 8:43 AM

Page 1, Q21. What suggestions do you have for improving CA schools?

32	Hire an excellent high school principal who will stay. Stop cutting faculty and staff and look at other things that are not working such as the fact that we offer too many sports therefore we have a hard time fielding one or two excellent teams.	Oct 17, 2011 8:12 AM
33	I think we need to partner with the real world more and have job corps or partnerships for credit for some of our students to get their education or part of it out side our four walls.	Oct 16, 2011 8:29 PM
34	Communicate so we are all on the same page. Hire some p/t staff to relieve teachers of duties that take them away from students. Address AIS issues.~I worry that our weakest students are not getting enough.	Oct 15, 2011 1:27 PM
35	More after school and training programs	Oct 15, 2011 12:56 PM
36	Try to restore trust in the BOE. If we want to reduce our drop out rate, we need to help kids before they have big gaps taht are extremely difficult to make up. Research shows that if a child doesn't become a solid reader by 3rd grade that it will be extremely difficult for them to learn later. We should be putting our strongest AIS teachers at the lowest grades but we don't. I have often wondered if this is because the state tests are mostly at higher grades. This is short sighted.	Oct 15, 2011 12:49 AM
37	Don't make the sole focus #s and data. People live here because people care about each other and it's a simple peaceful life.	Oct 14, 2011 8:17 PM
38	Please don't change the start times and end times, we have many commuters and folks raising families, who must stay on a schedule with childcare. Please continue to work toward updating techology. Please look more closely at how out of control the testing at elementary levels has become.	Oct 14, 2011 7:49 PM
39	More professional development based on research-based practices Create model classrooms to help others see the possibilities	Oct 14, 2011 4:40 PM
40	I've shared most of them already... :)	Oct 14, 2011 4:24 PM
41	Faculty should encouraged to work as a team, more opportunities should be provided to engage our students in the outside world, more opportunities should be provided for all students to participate in something outside the regular school day	Oct 14, 2011 3:36 PM
42	Clear and consistantly enforced rules.	Oct 14, 2011 3:05 PM
43	Improve professional development and opportunities to learn from each other	Oct 14, 2011 3:02 PM
44	Continue strong technology iniatives, look to hire a HS principal who will stay in that position (not someone looking for a resume stop on their way down the Thruway), attempt to engage and incorporate the community and parents more.	Oct 14, 2011 2:59 PM

Page 1, Q21. What suggestions do you have for improving CA schools?

45	Hire a more racially and culturally diverse staff (to be considered in hiring). Have more computer labs/access to computers. Have a larger and more robust high school library. Celebrate academic achievements as much or more than sports (ie, pep rallies).	Oct 14, 2011 2:49 PM
46	I also think, as studies suggest, that we would help the students by having the elementary students start earlier than the high school students. Adolescents are naturally nocturnal, elementary kids are up with the birds.	Oct 14, 2011 2:15 PM
47	I think smaller class sizes would be better as well as providing small group AIS classes on a regular basis that would help to improve the skills of the students that have fallen behind. As a district I believe that we need to push our students harder and set higher expectations for them. I think they need to be challenged and reminded that they are capable of taking the next step.	Oct 14, 2011 2:12 PM
48	I think I addressed many of these in previous answers. Please note with regard to #22- There is always room for improvement.	Oct 14, 2011 2:01 PM
49	Smaller class sizes and more face time with students	Oct 14, 2011 1:56 PM
50	I'd love to see a "greater sense of place" type program established- something to help us engage our students in our community. Implement earlier foreign language classes. Offer chinese. Implement tech-based learning options for individualized learning.	Oct 14, 2011 1:22 PM
51	Hire AIS staff	Oct 14, 2011 1:14 PM
52	Fifth grade should be elementary. AIS and special ed services should be improved at the elementary level. Having our Special ed. program "gutted" as it was last year was a huge mistake. The resource model is very ineffective. Our AIS and special ED students are no longer getting what they need. Someone should track the kinds of students who leave our district versus the kinds of students who enter. Over the past 7 years I have personally lost many of my brightest students to other districts, private schools etc. Most of the transfers into my class have been students that are seriously struggling. This is not a good trend. It often feels that for every above average student that leaves or district 2 struggling students enter.	Oct 14, 2011 12:51 PM
53	Put "do what is best for kids" first- before people's feelings, parent complaints etc	Oct 14, 2011 12:43 PM

Page 2, Q24. CA schools have high standards for student achievement.

1	It is my opinion that as long as a student is "on grade level" the teacher's job is done.	Oct 31, 2011 7:10 PM
2	Most teachers	Oct 27, 2011 8:18 PM
3	I feel that sometimes the standards are too high and only the top students will be able to meet them	Oct 20, 2011 6:03 PM
4	We could do better if the parents demanded more real learning than just a number.	Oct 20, 2011 10:05 AM
5	The community as a whole does not seem supportive of education.	Oct 18, 2011 8:10 AM
6	My building does.	Oct 15, 2011 12:49 AM
7	Not enough is expected of our brightest students.	Oct 14, 2011 3:44 PM
8	I think that we need to set higher goals for students at all levels.	Oct 14, 2011 2:15 PM
9	Elementary - yes, Middle school - no Don't know much about high school	Oct 14, 2011 12:53 PM

Page 2, Q25. CA schools have high standards for teaching.

1	The teachers with high expectations and committment are few and far between.	Oct 31, 2011 7:10 PM
2	some teachers given tenure without enough evaluations. Principal need to be in classrooms more.	Oct 31, 2011 3:45 PM
3	Most teachers	Oct 27, 2011 8:18 PM
4	My criticism is the overall intellectual level of the teachers which might be higher if they were encouraged. Many teachers abdicate their intellectual life for the tedium of being a teacher	Oct 20, 2011 10:05 AM
5	See previous comments.	Oct 18, 2011 8:10 AM
6	Many mediocre teachers have received tenure. Some teachers are not true professionals.	Oct 15, 2011 12:49 AM
7	Not enough training and support is given for teachers to implement new programs.	Oct 14, 2011 3:44 PM

Page 2, Q26. Teachers work with parents to help students succeed.

1	In my opinion teachers try to work with parents but the attitude of many of our parents is an attitude of mediocrity.	Oct 31, 2011 7:10 PM
2	Most teachers	Oct 27, 2011 8:18 PM
3	When parents are willing	Oct 27, 2011 4:26 PM
4	It is difficult to reach all parents.	Oct 15, 2011 8:10 PM
5	Most teachers in my building do.	Oct 15, 2011 12:49 AM
6	Teachers try to reach out to parents and they resist and disrespect us. For many the education on switch is shut off when they leave the building. The high absentee rate is evidence of the lack of support we get from many homes in this area.	Oct 14, 2011 7:56 PM
7	It varies greatly by teacher.	Oct 14, 2011 3:44 PM
8	When parents are also willing and supportive which can be challenging at times	Oct 14, 2011 3:06 PM
9	I think that many times the teachers reach out, but that the parents do not always participate.	Oct 14, 2011 2:15 PM

Page 2, Q29. Parents are receptive each time I call or visit with them.

1	I find that if I am open with parents, consistent, and have evidence to back up what I'm saying, parents are receptive. Also, I make a point to call parents for positive issues as well.	Oct 31, 2011 7:10 PM
2	some have been unreachable, not responsive to calls or notes	Oct 27, 2011 4:26 PM
3	* Sometimes parents will be receptive during the meeting and agree to doing things at home to help their child, but they don't always follow through.	Oct 24, 2011 1:27 PM
4	95% of the time.	Oct 20, 2011 10:05 AM
5	Some parents are disconnected/or don't care.	Oct 15, 2011 8:10 PM
6	a few are more concerned w/their problems	Oct 15, 2011 1:30 PM
7	very few exceptions over the years	Oct 15, 2011 12:49 AM
8	It takes a bit of work to break down the wall and get them to see that the child needs the support at home too. Some chose to avoid us and hide behind emails. It's a battle to get some to even come to school to meet with you or even attend their children's school activities.	Oct 14, 2011 7:56 PM
9	Most parents want to work as a team with their child's teacher, but some don't have time or have too many other stresses in their lives to be supportive.	Oct 14, 2011 3:44 PM
10	Some parents are more supportive/receptive than others	Oct 14, 2011 3:06 PM
11	It's rare when parents aren't receptive, but has occurred.	Oct 14, 2011 2:17 PM
12	Many parents do not follow through with their child	Oct 14, 2011 1:25 PM
13	Some parents have probably been "hurt" by the education system--- I sense a distrust there that takes work.	Oct 14, 2011 1:24 PM

Page 3, Q34. Based on your own experience or impressions, please indicate your opinion on how accurately the statement describes the future of education:

In 5-10 years, students' textbooks will be accessed online or placed on mobile devices such as tablets or smartphones.

1	Although I believe that as a primary educator, it is my job to expose students to all modes of learning.	Oct 31, 2011 7:51 PM
2	Get rid of all textbooks, even online versions.	Oct 31, 2011 3:59 PM
3	Should happen but with all the money being cut, how can it?	Oct 30, 2011 5:31 PM
4	I think they will try and then realize that the cost will be high, that students are not responsible to handle them at home, that every home is not equipped for a MLD, and that there will be glitches and problems like with all technology.	Oct 27, 2011 12:01 PM
5	I believe that text books will become obsolete and that we will use IPad devices.	Oct 27, 2011 10:33 AM
6	More at the secondary level	Oct 15, 2011 1:13 PM
7	I hope it does sooner than 5 years from now. The books are expensive and students destroy them quickly, especially on their journeys home. special students need to have more options for marking up the text and viewing. Those with physical handicaps struggle to turn those pages. The online textbook on a tablet is the key to "getting everyone on the same page."	Oct 14, 2011 8:57 PM

Page 3, Q35. How comfortable would you be if students and teachers were allowed to use a mobile device such as a netbook or tablet to complete schoolwork, access their textbooks and teachers's notes, read library books, as well as communicate, via a secure platform, with their classmates and teachers?

1	I don't want to be held accountable for answering a parent e-mail or text at 11 pm. Also, we're assuming that all parents have access to technology and know how to use technology appropriately.	Oct 31, 2011 7:51 PM
2	Its time to go to the cloud	Oct 31, 2011 3:59 PM
3	but very willing to learn for the good of my 21st century students	Oct 27, 2011 4:47 PM
4	I think it is an awesome idea in theory, but I wonder how practical it is in today's society. I have some questions: If schools are losing money how are we affording to by one to every student. I know some get donated but there is no way the company is going to donate 1,000 per school. How are we going to limiting plagiarizing and copying and pasting? What happens when the student says, the battery died I couldn't do my work? Or how do we replace the devices that the students break or steals and tries to sell? When the real smart kids figure out how to break the secure platform. When viruses are uploaded onto the device?	Oct 27, 2011 12:01 PM
5	Not convinced that this a necessity- where is the separation of home/work??!!	Oct 19, 2011 3:12 PM
6	I will be fine with some training. The above comment is with no training.	Oct 17, 2011 2:33 PM
7	My only concern is that they also have real books.	Oct 15, 2011 1:36 AM
8	DO IT!!!!!!	Oct 14, 2011 8:57 PM
9	I need more training, but I like the idea.	Oct 14, 2011 4:38 PM
10	With training of course	Oct 14, 2011 3:51 PM
11	I would need to be taught more about how to use these devices. I enjoy using the SMARTBoard, but I am not technology literate in other ways. I am open to learning more about using other types of technology in my classroom.	Oct 14, 2011 3:19 PM
12	Teachers would need extensive training on these devices -- is the district willing to allocate the time and money to ensure this?? Also, while mobile learning devices can be great, they can also be distractions and cause or contribute to the fractured attention spans of students. See the work of Nicholas Carr ("Is Google Making Us Stupid?" in "The Atlantic" magazine and his book " The Shallows: What the Internet Is Doing to Our Brains."	Oct 14, 2011 3:10 PM

Page 3, Q36. Please indicate which statement best summarizes your position regarding students and mobile phones:

1	To clarify, at the elementary level students should not have phones. Students in high school however, have phones but should use them wisely. Being respectful of school policies should be first and foremost and using a mobile device should not interfere with teaching/learning.	Oct 31, 2011 7:51 PM
2	not lunch	Oct 31, 2011 3:59 PM
3	Totally depends on the age and maturity of the student - this wording doesn't give me the ability to have varied answers, which I do.	Oct 30, 2011 5:31 PM
4	not in elementary schools - yet anyway	Oct 27, 2011 4:47 PM
5	Phone should be out of sight. We have no control over what the students are doing on their phones. If we allow them to use them during school hours we are responsible for all the actions that take place on them. Girls have already emailed naked pictures during school hours, students have bullied other students, and tape recorded teachers. It is to much of a liability. Students also need to learn that there are certain activities that can be done at certian times and other that can not. Just because your free time is your free time doesn't mean you can do whatever you want.	Oct 27, 2011 12:01 PM
6	*They should be kept in lockers and used only before or after school or incase of emergency (not during lunch).	Oct 24, 2011 1:47 PM
7	I think that it depends on the age level of the students. I don't feel that elementary students need cell phones with them at school at all. I think that MS students should be allowed to have them but only be allowed to use then before/after school or at lunch and HS students should be allowed to carry them and should not be used during classtime.	Oct 20, 2011 6:46 PM
8	Any other choice would be reasonable or enforceable. It's not that big a problem.	Oct 20, 2011 10:34 AM
9	Encourage responsible use	Oct 19, 2011 3:12 PM
10	We are at a point of no return with these items. They are part of a new way of life.	Oct 18, 2011 8:36 AM
11	They should not be allowed in elementary schools. One concern I do have is the kids taking pictures in locker rooms etc.	Oct 17, 2011 2:33 PM
12	This comment is for lower elementary unless their was an educational use involved.	Oct 15, 2011 1:36 AM
13	Only in middle and high school	Oct 14, 2011 4:38 PM
14	Though they should be able to use them in class with an educator's permission.	Oct 14, 2011 4:24 PM
15	unless they can show an academic purpose, then they may use them in classes	Oct 14, 2011 4:08 PM

Page 3, Q36. Please indicate which statement best summarizes your position regarding students and mobile phones:

16	Students need to learn and practice self control/respect as a lifelong skill	Oct 14, 2011 3:51 PM
17	Not lunch- but before/after is fine. I'd like them spending time with peers at lunch instead.	Oct 14, 2011 1:50 PM

**Page 3, Q37. Please indicate your preferences for ways the school might enhance programs:
(You may choose more than one)**

1	Implement a high school curriculum based on "beyond high school" goals. For example, students wishing to persue a 4-year college or university degree would have courses to prep them for acceptance into an undergraduate program. Students wishing to enter the work force without going to a 4-year institution would have "business track" courses. Students who wish to enter the work force immediatly after high school would have a vo-tech course schedule with a rigorous "hands-on" component of learning.	Oct 31, 2011 7:51 PM
2	teach parenting skills in high school	Oct 27, 2011 4:47 PM
3	Provide more programs for students that are not academically driven. If you want students to graduate and be successful you need to provide them with meaning opportunities to be successful. Train them so when they leave school they have a skill. We can not forget that no all students are college bound. We are constantly told that we must different instruction and educate all but we refuse to realize that we are not helping those students that are not going to college. I understand those programs are expensive but we need to find ways to workwithin the system to provide these students with a meaningful school experience.	Oct 27, 2011 12:01 PM
4	I believe that we would have less children going to IST if we could reimplement the prefirist program as well. We use to have this years ago.I believe we should have French and Spanish taught as a core subject in the elementary school. Think of how advanced our language program would become.	Oct 27, 2011 10:33 AM
5	courses in technology/keyboarding etc at early ages	Oct 24, 2011 8:48 AM
6	Start foreign language in the lower years, as an interdisciplinary endeavor.	Oct 20, 2011 10:34 AM
7	I feel strongly about languages at an early age. The brain learns another language best from birth to age 12. I have tried to provide this for a number of years despite my own limited skills.	Oct 15, 2011 1:36 AM
8	Rebuild/reinforce our AIS support system for ELA and Math	Oct 14, 2011 3:59 PM
9	Add additional support staff that has been previously cut, especially AIS	Oct 14, 2011 3:51 PM
10	Providing a reading class to all middle school students, Providing the students the opportunity to use laptops in class (I know that Liverpool's	Oct 14, 2011 3:19 PM
11	Gifted & Talented program	Oct 14, 2011 3:10 PM
12	Enhance the elementary visual art program	Oct 14, 2011 2:36 PM

**Page 3, Q37. Please indicate your preferences for ways the school might enhance programs:
(You may choose more than one)**

13	I know that Private schools offer foreign language at Kindergarten and even Pre-School level. It is proven that this is the age when students learn and retain the easiest.	Oct 14, 2011 2:08 PM
14	Sign Language, Chinese, and earlier grades	Oct 14, 2011 1:50 PM

Page 3, Q42. What does good instruction look like?

1	students are engaged-learning is taking place. various teaching tools are used to accommodate learning styles. Interest and motivation are evident	Nov 2, 2011 11:10 AM
2	Good instruction meets the needs of all students but also challenges all students. Good instruction changes based on the needs of students however, good instruction needs to be focused and consistent. Good instruction requires collaboration, change, and hard work.	Oct 31, 2011 7:51 PM
3	A balanced program provided in a warm, accepting environment where students are engaged as well as encouraged to embrace learning and success. The utilization of technology is important. Differentiated instruction is key. Using various teaching methods to allow for all students to learn, and succeed.	Oct 31, 2011 11:47 AM
4	students are engaged in learning, students can show evidence of learning.	Oct 30, 2011 5:31 PM
5	Teachers having high standards for every child individualizing instruction providing different learning techniques for all types of learners firm, fair and consistent measures for classroom discipline providing opportunities for remediation/extra help high levels of communication with students and parents organization	Oct 27, 2011 8:41 PM
6	Good instruction is when a teacher is engaging their students through many different modalities of learning, while the students are actively participating and feeling successful in their learning.	Oct 27, 2011 5:18 PM
7	hands on, active, memorable, research supported, interventive, technology enhanced, core curriculum based, balanced for multiple intelligences, differentiated	Oct 27, 2011 4:47 PM
8	Children are engaged and learning...	Oct 27, 2011 1:11 PM
9	One where the students are actively engaged in their education and being given meaningful experiences to help them make content concrete. Dynamic people that can grasp the students attention and make meaningful relationships with the students. If the students respect you they learn from you.	Oct 27, 2011 12:01 PM
10	Engaged students actively participating in their learning.	Oct 27, 2011 11:44 AM
11	Good instruction is planned out, it allows for student and teacher involvement, it allows for students to talk out their thoughts and possibly look at their ideas critically. It allows children to make changes in their ideas and to self assess their abilities. It allows for the teacher to informally assess and reassess the students skills through visual observation. A good lesson is engaging to all involved.	Oct 27, 2011 10:33 AM
12	One that opens students eyes to new possibilities and gives them the best chance to succeed in the future.	Oct 27, 2011 10:08 AM

Page 3, Q42. What does good instruction look like?

13	life skills, pride, contributing member of society	Oct 27, 2011 10:02 AM
14	interaction necessary supplies respect quality assessments teamwork	Oct 27, 2011 9:14 AM
15	it is differentiated, at least divided into 3 levels of learners high, median, and struggling learners, and in line with bloom's taxonomy.	Oct 24, 2011 8:48 AM
16	Instruction that is research-based, motivating, uses extensive technology, requires the student's to think out of the box, project-based and requires the students' to perform to the best of their ability.	Oct 20, 2011 8:14 PM
17	It meets the needs of all students in a classroom It should be done in a large group, small group, and individually when needed. Teachers should be assessing student learning in an ongoing manner and should spend the time to ensure that the majority of students master the skills before moving on. It doesn't do any good to cover all the necessary curriculum if nobody has mastered what they were supposed to learn.	Oct 20, 2011 6:46 PM
18	It varies from subject to subject. It can be silent reading in ELA or active learning. It could be a grammar lesson in foreign language or Simon Says.	Oct 20, 2011 10:34 AM
19	lessons are organized & efficient, teacher is passionate about subject, able to relate, encourage & communicate with students, flexible, expectations are high yet practical	Oct 19, 2011 3:12 PM
20	Good instruction has children involved and interacting. It responds to students needs. It slows down as needed so students can be firm in basic knowledge before plowing ahead into the next concept as the state expects.	Oct 18, 2011 3:05 PM
21	Engaged learners who are motivated to learn in a variety of ways. Programs would be enhanced if itinerant teachers (AIS, SpEd) could have a home base in which to set up centers to provide creative ways to learn. Not all classrooms are equipped with necessary equipment in order to accomplish the above.	Oct 18, 2011 8:36 AM
22	organized, thought provoking and challenges each student to work to succeed.	Oct 17, 2011 10:34 PM
23	differentiated	Oct 17, 2011 8:40 PM
24	Good instruction involves teachers, students, parents, and administration as learning partners. Good instruction happens in an energetic, vibrant learning environment. Teachers receive adequate planning time, resources and support to create engaging lessons which address multiple intelligences. Students, parents and teachers are all invested in the outcome of student success.	Oct 17, 2011 3:59 PM
25	Students attentive, looking, learning, using hands to speak. Engaging visuals, relevant, well-rounded for different	Oct 17, 2011 3:53 PM

Page 3, Q42. What does good instruction look like?

	learning styles, students doing, learning from mistakes if necessary, not afraid of failure and shutting down.	
26	Good instruction occurs when students are challenged, the instruction is fits with many learning styles and the students enjoy learning.	Oct 17, 2011 3:39 PM
27	It is differentiated. It has an appropriate pace. It encourages student participation. It incorporates reteaching. It involves praise.	Oct 17, 2011 3:13 PM
28	An engaged class, who are participating in their own learning and working together to solve problems.	Oct 17, 2011 2:33 PM
29	You will know when good instruction takes place when you assess your students on the skills you taught them.	Oct 17, 2011 2:23 PM
30	It looks exciting, students are actively engaged and are doing, thinking or asking questions. It can consist of lecture, labs, activities and technology or watching a really cool DVD or online video.	Oct 16, 2011 8:56 PM
31	Active messy not always quiet	Oct 15, 2011 1:13 PM
32	Go for a walk and you'll see it. It's structured, direct, guided and allows for independent and cooperative investigation. It allows for mistakes and growth, with feedback and encouragement. It integrates technology and is differentiated for special needs.	Oct 14, 2011 8:57 PM
33	Students actively engaged in learning.	Oct 14, 2011 8:49 PM
34	Research-based practices Differentiated instruction Supportive climate in which students feel safe enough to take risks Lessons designed to teach specific concepts and skills Students understand why they are learning what they are learning- how it applies to them	Oct 14, 2011 5:02 PM
35	Good instruction is well planned with all of the students needs in mind.It engages the students. It challenges each child to learn something new and stretch beyond their comfort zone. It involves every student.	Oct 14, 2011 4:38 PM
36	Students are actively engaged (listening intently, answering questions, reading, writing, completing projects, etc.) and learning the knowledge and skills they'll need not only to do well on standardized assessments but also to be productive and engaged citizens and workers in a global society.	Oct 14, 2011 4:24 PM
37	It looks like students actively engaged in their learning and a teacher who supports them every step of the way.	Oct 14, 2011 4:08 PM
38	Passionately enthusiastic, highly-educated teachers challenging students to reach their highest potential through the use of hands-on, outside-of-the-box, creatively-based instruction that is relevant and motivating for all students.	Oct 14, 2011 3:59 PM

Page 3, Q42. What does good instruction look like?

39	That is hard to sum up...it looks planned and purposeful. It is engaging and hands-on. It should look fun (although not maybe all the time) It should make students think in different ways and offer opportunities to work with partners and as teams. Good instruction should reflect the skills (social and academic) that employers would look for in good employees.	Oct 14, 2011 3:51 PM
40	Good instruction looks like a lesson that is taught with the students having an opportunity to work together collaboratively at first to reinforce the concept and moves into the students needing to work on the concept independently with some teacher support. A good teacher would walk around the room and evaluate the students independent activity the first time. The teacher would then try to explain the concept one-on-one or in a small group to those students that are not understanding the concept. The next step would be to evaluate the students understanding of the concept via a quiz, worksheet, etcetera to see if mastery was achieved. If not, then the teacher should reteach this concept to the students in a different manner.	Oct 14, 2011 3:19 PM
41	I believe that all education is ultimately self-education, and it is the teacher's role to inspire and excite the students in learning so that they have the desire to pursue knowledge in a given field.	Oct 14, 2011 3:10 PM
42	Good instruction is instruction that engages, inspires, and imparts learning to students.	Oct 14, 2011 2:36 PM
43	Teacher sets objectives and designs lesson to achieve said objectives. Engaging lessons. Teacher evaluates success of meeting objectives. Lessons incorporate technology.	Oct 14, 2011 2:17 PM
44	Good instruction involves a variety of techniques to help engage all students in the activity. You can't just lecture, or can't just "teach for the test". You have to be creative and allow students to be challenged on different levels.	Oct 14, 2011 2:08 PM
45	Students have opportunities to work in collaborative groups. There are chances for individual questions/concerns/curiosities. Teacher enjoys what she does- and can be flexible to teach in new/different ways and about new/flexible topics. Sometimes, it is outside- or at least out of the classroom. It leaves students asking more questions.	Oct 14, 2011 1:50 PM
46	students engaged and learning at their own level- parents involved	Oct 14, 2011 12:55 PM

Page 3, Q43. What behaviors and actions describe an effective principal?

1	listens, open to new ideas, supports staff, consistent, available	Nov 2, 2011 11:10 AM
2	An effective principal is someone who can listen, effect change and be supportive. Again, holding staff members accountable is a must. Also, on a personal EJA staff member note, we need a principal that is "just a principal." Mr. Martino has done an amazing job juggling his committments of Technology Chair and principal but he needs to be able to just focus on his job as principal.	Oct 31, 2011 7:51 PM
3	A good communicator, a strong, consistent leader, and a fair person who supports all staff and students.	Oct 31, 2011 11:47 AM
4	An effective principal is approachable by staff and students. Is visible in the building and fair in his/her decision making. The principal has a general idea of what is going on in the classrooms because of observation, not always formal, and has the respect of students based on interactions - both disciplinary and general.	Oct 30, 2011 5:31 PM
5	visible in halls, classrooms, etc. good communication with students, teachers, staff and parents excellent social skills experience treat staff with respect (Linda Colett does a wonderful job with this) able to discipline appropriately	Oct 27, 2011 8:41 PM
6	An effective principal is someone who has a visible presence in their school, interacts with the students, and is willing to listen to their faculty members.	Oct 27, 2011 5:18 PM
7	Mr. Martino!	Oct 27, 2011 4:47 PM
8	Present, accessible, kind, understanding, listens to staff, children and parents, stands by his teachers, on their side...	Oct 27, 2011 1:11 PM
9	One who is consistent, fair yet authoritative. One who is not afraid to do their job. One who can approach their staff for positive behaiors as well as negative. If there is a problems the principal should be handeling the situation with the person that made the mistake not the staff as a whole or through email. They should be approachable and the staff should not fear them but the staff should also respect them.	Oct 27, 2011 12:01 PM
10	A person who has a rapport with students, staff, and parents who is visible, approachable, and fair. A principal must craft their vision for the building and be able to lead the school community along in achieving the desired result.	Oct 27, 2011 11:44 AM
11	To be aware of the curriculum at each grade level and to hold the teachers/ and TA accountable for making sure the curriculum is being met, to be open to suggestions from his/her staff, to be visible and present in the classroom even when not evaluating staff, to ask and question his/her staff about needs of students, about skills they need to have, about what needs to be changed and ideas on how to make changes.	Oct 27, 2011 10:33 AM
12	One who is fair and consistant. Someone you can talk to and will take control of any situation.	Oct 27, 2011 10:08 AM

Page 3, Q43. What behaviors and actions describe an effective principal?

13	good communicator, person who knows their place, local person who knows the area and students	Oct 27, 2011 10:02 AM
14	being visible warrants respect shows authority - strong on discipline strong on discipline teamwork with staff	Oct 27, 2011 9:14 AM
15	Someone who is well versed in best practices, knows the curriculum for all grade levels, is able to communicate effectively with staff, parents and students, maintains high expectation for all, as a good listener, is an effective disciplinarian.	Oct 20, 2011 8:14 PM
16	They should be easy to talk to. They should be good problem solvers. They should take responsibility for student success or failure. They should build a sense of community. They should be a visible presence and a resource.	Oct 20, 2011 6:46 PM
17	Approachable flexible, can be friendly but does not hesitate to reprimand. Shows intellectual accomplishment and an interest in such endeavors.	Oct 20, 2011 10:34 AM
18	An effective principal takes responsibility for school success & works to fix failures; leads teaching and learning; hires, develops and retains excellent teachers; builds a strong school community.	Oct 19, 2011 3:12 PM
19	Being involved Knowing the children Being respectful to staff/parents/children Being firm and fair to all Having expectations that are clearly stated Complimenting as well as advising for improvement	Oct 18, 2011 3:05 PM
20	Truly listening to teachers/staff and taking their concerns seriously. Being fair about allotment of resources.	Oct 18, 2011 8:36 AM
21	supportive and consistent,	Oct 17, 2011 10:34 PM
22	good listener approachable open to hearing all ideas	Oct 17, 2011 8:40 PM
23	Tuned in, approachable, fair, believes in their staff. Fosters excellence, passionately committed to maximizing potential in staff and students.	Oct 17, 2011 3:59 PM
24	One that supports staff when necessary. Deals with problems until resolved. Trustworthy. Consistent.	Oct 17, 2011 3:53 PM
25	An effective principal knows their teachers and what is going on in the classrooms. They have a firm handle on discipline and encourage and support their teachers in providing meaningful education.	Oct 17, 2011 3:39 PM
26	Consistently administering appropriate discipline. Communicating with students, faculty and staff. Visibility.	Oct 17, 2011 3:13 PM
27	Mr. Martino is a great principal. He listens to any suggestions or concerns you have and then makes his decisions. He doesn't rush to make those decisions he thinks about and will explain if he is asked. He gets down to the kids level to talk	Oct 17, 2011 2:33 PM

Page 3, Q43. What behaviors and actions describe an effective principal?

	with them. He's understanding but firm. He is very visible to the kids and loves to come into the classroom to see what they are doing.	
28	one who has expectations for the staff, one who holds themselves and others accountable. Behaviors are corrective and positive not punitive.	Oct 16, 2011 8:56 PM
29	Visible	Oct 15, 2011 1:13 PM
30	Effective principals are good at observing, determining needs, working to provide a total learning environment by supporting the teachers and aiming to give them what they need to do their job (supplies, advice, a listening ear and sometimes an understanding that the job is difficult and we have little support from the world outside the school community). Good principals stay involved in the parental situations that arise and ensure that the day runs smoothly. They are working on the frontlines for all classrooms in their building and deserve way more support and respect from the community than they have previously received.	Oct 14, 2011 8:57 PM
31	A principal who listens to and respects their greatest resource: the teachers A principal who leads by example and isn't afraid to listen to all of the opinions of their staff A principal who puts doing what's best for the kids above making themselves look good.	Oct 14, 2011 8:49 PM
32	Leadership skills Knowledgeable about best practices Supportive Fair Willing to listen to others' ideas In classrooms, the lunchroom, out at dismissal	Oct 14, 2011 5:02 PM
33	An effective principal is a leader, a cheerleader for kids, staff and parents. He or she is visible, positive, a listener. He encourages collaboration.	Oct 14, 2011 4:38 PM
34	Actively engaged, supportive, and steady.	Oct 14, 2011 4:24 PM
35	Level-headedness, knowledge of curriculum and standards, has a clear message, makes informed and fair decisions, and helps to lead the school in such a way as to not hound glory.	Oct 14, 2011 4:08 PM
36	A leader who respects, leads and inspires faculty--an innovator.	Oct 14, 2011 3:59 PM
37	Supportive, good listener, leader, purposeful, visionary, good communicator, cheerleader/encouraging, reliable, reasonable, treats everyone as equals, solid understanding of the level of instruction in his/her building, seeks leadership from within	Oct 14, 2011 3:51 PM
38	An effective principal not only disciplines the students and communicates well with his (or her) staff, but also provides feedback about their instruction. He (or she) watches lessons, stops by to talk to the teacher about their day, and at	Oct 14, 2011 3:19 PM

Page 3, Q43. What behaviors and actions describe an effective principal?

	times steps up and is open to other ideas or options, but may need to state that "This is the way it has to be for now."	
39	Accessible and open. A really good listener who listens completely to all parties and sides before making a decision. A calming influence in stressful times.	Oct 14, 2011 3:10 PM
40	An effective principal is one that is able to maintain an atmosphere conducive to learning.	Oct 14, 2011 2:36 PM
41	Principal is a good communicator. Listens. Gives feedback. Is supportive. Is a good disciplinarian. Makes decisions based on what's best for our students. Has goals.	Oct 14, 2011 2:17 PM
42	One who "checks in" with teachers, spends time in the hallways, is willing to talk/available/open door. One who keeps in touch with staff frequently. One who gets to know the students on a level other than discipline, and shows them opportunities to be recognized for good.	Oct 14, 2011 1:50 PM
43	Knowledge of curriculum and speaks to teachers about curriculum Meets often with parents in positive fashion not just when students are in trouble Explains a clear direction	Oct 14, 2011 12:55 PM
44	Treat staff as professionals	Oct 14, 2011 12:34 PM

Page 3, Q49. Based on your experience and impressions, how much influence does each of the following groups have over decisions concerning the annual budget:

1	Under the guidance of the interim superintendent, Board members began visiting classrooms. In my opinion, this provides valuable insight to the inner-workings of our classrooms and the information gathered would be valuable when making budget decisions.	Oct 31, 2011 7:51 PM
2	At the end of the day the Board adopts the budget. Staff say they want more input, but are they willing to say who or what gets cut. I do not envy members of the Board in this economic time.	Oct 31, 2011 3:59 PM
3	The law makers have too much influence and too little knowledge!	Oct 27, 2011 4:47 PM
4	I dont think that the budget process is transparent, so who knows.	Oct 27, 2011 12:52 PM
5	I don't feel that our board listens to our concerns about our budget. At the elementary level we do not have a librarian, we have a part time art teacher, we have had our AIS and consultant teachers cut and yet we are still supposed to have our children perform at a high level of understanding.	Oct 27, 2011 10:33 AM
6	Classes are too big. The budget has been cut to the bone.	Oct 20, 2011 10:34 AM
7	The board makes decisions that are not based on information from multiple sources.	Oct 18, 2011 8:36 AM
8	There have been times where I feel money has been wasted and it could have been used towards programs.	Oct 17, 2011 2:33 PM
9	I think the BOE has gone through the motions of gathering input but has relied completely on superintendent recommendations or particular interests of some BOE members.	Oct 15, 2011 1:36 AM
10	I didn't answer 2 questions because I am not sure about how much influence the boar has because it affected by what they are told and I have no idea how influential business and community reps are.	Oct 14, 2011 4:38 PM

Page 3, Q54. What is the fundamental purpose of our schools?

1	to provide meaningful instruction in a safe, positive, nurturing way, which encourages individual learning and addresses varying needs of students	Nov 2, 2011 11:10 AM
2	The fundamental purpose of our school is to promote student learning and achievement; Provide a safe learning environment; Promote excellence.	Oct 31, 2011 7:51 PM
3	help kids learn what is most important	Oct 31, 2011 3:59 PM
4	To prepare students to graduate and to be contributing members of society. To provide students with the best educational and extra curricular opportunities possible.	Oct 31, 2011 11:47 AM
5	To provide all students with a nurturing environment in which all students can grow socially and academically to their highest levels of potential.	Oct 30, 2011 7:20 PM
6	to prepare students to live in our society as productive, self sufficient adults.	Oct 30, 2011 5:31 PM
7	To provide high standards and academic/social success for all students	Oct 27, 2011 8:41 PM
8	To provide a learning environment where all students can feel successful.	Oct 27, 2011 5:18 PM
9	Prepare students for a future in a world of innovations that we can only imagine.	Oct 27, 2011 4:47 PM
10	To help students to see that education is the key to their futures...	Oct 27, 2011 1:11 PM
11	Provide students with the ability/skills to be successful in employment or college	Oct 27, 2011 12:52 PM
12	I prepare our students to be active members of society and to perpare them for their personalized idea of the future. For all students it may not be college.	Oct 27, 2011 12:01 PM
13	To prepare our children to be productive, independent citizens.	Oct 27, 2011 11:44 AM
14	It teach our students a variety skills so they can become successful and contributing members of our society, to enstill a love of learning, reading and writing.	Oct 27, 2011 10:33 AM
15	To give our students the foundation and tools necessary to be successful in society for the future.	Oct 27, 2011 10:08 AM
16	life skills, prep for the future,	Oct 27, 2011 10:02 AM

Page 3, Q54. What is the fundamental purpose of our schools?

17	..	Oct 27, 2011 9:28 AM
18	develop citizens, in conjunction with parents, who can responsibly enter the world following graduation and choose a path for their futures.	Oct 27, 2011 9:14 AM
19	Teach students how to become critical thinkers	Oct 27, 2011 8:38 AM
20	The fundamental purpose of our school is to education and meet the needs of our students academically and socially so that they can contribute positively to society.	Oct 25, 2011 11:00 AM
21	To prepare our students for a successful future.	Oct 24, 2011 8:50 PM
22	Always do what is best for our students to promote a safe and positive learning environment.	Oct 24, 2011 1:47 PM
23	to provide all students with strategiies for futrure learning.	Oct 24, 2011 8:48 AM
24	The purpose of our school is to educate the whole student so that they will be proficient academically and socially in preparation for college and/or a career.	Oct 20, 2011 8:14 PM
25	To teach students the necessary skills to be productive members of society	Oct 20, 2011 6:46 PM
26	To offer a well rounded education, both academic and social, to all students, in a safe and positive learning environment, that will help prepare them to be successful and caring people in the world.	Oct 20, 2011 4:29 PM
27	to prepare students for life in general	Oct 20, 2011 10:34 AM
28	To help students develop the skills and thought processes needed for a sucessful career and life.	Oct 20, 2011 10:07 AM
29	promote learning...sometimes for the sake of learning, other times for a more concrete reason (workers, citizens)	Oct 19, 2011 3:12 PM
30	At the elementary level it is to lay the educational foundation for the students to build upon the the upper grades to become productive citizens in our society as adults.	Oct 18, 2011 3:05 PM
31	To prepare students for life and career outside of school.	Oct 18, 2011 8:36 AM
32	To provide a safe environment that allows students to learn and explore.	Oct 17, 2011 10:34 PM
33	To teach children to think, ask questions and seek answers.	Oct 17, 2011 9:53 PM

Page 3, Q54. What is the fundamental purpose of our schools?

34	safe learning environment	Oct 17, 2011 8:40 PM
35	To raise life-long learners that will be college and career ready when they graduate.	Oct 17, 2011 3:59 PM
36	Prepare students in a completely well rounded way to be functional in whatever path their life may take.	Oct 17, 2011 3:53 PM
37	To provide a well rounded education for students to succeed in a global society.	Oct 17, 2011 3:39 PM
38	The fundamental purpose is to educate the whole child. Students should graduate with the ability to make a living in society and thrive both personally and professionally.	Oct 17, 2011 3:13 PM
39	To educate our students so that they can be excellent college educated members of society.	Oct 17, 2011 2:33 PM
40	To produce successful members of society who are eductated and able to be self-sufficent post schooling.	Oct 17, 2011 2:23 PM
41	Prepare our students for a successful, happy, and productive life.	Oct 17, 2011 1:05 PM
42	We need to work with parents to raise self-assured, creative and responsible members of the working world who think outside the box and are ready to tackle the ever changing job market.	Oct 17, 2011 12:55 PM
43	To give students the skills that enable them to lead a successful life.	Oct 17, 2011 12:32 PM
44	creating a positive learning environment for ALL students	Oct 17, 2011 11:20 AM
45	to develop sell sufficient caring young adults who will be able to make a living and a difference.	Oct 16, 2011 8:56 PM
46	To provide for ALL students.	Oct 16, 2011 2:19 PM
47	Teach children the way they learn best in a safe environment.	Oct 15, 2011 8:47 PM
48	Success for all	Oct 15, 2011 1:13 PM
49	WE should provide students with indep. skills, knowledge and confidence in themselves so that they can thrive in the world whatever comes there way.	Oct 15, 2011 1:36 AM
50	Education to prepare students for productive and successful adulthood	Oct 14, 2011 8:57 PM
51	Help every student reach their full potential.	Oct 14, 2011 8:49 PM

Page 3, Q54. What is the fundamental purpose of our schools?

52	To prepare students for college and the work place	Oct 14, 2011 5:02 PM
53	The fundamental purpose is to produce educated citizens who are ready to fully participate in society.	Oct 14, 2011 4:38 PM
54	To create lifelong learners who are able to adapt to a changing economic environment and become active and engaged citizens who are equipped to understand and shape our political, social, and economic future.	Oct 14, 2011 4:24 PM
55	To prepare our students to be successful and productive citizens.	Oct 14, 2011 4:08 PM
56	To inspire a lifetime love of learning in students and prepare them to be productive members of our technologically-evolving society	Oct 14, 2011 3:59 PM
57	Prepare students to be successful in college and the workforce.	Oct 14, 2011 3:51 PM
58	The fundamental purpose of any school is to provide an equality opportunity for every student to receive a high quality education.	Oct 14, 2011 3:19 PM
59	To help students become inspired to continue their learning and become critical thinkers.	Oct 14, 2011 3:10 PM
60	To teach children how to learn.	Oct 14, 2011 2:36 PM
61	To provide our students with a quality education that will prepare them for the future.	Oct 14, 2011 2:23 PM
62	Prepare our studnets for the workforce and global society. Instill a passion for lifelong learning.	Oct 14, 2011 2:17 PM
63	To be a safe learning enviornment where students can come and prepare themselves for the future in the job market/world.	Oct 14, 2011 2:08 PM
64	To provide students with an education that will be able to serve them in the future, whether for college, vocational, or military.	Oct 14, 2011 2:07 PM
65	What IS the purpose? Or what SHOULD be? To some degree, these things vary. We should be preparing them for their future- teaching them HOW to think, how to wonder, question, and gather information they need while providing a rich experience to inform their careers and college paths. But we also are serving as a safe environment for children to spend the day, get food to eat, and start the process of career-college ready.	Oct 14, 2011 1:50 PM
66	Get students ready for the world	Oct 14, 2011 12:55 PM

Page 3, Q54. What is the fundamental purpose of our schools?

67	To provide the highest quality education possible for all students and try to focus on individual learning needs as muchy as possible.	Oct 14, 2011 12:45 PM
68	To keep kids learning and growing in a safe environment	Oct 14, 2011 12:38 PM
69	To prepare students for success in the 'real world' after high school whether it be college, trade school, or employment.	Oct 14, 2011 12:38 PM
70	to educate	Oct 14, 2011 12:34 PM

Page 3, Q55. Describe the school we should try to become? What would our school look like if it were a great place for students? What would it look like if it were a great place for teachers? In what ways would we be different than our current reality?

1	a school where students want to learn. a place where all students feel accepted. to feel a sense of pride and accomplishment by both teachers and students. I believe we need to foster more independence. hold parents more accountable	Nov 2, 2011 11:10 AM
2	Again, don't accept mediocrity. Strive for excellence in sports, academics, teaching, and community involvement. Expect that students WILL graduate. Expect that they WILL go to college. Expect that they WILL be active members of our community.	Oct 31, 2011 7:51 PM
3	All students and staff would know expectations. Teachers would be flexible. Students would be given many ways to reach graduation.	Oct 31, 2011 3:59 PM
4	Our school should try to become a place where our educational programs are up to date and in sync with other schools. School districts further south trained and implemented reading programs 7 years ago which we're just starting to try now. We should also increase the number of students graduating.	Oct 31, 2011 11:47 AM
5	A school in which all staff/administrators work together to benefit the students. An environment in which all staff felt comfortable working alongside the administrators, on a daily basis, to provide all students with the best opportunities possible.	Oct 30, 2011 7:20 PM
6	We would have limitless funds so the students and teachers could have the most up to date technologies readily accessible and available to all our students, with out regard to social economic status. They would have many choices of course work to enable them to sample well enough when they are younger and help them to begin to focus the direction of their careers as they get into the highest levels. That those for whom higher education is not their path can leave our district with skills and knowledge that they can begin to function immediately in society and provide an equitable living for themselves and that those who are going on to higher education have the skills and knowledge that they need to be successful in their career paths. Teachers would be given the tools they need to do that and the support staff and administration would help implement that.	Oct 30, 2011 5:31 PM
7	Communicating more between administrators and staff to meet the needs of students All kids are feeling safe with proper supervision Ask teachers for suggestions on assistants, supervision etc. staff should be placed in their expertise area	Oct 27, 2011 8:41 PM
8	Our school should try and become a place where everyone has a voice and feels like a part of the decision making process when it directly impacts them. It would be a place where teachers were able to spend their time teaching their students and not always having to test and collect data.	Oct 27, 2011 5:18 PM
9	Less testing for testing's sake More collaboration time for teachers to learn from one another and discuss curriculum and student needs	Oct 27, 2011 4:47 PM

Page 3, Q55. Describe the school we should try to become? What would our school look like if it were a great place for students? What would it look like if it were a great place for teachers? In what ways would we be different than our current reality?

10	I feel that EJA is a great place for students...from the principal, to the teachers, to the ass'ts and custodians. Everyone here cares for the children.	Oct 27, 2011 1:11 PM
11	We need to do a better job of teaching students what they really need to know.	Oct 27, 2011 12:52 PM
12	More parent and community support and involvement. The community and teachers would understand their role in the child's education and have respect for that roll. The teachers and administrators would be able to take back their schools and be respected members of the community instead of babysitters. We should become a school with lots of options for all types of learners and all types of students.	Oct 27, 2011 12:01 PM
13	A true community that works together to provide the best courses, teachers, and opportunities for our students. Ideally, the barriers of funding constraints and unions would be gone so that open conversations could take place to keep up with the demands of educating our youth.	Oct 27, 2011 11:44 AM
14	A place where everyone one would want to be, without the stress of deadlines, standardize testing, a place for everyone to learn, for everyone to stand out and be recognized for their abilities.	Oct 27, 2011 10:33 AM
15	Our school should work to become a place that brings pride to the communitiy and upgrade when it comes to certain facilities ie. classrooms and gyms.	Oct 27, 2011 10:08 AM
16	role model for other districts	Oct 27, 2011 10:02 AM
17	not enough time to complete survey+	Oct 27, 2011 9:28 AM
18	some ideas...more activities at school/clubs/etc for students to participate in and become more involved and invested. Opportunities for students to think outside the box with classes that offer project based programs instead of study hall - for those students that earn and deserve the opportunity.	Oct 27, 2011 9:14 AM
19	Our school needs to become a place where all students feel safe and learn the value of an education that will allow them to be successful in life no matter what they decide to do.	Oct 27, 2011 8:38 AM
20	We should become a school that strives for excellence from our students and each other. I have worked in a collaborative teaching models for the past seven years and have found it to be very positive. I think that more collaborative teaching models could be beneficial to our students.	Oct 25, 2011 11:00 AM
21	A place where students enjoy learning, can take pride in, and really want to be here...same with teachers	Oct 24, 2011 8:50 PM

Page 3, Q55. Describe the school we should try to become? What would our school look like if it were a great place for students? What would it look like if it were a great place for teachers? In what ways would we be different than our current reality?

22	-High standards for students and teachers -effective school leadership -open communication with teachers, students, and parents -a supportive and safe learning environment -curriculum and instruction aligned with state standards -a strong AIS and special ed program so that ALL students can get the help they need. *Ways it would be different than our current reality: -need higher levels of parent involvement. -more opportunities for professional development/teacher collaboration -more staffing in the AIS and special ed. programs.	Oct 24, 2011 1:47 PM
23	understand that quality of the work is more important than quantity. also teachers must understand that the process of learning is more important than having a product. (E.g, student writing everyday in a journal has little value,if the student has not been taught through skills work the mechanics of writing. They are reinforcing bad skills/habits rather than homing good skills)	Oct 24, 2011 8:48 AM
24	Instruction centers around best practices, students are respectful of teachers and peers, instruction would be motivating, less lecture and more hands-on opportunities, and abundant state of the art technology.	Oct 20, 2011 8:14 PM
25	I feel that we need to look at developmentally appropriate expectations for our students and ways to meet the needs of all students in our district. The students at the bottom tiers need to feel successful and be provided opportunities to learn in the general education setting. I feel that many classroom teachers do not take ownership over teaching ALL of the students in their classrooms. I would love to see more differentiated learning activities and more inclusive teaching rather than pull out services.	Oct 20, 2011 6:46 PM
26	A place that is more positive than negative in approach, with a well rounded set of course offerings that include all academic disciplines in an equal way, where one area of learning does not feel superior or inferior to any other area, and both students and teachers share a mutual respect for one another, and where tolerance and understanding are held in high regard.	Oct 20, 2011 4:29 PM
27	More intellectual environment. More emphasis on current events. More emphasis on the intellectual growth instead of the tedium of hw etc. I would like to come to work and find that teachers are keepin up with the news etc. I have been working on this survey for over an hour. I could write for another hour but I am falling behind on grading papers as I do this.	Oct 20, 2011 10:34 AM
28	If the district could provide the needed individual instruction and supplies per student, our students would have better chances for success. There have been way too many cuts in the past few years.	Oct 20, 2011 10:07 AM
29	Our school would be a more practical hands on center for learning- one in which trades are taught as well as prep for college type experiences- and every thing in between. Teachers would rejoice at the lack of paperwork and data crunching in this school; students would be excited to engage in activities important to them and parents would inherently be supportive here. In order to acheive this, we as a society will need to undergo fundamental shifts in our priorities...	Oct 19, 2011 3:12 PM

Page 3, Q55. Describe the school we should try to become? What would our school look like if it were a great place for students? What would it look like if it were a great place for teachers? In what ways would we be different than our current reality?

30	I think that our elementary schools are being successful. I also think that our MS/HS is mostly successful. Better discipline in both of those buildings would help to promote learning and children feeling safe. Since the state is in someways promoting project learning with the tech hs perhaps we could include some of that into our HS along with more college level classes for the students who have been honors students through MS/HS.	Oct 18, 2011 3:05 PM
31	We would have an abundance of materials and texts. Media would be readily available. Teachers within grades and subject areas would have common planning time. Data would be available in a logical, sequential way with clear connections to common core standards.	Oct 18, 2011 8:36 AM
32	In these economic times it is imperative to insure that we are focusing our money and efforts to the best of our ability. I think we have too many cooks in the kitchen and we have lost our way. I think we need to remember the children's needs out weigh all others. We have been negatively affected by all the cuts over the past few years, yet we still have to get the desired results from ourselves and our students. The loss of new passionate young educators and efficient teacher assistants and aids has made all of our jobs more difficult and is affecting the overall experience of all our students and staff.	Oct 17, 2011 10:34 PM
33	I think we don't have too much to change. I feel our school is a great place for students. The best thing for teachers would be more time to plan/collaborate for high quality instruction.	Oct 17, 2011 9:53 PM
34	A safe nurturing learning environment.	Oct 17, 2011 8:40 PM
35	We should become the kind of school where people move into our area to have their children attend C-A.	Oct 17, 2011 3:59 PM
36	I think acceptance, tolerance, of each other would make our school great. Each of us is unique with different abilities and backgrounds. That should be celebrated.	Oct 17, 2011 3:53 PM
37	To be a great place for teachers they should be encouraged and given time to talk to eachother about new ideas and concerns. To be a great place for students, they should feel comfortable at all times.	Oct 17, 2011 3:39 PM
38	We should try to become a school where students are excited to come here to learn. We should be showing them the relevance of their learning to their everyday lives. We should be teaching them character education so that they have self-respect and can dress and speak in an appropriate manner. We should be praising them regularly when they have put forth a great deal of effort and letting them know when they haven't. We should be emphasizing maturity at the high school level and not allow some of the behaviors that seem to persist.	Oct 17, 2011 3:13 PM
39	There would be more help for those children who needed it. The process to get children help would be shorter. There would be staff to work with our gifted children. I would like to be paid as a professional with a master's degree. I didn't get	Oct 17, 2011 2:33 PM

Page 3, Q55. Describe the school we should try to become? What would our school look like if it were a great place for students? What would it look like if it were a great place for teachers? In what ways would we be different than our current reality?

	into teaching for the pay, but it would be nice.	
40	We should try to become a school where students are not afraid to take risks when learning new concepts. Students need to value education and engage in learning and see a relevance of why there are here. Students need to be surrounded by positive energy where students are challenging themselves and pushing themselves to reach personal levels they never thought they would reach. Teachers need to see these things from our students, because it helps drive our instruction so that we could better service our current population of students in our schools. It is important to relate to our current population and keep asking ourselves how can we change the things we can change and deal with the things we can't.	Oct 17, 2011 2:23 PM
41	This year is difficult because many programs and services were greatly impacted by the budget cut last year. I would hope many of those services, AIS, remedial reading, math, etc. would be again available to our students. As a teacher, I would like to have input in instructional programs.	Oct 17, 2011 1:05 PM
42	Teachers would work collaboratively among grade levels and between schools and be given enough time to work on improving curriculum.	Oct 17, 2011 12:55 PM
43	A school with courses for ALL...the gifted and talented as well as those who have difficulty.	Oct 17, 2011 12:32 PM
44	~teachers collaborating and sharing resources - time being allowed for this to happen. ~additional services/therapies (speech, ot, counseling) available for non-mandated children - this is a growing need	Oct 17, 2011 11:20 AM
45	A school where students could be on the honor system with respect to access to the bathroom, library, or outside activities. a place where students were excited about and in charge of their education. a place where more connections and job trainings or externships existed through the school.	Oct 16, 2011 8:56 PM
46	I think the school is great as it is.... as long as we don't get rid of any more staff and teachers.	Oct 16, 2011 2:19 PM
47	Our school works together nicely, but a great place for teachers would allow more time for them to plan together and share ideas.	Oct 15, 2011 8:47 PM
48	Address the group of students without the parental support and economic resources	Oct 15, 2011 1:13 PM
49	My dream would be to have alternating time periods where we take kids out in the world to learn about and practice skills we have taught them in the classroom.	Oct 15, 2011 1:36 AM
50	We are great! Better would entail more technology and support staff, parents who cared enough to send their kids to	Oct 14, 2011 8:57 PM

Page 3, Q55. Describe the school we should try to become? What would our school look like if it were a great place for students? What would it look like if it were a great place for teachers? In what ways would we be different than our current reality?

	school, administration who believe in us and realize we are in it for a children and the future.	
51	More of a team approach (common heading, etc..) More planning time and meeting times for teachers We are really lacking in a goal setting program for kids at the HS and our strongest guidance counselor works with the younger grades.	Oct 14, 2011 8:49 PM
52	We need to be more available to students and families. We need to be on the cutting edge of technology. We need to offer on-line courses and give students some options so they stay in school.	Oct 14, 2011 5:02 PM
53	Our school should be a warm friendly place where students and staff are excited to come every day because we all can't wait to see what we can learn from each other today. Teachers would have enough time to collaborate and fully plan interesting engaging lessons. Students would be excited to be here because they knew something interesting was in store for them today. We would be less stressed and more engaged because we would be teaching interesting lessons in an unhurried fashion with time to explore concepts in greater depth, with more hands on materials, field trips and visiting experts.	Oct 14, 2011 4:38 PM
54	Our schools are already great places for students and teachers. They can be better, but we do a tremendous job and should celebrate our daily successes. However, we can make our schools even better by engaging our students more thoroughly on more levels: 1. academically within and outside of the classroom 2. socially with more opportunities to interact in healthy and fun environments (ex. the people who conduct the school play do a fantastic job of this... we need more of these opportunities, like movie nights run by a High School PTO, for example) 3. technologically through MDLs 4. team building - through current and expanded opportunities to participate in sports, intramurals, clubs, etc. This really is a great place for teachers (ex. the Professional Partner Program does a terrific job supporting teachers new to the district). It would be great to have more opportunities to interact with colleagues in other schools (HS, MS, Elem) to coordinate what we do better.	Oct 14, 2011 4:24 PM
55	More of a learning team approach - a "googleized" environment where students would be enticed to work together to creatively solve academic problems (using the google headquarters as a reference). Students would be eager to arrive and continue their work; teachers would be actively helping students find creative solutions to the academic problems. Would we still have the same approach to grade-level and/or subject-specific classes? Can we accomplish it in a day-and-age where more standardized tests are required?	Oct 14, 2011 4:08 PM
56	I believe that our school is already a great place for students. It's welcoming, and teachers are generally very responsive, committed and caring. To be a better place for teachers, we should recognize teacher's accomplishments and celebrate them, perhaps beyond just a STAR award opportunity once a year. Teachers should be commended for their efforts and extra-curricular activities with students. Positive promotes positive in students, as well as in teachers.	Oct 14, 2011 3:59 PM
57	There would be more opportunities to share the great things each of us are doing to enhance each other and to	Oct 14, 2011 3:51 PM

Page 3, Q55. Describe the school we should try to become? What would our school look like if it were a great place for students? What would it look like if it were a great place for teachers? In what ways would we be different than our current reality?

	encourage one another, both as teachers and students.	
58	I think that we should become a school district that pushes our students to take that extra step as well as provides the support for students that need help to achieve the standards of the grade that they are currently in. Our students have multiple intelligences and learning styles that are not always being supported within the classroom or the building, so we should try to adapt many lessons to accomodate multiple learning styles. I think that we should be displaying the great work that our students do. (They do a great job of this in the elementary schools!) If it was a great place for all students and teachers then you would see less fights, more work being accomplished, students listening and respecting the staff, and you would see many of the staff and students smiling. I think that we would be helping all students to achieve higher goals based upon what they are capable of doing.	Oct 14, 2011 3:19 PM
59	The same family atmosphere, but more up-to-date.	Oct 14, 2011 3:10 PM
60	We should become a school which truly allows students to explore the many different intelligences that they have, which allows them to discover their greatest capabilities, and allows them to become what will be their truest self while encouraging them to be moral and caring individuals.	Oct 14, 2011 2:36 PM
61	n/a	Oct 14, 2011 2:23 PM
62	A school should be a place that ALL students feel a connection to. A place where all students want to be. A place where all studnets feel supported, and feel they can learn. A school should be a place all teachers are proud to be a part of.	Oct 14, 2011 2:17 PM
63	We need to be a school that makes sure when the students leave they are prepared to do what is necessary in college so when they are done with college they can compete successfully for high paying jobs. Fo teachers, there needs to be a back-up source to help the students be successful. So we need to intervene early on for students with disabilities and get the students who transfer into the district the help they need to be successful. There should not be students entering the Middle School who can not read and sometimes can not write. They need an intensive program in the Elmentary to get those students to where they need to be.	Oct 14, 2011 2:08 PM
64	That all students would be taking classes that were meaningful to them and would help in the future so that they would want to be in school. Teachers would have ample time to teach as well as prepare lessons for students.	Oct 14, 2011 2:07 PM
65	I don't want my students to be limited by their location. Technology is a part of that- getting the walls of rural location broken down, opening opportunities more widely available in an urban setting. But I also want our schools to truly and genuinely celebrate the individual creativity of children- and of teachers. So much of this depends on things beyond our control (like state testing), but it doesn't have to be. What if teachers were free to lead a weekly service group? Or students were taking individual courses? What if we had a nature classroom and used that for students who would	Oct 14, 2011 1:50 PM

Page 3, Q55. Describe the school we should try to become? What would our school look like if it were a great place for students? What would it look like if it were a great place for teachers? In what ways would we be different than our current reality?

	particularly benefit from the outdoor environment? What if we had a 4 day school week to save money, but used that toward a richer curriculum?	
66	more project based, more technology, teachers observing one anothers best practice	Oct 14, 2011 12:55 PM
67	A school that has true pride that is evident in everyone: teachers, administrators, support staff, and students. In our current reality teacher are working very hard, but it is often difficult to motivate students. Ideally, the administration would work with teachers and parents more directly to find ways to make students feel more a part of the larger school community and learn to enjoy their learning experience. Our students need to be challenged, but few seem to truly want to work up to their real potential.	Oct 14, 2011 12:45 PM
68	It should look like this with a few minor corrections	Oct 14, 2011 12:38 PM
69	A school with C-A spirit! When students have school spirit they place a higher value on activities inside it's walls, more desire to excel and faith they are getting the best school experience possible.	Oct 14, 2011 12:38 PM
70	Teachers would have moe time to plan with grade level peers	Oct 14, 2011 12:34 PM

Page 3, Q56. What do you feel are the top three priorities for the district?

1	keep class sizes down-maximize learning use resources that are already available- too many changes costs too much money send graduates out into the work force prepared for future success in education and life	Nov 2, 2011 11:10 AM
2	Establish goals and get started reaching them. Providing more time to support at risk kids. Getting more kids to higher levels(mastery) and not just passing	Oct 31, 2011 3:59 PM
3	to prepare students to live in our society as productive, self sufficient adults. to encourage students to strive for that higher level learning, whether it be traditional or other types such as apprenticeships. to help students understand why it's important to treat each other with respect and dignity.	Oct 30, 2011 5:31 PM
4	placing appropriate assistants where they are best fit making the high school a safer place helping some teachers/staff with appropriate discipline methods	Oct 27, 2011 8:41 PM
5	Not losing any more staff.... Keeping up with technology Having high expectations for students	Oct 27, 2011 1:11 PM
6	1. Working on the outside community and educating parents on how to be parents and why they should support the teachers and their school. 2. More programs for students that are not college bound or strong academic 3. More support and time given to teachers to make their classroom a more effective place to learn.	Oct 27, 2011 12:01 PM
7	Fiscal constraints Developing courses/technology that foster 21st century skills Relationships with unions	Oct 27, 2011 11:44 AM
8	Education of students High test scores Low budget	Oct 27, 2011 10:33 AM
9	1. Become a prideful environment that is the center of the community. 2. Educate our students to the best of our ability. 3. Improve self image	Oct 27, 2011 10:08 AM
10	education, community, pride	Oct 27, 2011 10:02 AM
11	Enough staff to keep classroom size manageable. High quality teachers and staff Wide selection of classes/extra-curricular, etc	Oct 27, 2011 9:14 AM
12	"Reading, writing and rithmetic"	Oct 24, 2011 8:48 AM
13	Preparing students for college and/or career Improve graduation rates Encouraging students to become good citizens	Oct 20, 2011 8:14 PM
14	To maintain high learning standards that are developmentally appropriate To provide the necessary resources to ensure success for all students To collect and analyze data to drive instructional practices	Oct 20, 2011 6:46 PM

Page 3, Q56. What do you feel are the top three priorities for the district?

15	1. Reduce class size. 2. eliminate academic and study halls by offering more classes. 3. Concentrate on basic skills....math reading.	Oct 20, 2011 10:34 AM
16	1. promote an atmosphere for successful student learning 2. encourage students to define personal success and give them the tools to acheive that success 3. be committed to the hard work and sacrifice top to bottom that acheiving goals #1 &2 will require	Oct 19, 2011 3:12 PM
17	At least at the elementary level * Develope reading level and comprehension * Develope math skills * Help along with parents to help children develop successful social interaction skills	Oct 18, 2011 3:05 PM
18	Personnel Materials including classrooms Consistent enforcement of school rules (ex. dress code, fire drill behavior) Discipline available on a consistent basis. (everyday)	Oct 18, 2011 8:36 AM
19	Quality education Quality educators Successful students	Oct 17, 2011 10:34 PM
20	technology professional development open communication	Oct 17, 2011 8:40 PM
21	Improving graduation rates. Building a sense of pride and a vested interest in our school from all community members.	Oct 17, 2011 3:59 PM
22	Life skills, reading, spelling, math, etc.. Stay relevant in the world. I wish the children would be aware of the world as a place we all share and need to protect. Understanding of problems we all face and as a generation, need to find ways to go solar, protect our water, air, etc..	Oct 17, 2011 3:53 PM
23	To provide enough staff for teachers to be able to provide quality instruction with the support needed available.	Oct 17, 2011 3:39 PM
24	Hire an effective high school principal. Examine the number of sports that we offer and decide whether or not we offer too many. In my opinion we do and that causes us to have several mediocre teams rather than two or three excellent ones. We also need to work on character education. The foul language in the high school hallways is an embarassment.	Oct 17, 2011 3:13 PM
25	1. train your staff completely before implementation of a new program. 2. have more opportunities (after school tutoring and summer school) for kids who need more help. 3. Work with your teachers. We are right there on the front line with the kids and I think sometimes policies are put in place without talking with us to see if these policies will work or not.	Oct 17, 2011 2:33 PM
26	To produce successful self-sufficent students post schooling To challenge our students to be the best they can be To produce critical thinkers and students who question whether or not there is a better way	Oct 17, 2011 2:23 PM
27	~Increase staff	Oct 17, 2011 1:05 PM

Page 3, Q56. What do you feel are the top three priorities for the district?

28	* Ensure that children read and write at the appropriate level for their age * Ensure the safety of our children and staff * Keep the class sizes small in order for all students to get the individualized help that they need	Oct 17, 2011 12:55 PM
29	leadership, vision, and consistency. I hope we are on our way!!!!	Oct 16, 2011 8:56 PM
30	Improvement for all Intervention for those identified Early literacy programs pre k, k , pre first to establish skills	Oct 15, 2011 1:13 PM
31	1. Make as many students as possible solid readers by the end of 3rd grade before it's too late to make up the gap. If they can't read, all the other technology will not be available for them the way it could be. 2. Really look at preparing kids to take on their world, not ours. Move into the future in as many ways as possible. 3. Recognize the value of strong effective teachers and do everything we can to improve teachers rather than spending all our money on programs.	Oct 15, 2011 1:36 AM
32	Safety, which is most important Technology, which is great Assesment, because that's all we do :(Oct 14, 2011 8:57 PM
33	Keep our current staff Increase graduation rates Find stability in our administration	Oct 14, 2011 8:49 PM
34	Technology Small class sizes Professional teachers	Oct 14, 2011 5:02 PM
35	Student engagement and participation. Parent engagement and participation. More remedial help for struggling students.	Oct 14, 2011 4:38 PM
36	1. Ensure that those who graduate actually have the knowledge and skills necessary to be successful in their chosen college, military, or career path, without just pushing them through so our graduation rates increase. 2. Provide teachers and support staff with the support, tools, opportunities for professional growth, and constructive feedback we need to be better at what we do. Also, if possible, acknowledge how hard may of us, including administrators, work to make C-A a better place. 3. Enable the Board of Education to be truly informed about what's going on in the district (they work very hard and get very little credit for all they do, by the way) and help them set policies that will guide our overall reform effort.	Oct 14, 2011 4:24 PM
37	1. Increase student motivation academically 2. Increase student participation in the "school" - clubs, sports, etc 3. Increase community / parental support of the education process, k-12	Oct 14, 2011 4:08 PM
38	*Improve reading comprehension/vocabulary--address the poverty of content in vocabulary in most of our students *Beat the 'apathy factor' in the M.S.--create an excitement for learning in all of our students *Involve many more of our parents in meaningful experiences (teacher-led workshops, forums, etc) to help them be more aware of and involved with their children's academic lives.	Oct 14, 2011 3:59 PM
39	1. High expectations with cutting edge instruction 2. Keep class sizes small 3. Opportunities for staff and students to grow (to meet technology and visionary demands)	Oct 14, 2011 3:51 PM

Page 3, Q56. What do you feel are the top three priorities for the district?

40	1.) To set higher standards for the students 2.) To make sure that by the end of sixth grade that all students are reading on grade level and that their math skills are on grade level 3.) To increase the number of students that are graduating high school AND that are leaving C-A to attend colleges/universities	Oct 14, 2011 3:19 PM
41	Preparing students for college and/or career. Preparing students to be active citizens and critical thinkers. Making due with less money (budget constraints).	Oct 14, 2011 3:10 PM
42	To teach kids as broad a range of courses as possible. To teach kids as deeply as possible within each discipline. To foster a love of learning.	Oct 14, 2011 2:36 PM
43	1. Prepare our students for their endeavors post-graduation. 2. Instill a love of learning in all students. 3. Incorporate technology into our schools.	Oct 14, 2011 2:17 PM
44	1. Open opporutunities for ALL students. 2. Get the right tools and skills into the hands of the teachers. 3. Connect our students to the community in meaningful ways.	Oct 14, 2011 1:50 PM
45	Reading instruction Math instruction making responsible caring people	Oct 14, 2011 12:55 PM

**Page 3, Q57. Given that:
a high level of student achievement is an expectation
there are no new funds available,
the central office is fully committed to supporting each school in their improvement efforts,
there are no sacred or untouchable programs or services, and
honesty with a problem-sol...**

1	we need to keep all the staff we can!	Nov 2, 2011 11:10 AM
2	Our AIS and SPED programs at the elementary level need to be reevaluated. Having students in AIS year after year is unacceptable. Our strongest teachers and AIS staff need to be in K-2 classrooms. Flexible groupings between AIS and SPED (IEP) students need to be considered. Also, staff members on IST committees should have training in order to be effective in helping teachers bringing student cases before the committee. AIS teachers who are not effective at the lower levels should be working with students who need just reading support, not support in multiple skill areas.	Oct 31, 2011 7:51 PM
3	Re-vamp AIS so all teachers provide AIS in each subject. Teach five classes and one period of lab help. Get rid of four lunches in HS/MS	Oct 31, 2011 3:59 PM
4	The position of assistant superintendent needs to be evaluated. It is difficult to see so many teachers losing jobs while this position at such a high salary remains untouched. Many people in the district and community have concerns over this.	Oct 31, 2011 11:47 AM
5	Given the above, the only solution I have is to encourage community volunteerism. Everything from fundraising so that funds would be available to continue activities, to utilizing talents on a volunteer level - perhaps there is a grant writer or such in the community to help apply so we can receive the money or materials needed to help the above. To having volunteer tutors and chaperones and classroom aid type things to defray costs to keep some programs in place. Even such things as donations of items that students need - gently used or otherwise (text books that are still in use, computers, vehicles, sports equipment, musical instruments, anything people have that they are no longer using and would either throw away or donate to another group....). I'm sure there are other possibilities that I haven't thought of.	Oct 30, 2011 5:31 PM
6	staff should be looked at. Teacher input should be considered. Assistants are not appropriately placed At risk students should have a different classroom fit for them so that the other learners can be more successful more supervision in the high school	Oct 27, 2011 8:41 PM
7	Each year we seem to have more students entering the building who are at risk and who would benefit from AIS services early on; however, due to the current shortage of staff in this area we are forced to only be able to service the most needy students and many times those students who might benefit from those services for only short time period to help catch them up are not able to be seen.	Oct 27, 2011 5:18 PM
8	the special education department - It changes every year and rarely in response to student needs. Special ed staff	Oct 27, 2011 4:47 PM

**Page 3, Q57. Given that:
a high level of student achievement is an expectation
there are no new funds available,
the central office is fully committed to supporting each school in their improvement efforts,
there are no sacred or untouchable programs or services, and
honesty with a problem-sol...**

assignments are changed yearly so we can not develop relationships or schedules for team teaching, students who don't transition well have the greatest turn over in staffing, pull out services are taking kids away from classroom learning activities. We need to look at the system and make changes.

9	I am very happy with the support I have. I am really working on getting the parents on board with their child's education.	Oct 27, 2011 1:11 PM
10	Updates/enhancements of technology infrastructure Alternative programs for at risk students Online offerings to enhance available coursework	Oct 27, 2011 11:44 AM
11	The district office has a lot of people working in it, the elementary schools keep getting services cut, maybe this should be balanced. Should our elementary schools be K-2, 2-5 so that we are better able to meet the needs of our students?	Oct 27, 2011 10:33 AM
12	There are some positions at the school levels which are not as necessary ie. hall monitors, clerical staff and AIS.	Oct 27, 2011 10:08 AM
13	consistency in schedule and administration. Keeping staff to create that sense of comfort and safety.	Oct 27, 2011 10:02 AM
14	Each staff member comes to the job with a spcific skill set or knowledge base. allow staff to provide inservices to eachother that are meaningful and fruitful.	Oct 24, 2011 8:48 AM
15	Administration must have a handle on instruction at all levels so that assurances can be made that student's are presented with research-based, best practices. Teacher's assistants are of utmost importance to reinforce what needs to be mastered, particularly in the Common Core in ELA and Mathematics.	Oct 20, 2011 8:14 PM
16	The board needs to be perceived as being fair and reasonable, not corrupt and self serving. The morale of the school was severely damaged by Doctor Gregory, The board appointing Seth Garland and Alan Derry. It has not recovered. I worry about reprisals as I write this.	Oct 20, 2011 10:34 AM
17	Please encourage/allow AIS personnel to be more involved in best instructional practices and decisions about scheduling in all phases of process Encourage a wider more genuine sense of community/family for students, staff and administrators	Oct 19, 2011 3:12 PM
18	Teachers need common planning time. Specialists should not be taken from their area to cover study halls (waste of resources) Teachers need sp ed training in many areas such as modification of material, accommodations, and in some	Oct 18, 2011 8:36 AM

**Page 3, Q57. Given that:
a high level of student achievement is an expectation
there are no new funds available,
the central office is fully committed to supporting each school in their improvement efforts,
there are no sacred or untouchable programs or services, and
honesty with a problem-sol...**

	cases clear definitions of areas such as LD, ADHD, behavior disorders. Teachers need to have input about their assigned space and what resources are available to make it pleasant and conducive to learning. Distribute resources fairly.	
19	Creative scheduling can allow more students access to more programs Share staff within departments where there is a need Possible reduction in administrative positions by combining duties of one or more present areas	Oct 17, 2011 10:34 PM
20	assistants assigned to grade levels	Oct 17, 2011 8:40 PM
21	I do believe in smaller classes, students learn better with smaller groups, behavior doesn't become an issue, alot of exciting things can happen.	Oct 17, 2011 3:53 PM
22	Bring back HS AIS. Restore the director of special education to a full time position. Thirty students in a HS microbiology class, in a classroom that is not set up for science? Guidance counselors need to talk to teachers before they assign too many students and they should also choose the appropriate students for these courses.	Oct 17, 2011 3:13 PM
23	out of time	Oct 17, 2011 2:33 PM
24	The school supports are different this year, but there needs to be more time for teachers to work and plan together so that we can all assure that we are doing the best we can for our students.	Oct 17, 2011 2:23 PM
25	The support programs such as AIS and remedial services need to be expanded.	Oct 17, 2011 1:05 PM
26	Differentiated staff instruction	Oct 15, 2011 1:13 PM
27	Put the strongest AIS teachers at grades 1-3! There is no point in sending students out of the room to an ineffective teacher. Make sure all K-3 teachers are strong, effective reading teachers. Encourage teachers to develop partnerships or teams to help each other improve. Many times we have strengths to share and areas that we need more help with.	Oct 15, 2011 1:36 AM
28	We need to be given time to work in our classrooms develop curriculum and Smartboard activities. We need to be given time to clean up our H drives, gather good technology and popluate our O drives with good activities we share. We need to be given time to collaborate with our colleagues so that we can work together to enhance student sucess through positive learning opportunities. We need to be trusted to make decisions for our students. We need more teaching assistants to work one on one with struggling students, because those who are struggling get very little support at home.	Oct 14, 2011 8:57 PM

**Page 3, Q57. Given that:
a high level of student achievement is an expectation
there are no new funds available,
the central office is fully committed to supporting each school in their improvement efforts,
there are no sacred or untouchable programs or services, and
honesty with a problem-sol...**

We need the time to work with our students and not have to continually stop instruction and learning activities to do yet another assessment. We need time to work with all the changes we have already been told must take place before more is asked of us. We are already ahead, can we please slow down and "master" some of the changes?

- | | | |
|----|---|----------------------|
| 29 | Currently at the HS, our AIS assistants have always done an amazing job. Our AIS teachers have not. The Computer tech services in terms of fixing computers is great. In terms of providing professional development/instructional support it is extremely lopsided and biased which teachers get that support and which do not. | Oct 14, 2011 8:49 PM |
| 30 | I think we need to stop trying to be everything and start specializing. If the community offers sports programs, don't duplicate them in school. Everyone has the opportunity to learn about fitness and healthy lifestyles in PE classes. Students should not be in AIS for life - move them in and out as their scores warrant. All teachers should teach literacy skills - not just the ELA teachers. | Oct 14, 2011 5:02 PM |
| 31 | Students need to receive remedial services as soon as it is determined they are having difficulty. Students should be exited from services when they have met their goals. Students who are only slightly below grade level should be able to succeed without remedial services. | Oct 14, 2011 4:38 PM |
| 32 | - We need to incorporate mobile learning devices. By fundamentally changing the way that students interact with each other and the teacher, we can more easily create a student-centered and engaging learning environment. (The technology department has accomplished herculean tasks with two people (Candace & Jen), so they'll need more support too.) - engage the CATA and other unions in an effort to solve problems, create a fair and useful evaluation system, and address the other issues. Without everyone buying in, we won't successfully reform. Unions have a role, and should be a partner in changes, not a spectator looking in at or trying to prevent change. | Oct 14, 2011 4:24 PM |
| 33 | Greater elementary support for ensuring students are at or above grade level reading. | Oct 14, 2011 4:08 PM |
| 34 | Restore AIS services, please. We have many weak, very needy students who are not on grade level (and often quite below) in many skill areas. This will impact our State test scores, perhaps significantly since class size has also increased this year. More importantly, many feel that we not meeting the needs of these students as well as we could be if we had effective, coordinated AIS programs that worked closely with classroom teachers. | Oct 14, 2011 3:59 PM |
| 35 | More support staff, especially AIS, to assist with early intervention for students. Involving local pre-schools in professional development opportunities to helps students be more prepared when entering kindergarten. | Oct 14, 2011 3:51 PM |

**Page 3, Q57. Given that:
a high level of student achievement is an expectation
there are no new funds available,
the central office is fully committed to supporting each school in their improvement efforts,
there are no sacred or untouchable programs or services, and
honesty with a problem-sol...**

36	I think that AIS services in the middle school need to be returned to small class sizes on a Day 1 or Day 2 basis. I also believe that the students that are honors or AP students need to be continued in order for those students to be challenged in the future.	Oct 14, 2011 3:19 PM
37	Some internet-based instruction might be cost-effective and would help students who don't do well in the classroom setting.	Oct 14, 2011 3:10 PM
38	I honestly need to ponder this.	Oct 14, 2011 2:36 PM
39	AIS	Oct 14, 2011 2:17 PM
40	1. Textbooks don't need to be replaced as much as technology needs to be updated. 2. We need to look at new ways to save funding- photovoltaic energy, for example, looking for state funding to support that, etc. 3. Seeking community partners to give our students opportunities	Oct 14, 2011 1:50 PM
41	AIS	Oct 14, 2011 12:55 PM

Page 3, Q58. Does the central office provide a sense of coherence, speak with one voice, and help you in clarifying the important issues, or does it send mixed messages? Please provide specific examples.

1	Currently superintendent conference day agendas are confusing and rarely, if ever, offer anything of value for special ed. More often than not special ed feels excluded from the district. There was also an announcement made by the assistant superintendent at a staff meeting that we were a school in need because of special education. This further alienated special ed staff and sent mixed messages to staff. There are also reading programs implemented with training only offered to some staff. We will find out about this after the fact and are left to try to train ourselves.	Oct 31, 2011 11:47 AM
2	The agenda for the conference 1/2 day on 10/31 seems to be an example of mixed messages being sent. Various directives were sent out over the last two months and disseminated through different means - email, then curriculum leaders meetings and team leaders meetings and varied instructions as to what was to be accomplished. In at least one instance, one administrator realized that there was an overlap of assignments, but rather than retracting one of the assignments, required it be done in advance on the teachers own time, with very short notice.	Oct 30, 2011 5:31 PM
3	There is no communication between the DO and many of us	Oct 27, 2011 8:41 PM
4	I don't see any mixed messages.	Oct 27, 2011 1:11 PM
5	It didn't but I feel it is starting to. Before it seemed like the central office set above and made decisions without the understanding and consult of the schools. Now it feels like the teachers and administrators are being consulted more.	Oct 27, 2011 12:01 PM
6	NO, we are not always sure who to talk to.	Oct 27, 2011 10:33 AM
7	It may now but it is to early to say. In the past it was plagued with mystery and unsound decision making on many levels.	Oct 27, 2011 10:08 AM
8	messages seem to be clear and concise	Oct 27, 2011 9:14 AM
9	leadership changes in the few years I have been here mkae it challenging for me to comment.	Oct 24, 2011 8:48 AM
10	The weekly updates have helped to keep staff informed of important educational matters and distict issues.	Oct 20, 2011 8:14 PM
11	I've never really had any mixed messages.	Oct 20, 2011 6:46 PM
12	I feel completely alienated by the superintendents office and the board. but it has changed recently.	Oct 20, 2011 10:34 AM
13	so far, so good	Oct 19, 2011 3:12 PM
14	Almost always.	Oct 18, 2011 8:36 AM

Page 3, Q58. Does the central office provide a sense of coherence, speak with one voice, and help you in clarifying the important issues, or does it send mixed messages? Please provide specific examples.

15	Mixed messages	Oct 17, 2011 10:34 PM
16	yes	Oct 17, 2011 8:40 PM
17	At this point the central office is not sending mixed messages. In the past the leadership was one of a dictatorship where the superintendent(s) felt that their way was the right way and that was it.	Oct 17, 2011 3:13 PM
18	out of time	Oct 17, 2011 2:33 PM
19	Yes	Oct 17, 2011 2:23 PM
20	It has sent mixed messages in the past.	Oct 17, 2011 1:05 PM
21	I think we need to help the students we can and focus on the students who are at least willing to make the effort to improve. I hope we are not heading down a road of chasing after a group of students who really do not care about their education and are not in to finding a passion in their school life. There are a lot of students in our schools who do care or are at least willing to get support and move forward.	Oct 16, 2011 8:56 PM
22	Improve district mailings to community members They are not readable to all and are difficult to understand the information	Oct 15, 2011 1:13 PM
23	We only need one superintendent. Are you and the assistant super. on the same page? Are you a team? Or are both of you just taking turns making more work for teachers and students? Sorry to sound snide, but this survey is way too long to expect anyone to do in their off time. I have just spent 1 and half hours on a weekend giving you my best. I realize these are important questions and at this point, I would need to sleep on it, and I still have papers to grade, lessons to plan, laundry to do, groceries to shop for and on and on. Friday is now gone. I really do hope that my answers to the previous questions have given you what you need. I think it's great that you care what we think, but I think I've given you a pretty good snap shot from a standpoint of a dedicated educator.	Oct 14, 2011 8:57 PM
24	Well under past administrations the message was clear but it was hard to understand. For example, people were denied sub pay for conferences they were paying for out of pocket, people were denied leave to attend their graduation ceremonies for their own children, etc.. We also have an odd thing going on with time. With Jeff Baltes, we could occasionally leave a little early for an appt., no problem. With Dr. Gregory we had to take a 1/2 day. We all have plenty of leave, so no surprise people started to take more time. Then last year our 1/2 day time got changed to be right in the middle of a class period.. so then people started taking full days. No surprise AnnMarie Barkman noticed a major expense in our sub pay. It's a definite penny wise pound short issue. The district should let teachers sub for each other for \$20 a class and let us leave occasionally during the remedial period.	Oct 14, 2011 8:49 PM

Page 3, Q58. Does the central office provide a sense of coherence, speak with one voice, and help you in clarifying the important issues, or does it send mixed messages? Please provide specific examples.

25	Yes except for the Special Education department	Oct 14, 2011 5:02 PM
26	For the most part it speaks with one voice. However we don't always have adequate training to accomplish what we are asked to do.	Oct 14, 2011 4:38 PM
27	In the past, the central office has provided mixed messages. The Board of Ed hears one thing while the teachers are told something else. In recent years, the office has seemed to have a sour tone, possibly reflective of recent leadership. I hope to see a return to a warm and welcoming atmosphere when an employee comes to the office seeking help, advice, or is simply passing through.	Oct 14, 2011 4:24 PM
28	I think we have had too many initiatives (especially in curriculum), where the follow-through was too limited or the initiatives were given up.	Oct 14, 2011 4:08 PM
29	Honestly, I feel very disconnected from the central office.	Oct 14, 2011 3:51 PM
30	I think that the central offices provides mixed messages. For example, we were told at one time to schedule high 2s with the priority to receive extra support and then after we had scheduled students, we were then told that we should be scheduling all students. When I can only pull my students from one period a day per grade level, it is not possible to get them all scheduled. I feel as if some of my AIS classes are much to large already. The reality is that many of our new students need AIS services as well.	Oct 14, 2011 3:19 PM
31	I think the frequent churning of administrators has hampered this area. It was more consistent with long-term leaders like Mr. Baltes and Dr. Maxwell.	Oct 14, 2011 3:10 PM
32	As the central office is in a transitions phase, I don't feel able to fairly state this as yet. My hope is yes.	Oct 14, 2011 2:36 PM
33	Not able to determine this yet.	Oct 14, 2011 2:17 PM
34	We are told to value creativity, but need to use state data and tests to prove our performance. Not always the same.	Oct 14, 2011 1:50 PM
35	alot of turn over with Supt. which made some things unclear	Oct 14, 2011 12:55 PM

Page 3, Q59. As a district, are we effectively monitoring the right and important things? Please provide specific examples.

1	I believe we are now heading in the right direction! Using one reading assessment throughout the elementary schools will be beneficial for tracking student progress	Nov 2, 2011 11:10 AM
2	Sometimes, it seems as if we are focusing on issues because we need to report information to the state education department, not because it will really help our district.	Oct 31, 2011 7:51 PM
3	I'm not sure. I know that there are things that the state requires that be monitored but I don't know if I believe all of them are the right things to be monitored, and I don't necessarily believe that the tools that they are requiring be used to monitor reflect the full story, leaving important data unmeasured.	Oct 30, 2011 5:31 PM
4	No... Staff needs to be appropriately placed and staff input should be considered. When staff is placed in their expertise level, they are happier and therefore do their jobs more effectively. An administrator in the high school needs to be monitored for prompt and appropriate discipline	Oct 27, 2011 8:41 PM
5	I am proud to be a teacher in this district. I love my job!	Oct 27, 2011 1:11 PM
6	With the change in HS principal, some of the problem areas were masked or hidden. The involvement of the Chief of Curriculum has revealed some of the shortcomings and helped to make improvements. As the parent of a former student, there were many issues with the math instruction starting in the Middle School which had a detrimental effect on my child and resonates to this day.	Oct 27, 2011 11:44 AM
7	We are always worried about keeping our numbers down, reluctant to lable children or give services because our services have been cut.	Oct 27, 2011 10:33 AM
8	I am not sure because we do not really know what is being monitored or not.	Oct 27, 2011 10:08 AM
9	monitor each child trejectory of learning, compare them to themselves, not them to a benchmark.	Oct 24, 2011 8:48 AM
10	We focus heavily on test scores, but must also monitor student involvement in extracurricular activities clubs, community service so that the student's are more well rounded.	Oct 20, 2011 8:14 PM
11	I feel that we have gotten pretty good at collecting data but need to work on analyzing the data in order to drive instruction. It doesn't really do any good to collect the data if you don't use it to guide instruction.	Oct 20, 2011 6:46 PM
12	concepts learned need to be more emphasized than tasks completed.	Oct 20, 2011 10:34 AM
13	Students first- then the other things	Oct 19, 2011 3:12 PM

Page 3, Q59. As a district, are we effectively monitoring the right and important things? Please provide specific examples.

14	Once again especially with ELA I wonder when I get to instruct what I have learned from all the data that I collect.	Oct 18, 2011 3:05 PM
15	Over the past ten or more years there have been many major projects and improvements to our district, however many of these have created more issues and problems. New roofs that leak, floor tiles that come up, on going mold and mildew problems. Maintenance concerns that have not been addressed and are ongoing.	Oct 17, 2011 10:34 PM
16	We have a new roof, ... its leaking. Yet we are cutting teachers and aids? The people that are needed in the classrooms with the students?	Oct 17, 2011 3:53 PM
17	I believe we are making too many cuts in the special education dept. How can the director of special education also be expected to manage student discipline effectively? Not a great set-up in my opinion. Special education students need to be monitored VERY closely. I also feel that we are missing the boat in HS AIS, especially science. We have a teacher assigned to AIS for one period per day in science. Other departments have a teacher or teacher assistant assigned to AIS all day. These students need to be monitored, especially since they often cannot graduate because they cannot get the science credits.	Oct 17, 2011 3:13 PM
18	out of time	Oct 17, 2011 2:33 PM
19	I believe it is very important to monitor, but we need use our "data for monitoring" for a purpose.	Oct 17, 2011 2:23 PM
20	I think I answered this above.	Oct 16, 2011 8:56 PM
21	Focus on the kids in need	Oct 15, 2011 1:13 PM
22	I have lost sight of what it is that we are trying to achieve with all the baselines, targets, and assessments. ARE WE PROVIDING A GOOD LEARNING EXPERIENCE FOR CHILDREN OR ARE WE JUST COLLECTING DATA?	Oct 14, 2011 8:57 PM
23	Not historically. We just went through this dress code battle. Now there's the taking away people's earned sick time. In terms of monitoring students we've had a real void in leadership for many years so we've had a lot of CYA stuff but nothing to rally us.	Oct 14, 2011 8:49 PM
24	We are too concerned with standardized tests and not concerned enough with our students as people. We have many students who are not getting the emotional support they need to be successful.	Oct 14, 2011 4:38 PM
25	Research shows that the two most important things are: teacher performance and school leadership. With that in mind, my answer is that we are monitoring teacher performance, but not often enough. As a teacher, I feel that I should be receiving feedback on a much more regular basis. In what other organization or business does someone get feedback on the job they are doing only once a year (during an observation and summative that both happen in May or June)? I	Oct 14, 2011 4:24 PM

Page 3, Q59. As a district, are we effectively monitoring the right and important things? Please provide specific examples.

don't know how feasible it is, but we have a fantastic group of retired teacher who still live in the area. Why don't schools use the most experienced and best teachers to observe each other and give feedback? It wouldn't have to be a formal observation, but could be a chance for people with invaluable experience to share best practices, discuss teaching methods, etc. When a good teacher retires, they should immediately be offered an opportunity to attend trainings on how to effectively observe and mentor other teachers. I would love to have other professionals, retired or otherwise, observe me and give me feedback more often. How else am I to improve? As for school leadership, I'm not sure if we are monitoring it effectively. We may be moving in that direction with the ILT, but I'm not sure I can fairly and adequately assess this aspect. Thank you very much for the opportunity to share my input, and I appreciate all of the time it must have taken you to read this. :)

26	Yes, with graduation rates.	Oct 14, 2011 4:08 PM
27	By responding to this survey we are...the best step forward is reflection and action. There needs to be more talk about how to solve the problem rather than complain about it.	Oct 14, 2011 3:51 PM
28	In the elementary schools I believe that many times the students reading and writing skills are monitored. I do not know if they are using this data the best that it can be used. (I am saying this because I have not worked in either building.) In the middle school I believe that we need to try to monitor the students reading and math skills on a more frequent basis. Three times a year for reading may not be enough for every student.	Oct 14, 2011 3:19 PM
29	There seems to be too much attention to academic data and not enough on the whole child these days.	Oct 14, 2011 3:10 PM
30	I think creative problem solving needs to have a greater emphasis. Employers are crying for this.	Oct 14, 2011 2:36 PM
31	Yes- I see us moving ahead with important tech initiatives.	Oct 14, 2011 2:17 PM
32	no too much emphasis on state tests- not student achievement	Oct 14, 2011 12:55 PM