

## Constant Contact Survey Results

**Survey Name:** PL Teacher Quick-Survey regarding Cluster Governance

Mar 25, 2010 10:22:14 PM

### 1. Please indicate which grade level you teach or your staff classification

	Number of Response(s)	Response Ratio
K-4	15	30.0%
5-6	4	8.0%
7-8	9	18.0%
9-12	17	34.0%
Administration	4	8.0%
Other Certificated Staff	3	6.0%
<b>Total</b>	50	100%

**2. If you could offer any suggestions about ways to be more resourceful and streamlined within our cluster, what would they be? For example - Having science kits that rotated amongst schools within a cluster would be more efficient.**

31 Response(s)

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### Answer

1. I don't know how to be more resourceful.
2. Sharing a landscaping service.  
Aligning professional development for teachers and hiring consultants that would serve all schools.  
Ordering office/classroom supplies as a cluster through one vendor and negotiating a competitive contract.  
Hiring our own substitute teacher pool that would serve all 10 schools. These teachers would come to know our students and parents.  
Hiring our own cluster custodial services-preferably a local business that would serve all 10 schools.
3. \*have more control over where the \$ is spent  
\*have a bartering system among schools and share art supplies, janitorial supplies, office supplies, etc.
4.
  1. Stop testing all 9th graders for the PSAT. Most are not ready.
  2. Stop paying for the AP tests - it should be based on need.
  3. Copies materials need to be monitored to see if they can be used for another year.
5. Teaching all kids how to do simple email and processing skills on the computer. Such as how to attach a document, copy and paste, and locate the url. Also, if we could have a unified method for naming documents. For example, when you start an document, you name it with your first and last name, period/class, and title of paper/project.
6. Get rid of the so-called technology (Promethean) horse manure that is being deposited in our classrooms.  
Use what resources we have for something meaningful.
7. Having middle school teachers not teaching the high school curriculum.
8. Elementary, middle school and high school teachers in the cluster

need time to get together to understand what is going on at each level and discover ways to assist each other (vertical teaming).

9. I would have schools collaborate on their schedules to avoid conflicts, such as concerts on the same night at two different schools.
10. It would be very helpful to have a staff member to help the cluster seek and gain grants. HTH is successful because they bring in outside funding.
11. The cluster should reach-out for more input from our valuable minority parents! One example, I still recall a minority football player and cheerleader being killed last year returning home from a non-sanctioned after game party. Even though the party was not school sanctioned, coaches (football and cheer) should feel responsible! It is their duty to warn all students to support each other with rides home when our valuable kids who do not live in the coveted "Cluster area" take such risks trying to be part of the community and then hung out to dry while trying to make it home. I have a lot more too! Look in the mirror for a start!
12. I assume the term resourceful is referring to making decisions that are more fiscally responsible. (1) Employ fewer vice-principals at the high school level. (2) Don't pay for PSAT and AP tests for students. (3) Arrange for more collaboration between the elem., middle, and high school levels re: curriculum, evaluation/grading of students, and setting realistic goals for students. Too many students come to the high school level with good grades from middle school but are unprepared for algebra and science.
13. I have been thinking that the Cluster Board needs to have greater representation of the stakeholders. I am wondering what you think of inviting one teacher rep from each site and having administrators rotate to attend the Board meetings held at Loma Portal. Teacher reps need to bring information back to their sites so that teachers are part of the conversation. Administrators need to be part of the conversation at board meetings. The conversation needs to be about what is best for kids, and all stakeholders can help keep it on that track. For example, the conversation should not be about powers to hire and fire unless the board is steering in the direction of going charter? Where our cluster may need more collaboration, a cluster that has great teachers and administrators, is in the area of tech support, help with volunteer applications that have significantly impacted front office staff, report card data entry,

student supplies, etc.

14. Improved communication - there is none on campus. Administrators don't know who is doing what amongst themselves and fail to communicate effectively with staff members. Staff is isolated - there is no unity. Students have no idea what is going on on campus, since bulletins are seldom read.  
Vertical teaming opportunities between campuses would help students become better prepared for future years and would help teachers anticipate students' needs.
15. What about ordering office supplies and computer equipment as a cluster instead of using the district resources. We find it frustrating to have to use only a few vendors because they often times do not have exactly what we need. For instance we have two really nice laptop computers that need batteries and a power cord, but none of the vendors have replacement for these machines so they sit.
16. This is my first year in this cluster, and I am thrilled with the efficiency . . . much more organized than other school sites I've worked with.
17. Less administration, more teachers to lower class sizes.
18. I would like to see professional development done/offered within our cluster. I am tired of going to professional development at the district level that has to be aggressively restructured in order to have any value for my students. We have a wealth of experience and knowledge right here among our own teachers. Let's tap that and design our own professional development that has meaning and can be implemented immediately in our classrooms. It would probably save money. It would definitely save teacher time.
19. More time with my team.
20. I'm concerned that there is so little communication between the middle and high schools. In all my years at PLHS I've only ever been to the middle school once. Never had a meeting with any of their teachers.
21. Cluster wide Professional Development within departments would be helpful.
22. - roaming tech person within the cluster  
- roaming counselor within the cluster  
- science kits would be great to have within the cluster  
- roaming psychologist within the cluster  
- CELDT coordinator who helps with getting ELAC monthly meetings together at each site or even at one site so they could all

meet. CELDT person to arrange for subs to help with CELDT testing since the timeline is only 1 month from when the school year starts.

- task force dealing with school safety around the schools, seeing what is needed (i.e)stop signs, repainting of crosswalks

23. I don't know!
24. rotating science kits  
sharing elementary theater or fine arts teachers
25. Wider use of online resources.
26. Have Physical Education PD within our cluster schools. Allow for visits to other programs within our clusters.
27. Improved vertical communication in subject area, e.g. mathematics, foreign language
28. I think VAPA education would be better if streamlined within our cluster. Professional development would also be nice. I do not think that it would be beneficial to rotate science kits with the cluster.
29. Vertical teaming between levels, elem to Dana to Correia to PL by discipline. Sharing texts.
30. I like the use of Cluster PD meetings on a Thursday to bring in someone more experienced (or go over a program). We could share an expense that way (assuming there is any money to spend on that sort of activity) and bring in someone worthy of spending time with.
31.
  1. Science kits
  2. A technology resource person to trouble shoot
  3. Principal collaboration and sharing of best practices.
  4. Grade level collaboration



**3. If you could have more control over something that you feel directly enhances learning in your classroom or at your school site, what would it be? For example - I would like to have more flexibility in the timeline for giving bench mark tests.**

39 Response(s)

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#### Answer

1. Benchmark tests: I want the control to teach the math chapters in the order that I feel is best for children. It is not best for 3rd graders to start math on Chapter 14 instead of Chapter 1. Starting on Chapter 14 makes any mixed review unusable.  
I'd like to feel that curricular areas other than math and reading are valued. Art, music, social studies, PE help to make well rounded human beings. These subjects are ignored more and more so the time can be spent on "testable subjects" such as math, science, and language arts.  
These test results are discussed and discussed again at staff meetings and principal meetings. The results appear in bar graphs, pie charts etc. They are analyzed and reanalyzed.
2. More control over what the cluster deems important vs. what the district decides is significant. In other words, getting away from "one size fits all." If the cluster decided that a common focus for several years would be how to create truly high quality differentiated instruction, then all 10 schools would put time and energy into ongoing professional development. Instead, the district, depending on the current superintendent and staff, basically surprise most teachers/administrators every year with a "new" focus. It's very difficult to gain traction and ground with such a moving target.  
Also, if sites had more control over their own budgets, the cluster could make the decision as to what positions/programs are absolutely essential in order to support the cluster's Strategic Plan. Then, we would not be faced with "fighting" to maintain this identified essential "core" each and every year.  
And, cluster schools need autonomy in deciding their start times.
3. \*lower class size  
\*aides in the classroom to help lower class size, lower student child ratio & to help those students needing more individual

instruction

\*

4. more money to spend on books and supplies as well as professional development programs that I think are appropriate.
5. Stronger consequences for disruptive students.
6. I would like the opportunity to NOT use the district Units of Inquiry for English. In addition, being able to use funds that are usually set aside for textbooks to find other kinds of material (online books, subscriptions, etc.) instead.
7. Eliminate district benchmark tests and use more authentic assessments that specifically address the learning of individual teacher's student population
8. I would like to have more control over time lines for units of study.
9. Get a few administrators who are team-builders rather than implementors of District policy.  
By the way, your example "I would like to have more flexibility in the timeline for giving bench mark tests" speaks volumes to your utter lack of sincerity about learning.
10. I would like to have more control over what classes I teach and when I teach them.
11. GATE humanities classes (English and history) team taught back-to-back, in a two-hour block by an English and history teacher.  
Cross-curricular teaching, especially for AP World History and Adv Eng 3-4 cluster, would be a great benefit to students in AP World History.
12. I would get rid of the mediocre curriculum that comes from the district and use the state-approved, standards-based texts. I would take the hundreds of thousands of dollars spent to pay teachers to write that curriculum and purchase the practice books and other materials that go with the texts.  
I would rely on the assessment tools that are part of the adopted textbooks rather than benchmarks that are filled with badly written questions.
13. Specific study skills classes and mandatory reading recovery focus for all students reading/comprehending 2 grades below grade level from K-end of 8th grade.  
Mandatory math test screening to insure student is ready for Algebra in the 7th grade. If not ready, mandatory focus on needed skills to prepare students for Algebra in the 9th grade.
14. The lack of onsite tech support greatly impacts teachers in their

efforts to access and use technology without interruption to the learning process.

15. Testing flexibility is important, so that curriculum is not interrupted mid-stream.  
Uniform discipline policies must be established, clearly communicated and equitably enforced. Students need to know what is expected of them and know that everyone will support their success.  
Writing workshops for students would be helpful, since they struggle with this skill across the board.
16. I wish we had more time to be with students during science time. However, I am well aware that many other 5th and 6th graders throughout the district get little to no science at all, so what limited time we have is awesome.
17. I like the benchmarks, but because I follow a different order than the modules and units of inquiry, I'd like control over the order with which I give them.
18. I would like to have input as to what is tested on the benchmark exam, as well as more flexibility in giving it. For a course like Algebra that is taught in both the 8th and 9th grade we should give the benchmarks at the same time, not giving the 8th graders two more weeks before they have to take it.
19. Assessments! I currently give a minimum of 12 tests a year for reasons other than to inform the instruction in my classroom. The benchmarks and the survey tests from the district have little relevance or usefulness to me. They are given to let the "higher ups have data." I would love it if our site or cluster could construct our own measurements that were actually useful and reflective of what we are doing. We have historically done well on the CST's and are improving our scores every year. Just imagine how much better we could become if we didn't have to waste so much of our time on meaningless assessments.
20. More time to work with my students one on one.
21. Fewer passes for students during class time.  
By the way, I strongly disagree that there should be more flexibility in the time line for benchmark testing. The point of those tests is to get an idea how students are doing at a single point in the school year. Pushing them around negates their purpose.
22. Updated technology would be very beneficial.
23. - definitely your example above regarding benchmarks



24. I don't know!
25. Fewer teacher professional development days. They are a waste of time (which could be better spent planning for the kids).  
Eliminate testing altogether--another waste of time better spent teaching rather than assessing. Eliminate on-demand writing assessments and unit assessment in language arts. Eliminate benchmark testing altogether.
26. - Timeline for Benchmarks is off, especially for 1st grade teachers who do not give CST
  - Data from benchmarks needs to be used for instructional planning
  - Involve our teachers in writing benchmarks, we can't take them away because some teachers will not stick to the rigor
  - If teachers work on benchmarks but they still need to include the "language of the CST and other tests"...testing is not going to go away!
  - Point Loma PD for Instructional Leadership Teams Doug Fisher's work was very reinforcing of good teaching is
27. Content Standards. Reduce the amount of standards, but teach in greater depth and complexity, incorporating project based learning.
28. Allowing Physical Educators not to attend PD when it does not involve our department.  
Giving prep time to record data from FITNESSGRAM testing for 326 5th graders.  
Daily Physical Education M-F.  
Eliminate Th minimum days.  
Eliminate Bake Sales every TH.  
Provide more trash cans on the blacktop.
29. More flexibility with the order of the science kits.  
Eliminate the science bench mark  
Increase Promethian training and provide opportunity to create and share flipcharts (paid)
30. Clear and consistent prerequisites for taking a class that include CST results, district benchmarks/EOC exams, and actual class grade.
31. I feel that we do have a reasonable amount of control. I think that the district should have more classroom teacher input on decisions related to instruction but this is not something that the cluster should feel that they should take over.
32. I would like to not have to give Science Benchmarks by a specific

time. Science takes all time and there is no time for Social Studies which the kids also love. I would like to be able to pick and choose pieces from the kits and not be obligated to do the entire kit so that students can have other experiences that are equally important, like social studies and the arts.

33. lower class size

34. N/A

35. Yes, definitely more flexibility for the benchmarks--even within a school site. Matching the exact time frames with each other is very constrictive--which makes us give it when it is not beneficial for the students at times.

36. field trips

Benchmark tests to correlate with what curriculum we have found to be the best practices for Loma Portal

I would like all the benchmarks on line so we can print the ones that we have covered the material on.

37. I would like to meet with the teachers at other grade levels for vertical planning. I think professional development across grade levels would help us prepare our students better.

38. Smaller class size. More time spent planning instead of grading. More time to assist each student in the classroom.

39. I would like to have class sizes capped at 32 for laboratory science classes. Typical labs have 3-4 active roles and rooms are set up for 8 lab groups. There are inactive participants once group size goes beyond 4 and that is always a hindrance to classroom management and the learning environment.