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Wednesday, January 11  
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**1. With the current emphasis on measuring teacher effectiveness, including the use of student performance data, teachers must include some indicators of effective performance. As a practitioner, what are the multiple INPUT measures that you think are legitimate to be included in such an evaluation. (Check ALL that apply):**

|            |            |  |
|------------|------------|--|
| <b>170</b> | <b>9%</b>  | Lesson plan review   |
| <b>426</b> | <b>21%</b> | Observation of teacher by principal                              |
| <b>413</b> | <b>21%</b> | Observation of teacher by multiple evaluators (to include peers) |
| <b>165</b> | <b>8%</b>  | Student surveys  |
| <b>380</b> | <b>19%</b> | Education/Certificate (masters, doctorate, B-Clad, EL...)        |
| <b>444</b> | <b>22%</b> | Collaborative work (around student and site goals)               |

**Other (please specify):** Show details

- 82 13%**
- I think a lot of teachers do work outside the classroom to ensure student success, like during tutorials, meeting with students after school and at lunch, researching their subjects in greater depth, etc. I think all that should be taken into consideration.
  - Most important is to look at pre and post tests of students. That way, teachers are measured on how far they bring each student, rather than on the populations they teach - ex: GATE cluster classes will score higher on standardized tests than will RSP cluster classes. Testing how far students come along a continuum is a real measure of teacher effectiveness.
  - review of assessments used by peers of the same subject area
  - Rather than focusing on "teacher effectiveness" let's look at legislature effectiveness to provide a suitable public education system. Please stop putting a microscope on teachers as you simultaneously choke off our funding.  
 I have experienced all of the about forms of evaluation and it was all good if it was done thoughtfully. That takes time and support. Nowadays, I am lucky if I call the office and someone is available to answer the phone. We are all stretched to the limit. None of this is possible in the present political climate. Yet, we all go on as if the emperor has clothes.
  - I don't believe in the tenure system. Ineffective educators should be easier to fire.
  - Parent input/surveys
  - pre and post testing in the area of writing
  - student growth measured from beginning of the year tests with end of course exit tests while in the same teacher's classroom - NOT STAR tests
  - Student performance based on a baseline assessment in beginning of year and compare to improvement throughout the year...not just end of year scores.
  - Student surveys can be a hit or miss. Some students will provide negative feedback just because they received a grade they didn't like or thought the teacher was too hard.
  - Parent feedback/survey
  - I have concerns about evaluating teachers based on student performance. If teachers are to be effective, they need to collaborate, to freely share ideas with colleagues. However, if teachers know that their salary/retention is based- even in part- on their students' test scores and relative success, then those teachers will be less likely to share ideas. We must fight against any evaluation measure that pits one teachers' success against another's. We cannot allow ourselves to be competitive with one another, but instead we must foster ways to work together even more than we do now. If we share ideas and work together for the good of our students, we will be much more successful than if we selfishly promote our own students' success above the success of other students.
  - 
  - Parent support
  - Parent surveys
  - student surveys that look back a few years, NOT current years
  - None of the above. How does writing a great lesson plan ensure student success, however that may be defined? How does classroom observation or opinion polls prove that students are learning? Although important, higher degrees do not prove that students are learning, nor does a teacher's ability to get along to go along necessarily prove students are learning. Read David Brooks' "The Social Animal," Chapter 6, "Learning" if you really want to know what a good teacher is and does.

- This would probably need teachers to have a pull-out period for a term to serve as evaluators (not just subs - the teachers willing to just leave for a day here and there are not always the best at determining best for kids). The best thing would be to have department chairs get a pull-out period to do their expanded duties and then also act as peers for evaluation as part of those duties.
- Professional responsibilities (ie committees)
- I would welcome a much more involved evaluation process. In the 10 years I've been teaching, the 2 years I spent in the PPAP program were the most effective years I have spent as a teacher. I believe this was due to the fact that I was held accountable, I was able to speak with a peer/mentor regularly to improve my teaching practices and I knew that I wasn't alone on my own little island. In the years since, the evaluation process is has not been effective in evaluating my teaching or student learning. My evaluator visits infrequently with scheduled visits which only show them a perfectly orchestrated snapshot of my teaching.
- For me ...I been here since 1976....evaluationis a waste of my time.....and the way it is done only causes resentment.....why not ask me?? How am I doing? what areas am I working on ?.....observe others for new ideas.....
- Taking the initiative to participate in on-going professional development (TLCs), assessing student growth during the school year using various data (MAPs, district writing, trimester math assessments, IRIs, etc.)
- I am against anonymous student surveys because many middle school students use it as a way to bash teachers, especially ones that are not "fun". I use a midyear and end of year teacher evaluation with my students. However, they are required to write their names on it, only so that they use academic language and focus on instructional strategies and techniques that I use that they find effective. Then I use these to plan and design my instruction. I once went on the website where students could rate teachers and it was devastating to me - the language and devisive comments still hurt today, years later.
- Parental surveys on specific teacher effectiveness
- Relationships to students. When teachers build relationships with students, the students work harder, take risks and probably excel. More and more, I believe this may be the key to "Highly Effective Teachers." If teachers know their students and students felt known, they are more effective.
- It is also important to take into consideration that student performance may not reflect accurate readings as a result of the large class size and large student/teacher ratio.
- review of assessments given to students. How well does the teacher align benchmark assessments with CA standards?
- National Board Certification
- maybe add parent surveys too?
- Some sort of "value added" analyses of student progress is needed. On the other hand, tests that have no importance, relevance, or consequences to students are de facto irrelevant and useless for evaluating anything.
- Observation of the creative ways curriculum is created and delivered using technology, arts, standard textbooks and other resources.
- parent input
- Student progress as measured by MAPS or STAR
- Group/Collaborative Aft Evals might be offered. Teams could work together to develop goals, observe each other, etc. as part of the alternative evaluation process.
- National Board Certified Teacher
- Parent surveys and Peer surveys too, when they give a true 360-degree view of performance on measurable indicators.
- Teacher evaluations of their own performance citing evidence of claims. Each class is different, therefore each individual set of challenges and subsequent modifications will vary from teacher to teacher and even day to day. I also feel lika the only people outside of the individual educator even qualified to evaluate performance are the people within that very department. People want a cohesive practice, the department/subject itself should determine what to base their standards on (this should be agreed upon per the individuals of the department), and measure performance accordingly.
- A teacher should have the option of being reviewed by either the principal or several of his/her peers. This helps to avoid the issue of conflict between a teacher and principal.
- This is insanity, none of these mesure teacher effectiveness.
- Consider information about the students .. percentage that are ELL, special ed, etc.
- Parent Surveys.  
Mal-practice suits.
- Along with student surveys Parent surveys. Not all of our students could report on their teacher (ie kindergarten)
- some student input would be useful, maybe carefully structured so they could give their opinion objectively
- I would include parent survey before student survey.
- Measuring Progress/Growth (not necessariy "test scores")
- Evaluate professionalism, and dedication to the profession.
- Professional Growth--TLC classes (or equivalent)
- t
- No parent evaluators.
- Not only is this a great measure of teacher performance, but I think teachers benefit from being able to observe one another.

- In PPAP, there was a master teacher observation and it was very useful to get new ideas as well as provide feedback to the teacher being observed.
- Special education students do not fit the mold. Lesson plans are very fluid and changeable.
  - Alternative Evaluations
  - school statistical snapshot (demographics, resources, physical plant, staff support)
  - level of course taught
  - Observation by Preschool Director
  - parent surveys but emphasis on honest peer review as we all know those who are no longer teaching effectively and reflecting poorly on the rest
  - I think you really have to take a broad view of evaluation and look at as many factors as possible. Ultimately, no one perspective is dispositive. I do think that the principal should spend time in classrooms and both student and peer input/data is instrumental.
  - on-going professional growth
  - Accountability, performance measurement. Evaluation by peers. Ability to terminate position, even if tenures, if not performing up to standards and performance standandards. Tenure needs to be gotten rid of and evaluations need to occur as in the business world. You don't perform, find another job.
  - multiple methods are necessary for any meaningful evaluation, including peer reviews, teaching to standards, how students are assessed, acknowledgment of student level and class size relating to student acheivement. Evaluation should also involve site input given different sites have different goals and learners
  - Teacher involvement in committees and helping school community outside the classroom
  - Students should not evaluate, they can be tough on teachers who hold them accountable. Favorite teachers are not always the best. Evaluations should be done by fellow educators, not the public.
  - How the students and parents feel about a teacher's effectiveness.
  - Discussion between administrators and the teacher being evaluated. Collaborative work should only be included if time is given during the work day to collaborate.
  - IEP review for special ed teachers- how thorough and specicic (tailored to the individual student) is the document)?
  - It depends on whether the teacher is a first year teacher or a 20 year teacher.  
A first year teacher would benefit from lesson plan review, observations by principal with constructive comments, educational certificates.. a more seasoned teacher would benefit from a principal observation with positive comments
  - Reflective piece woven into all that are appropriate...for example if a lesson that is observed tanks, that's OK as long as the teacher realizes that, attempts to adjust during the lesson and can clearly identify strategies to try the next time...
  - Teacher self evaluation. Parent observations and anecdotal feedback.
  - personal teacher philosophy in a formatted survey
  - I do not believe that any of these are legitimate to evaluating teacher effectiveness, unless there is 100% support from the District, community, and most importantly, the parents. I also believe the parents should be held accountable for failures of students before teachers are held accountable.
  - Student assessment and teacher response to assessment.
  - I also believe that Parental involvement is a strong indicator of successful schools. If students aren't succeeding, it's probably because of something at home, and out of our (Educators') scope to change it. Schools which REQUIRE parental involvement are more successful all around, aren't they? If Teachers are going to measured, then parental involvement should be measured, and take into consideration the sub-groups, not just the population as a whole. If a school is "unsuccessful," structures should be provided for the school to develop strong parent support mechanisms, rather than punishing the teachers.  
In addition, some areas--which may show great strengths in students--are not measured on standardized tests. If there were some attention paid to the test scores of the subgroup of kids in Music or Tech classes, a correlation might be made wherafter such classes are required by ALL students. How this measurement would be implemented, I cannot say at this time.
  - Other workshops and subject specific training course work
  - I would like to be recognized for the extra time and effort that I spend accomodating 26 special-ed students in addition to my 185 regular-ed students.
  - Self-Evaluation
  - Student progress measured by where a student started to how far he/she has come. Not where he/she needs to be according to Poway standards to be considered proficient or above.
  - I feel there needs to be accountability and that peer review is extremely valuable.
  - Multiple measures of performance is what we use for the kids and therefore should be used for teachers. I worry that basing teacher effectiveness on student data will impact how special education students or other 'at-risk' student are viewed by teachers.
  - MAPs assessment if far more useful than annual CST testing because data is collected several times throughout the year and performance is not only a reflection of direct teacher instruction but student performance based on student created goals.
  - Peer reviews can be very beneficial if done correctly. Many years ago, Greg Franzen initiated this type of peer coaching model. Perhaps using a collaborative method to plan and inform would be a possibility.
  - I don't really like any of these options. At a different district I worked in, we had to make long range plans at the beginnng of each year. We had to address each standard and how we were going to teach each one throughtout the year and the assessments that would measure each standard. That to me, makes more sense than any of these choices.

- (I'll specify in a separate word document)

**2. As a practitioner, what are the multiple OUTPUT measures that you think are legitimate to be included in such an evaluation? (Check all that apply):**

|     |     |  |
|-----|-----|--|
| 286 | 14% | Student artifact review                                |
| 498 | 24% | Student growth as evidenced by pre and post-tests      |
| 295 | 14% | Results of project based learning                      |
| 290 | 14% | Results of teacher created exams                       |
| 463 | 22% | Achievement of student learning (or growth) objectives |
| 241 | 12% | Student growth as evidenced from standardized tests    |

**Other (please specify): Show details**

- 69 11%
- See above comments. Student growth must include individualized pre and post tests, not just end check for standards met.
  - As a special educator, I would be very reluctant to have my performance evaluated per my student's performance on standardized tests, as they almost always score greatly behind the average due to their disabilities.
  - Again, all of these are good, except the standardized tests. But, same comments as with the first question. It is laughable. I work only 4 periods and I am there full time to try and do a good job. Look in the lunch room- the only people there are special ed aids. NO teachers. They are all at their desks working. Is that healthy? No.
  - Student ability to apply learning in a variety of situations. Critical thinking skills evidenced by student written and spoken output.
  - Student progress on IEP goals
  - None
  - I think the most important thing is that there are MULTIPLE measures, not just one. I also think it is important to evaluate student GROWTH and improvement versus just determining if they achieved a set score or standard at the end of the year
  - All of the above with the exclusion of standardized tests.
  - I support the use of tests to measure student achievement, but I oppose the use of them in evaluating teachers. Again, any teacher evaluation measure that pits one teacher's students' success against another's will only divide us and make us less effective.
  - Parent Support
  - How do you evaluate the non-evaluative measuras as included in this month's AFT? The ability to inspire students? To motivate them to learn? Increase creativity?
  - In elementary grades, authentic assessments of reading and writing would be useful output measures.
  - curriculum-based assessment (not bell-curved/relativistic data) of student achievement using FAIR and VALID, statistically-proven metrics of growth rather than comparisons of simplistic scores across a variety of irrelevant domains.
  - Standardized tests that are equivalent through all schedule types (4x4, trimester, standard) Would have to be objective (like AP tests) in the way they are given and graded. Data would need to be affectively organized. A pre-test would be a good base-line to protect teachers from the occasional "tough" class.
  - MAP scores
  - Are students who earned A's, B's or C's truly prepared for the following grade? (There is an issue of grade inflation as a way to keep parents off teachers' backs.)
  - api scores:what a joke.  
also advance placement teachers ...get positive feedback THEY ARE ALREADY TEACHING THE TOP STUDENTS , WHY REWARD THEM AND DO WITCH HUNTS ON OTHERS??????
  - Any measures that are based on norm-referenced tests must include other measures. Otherwise, good teachers with lower socio-economic students or ELL ones, for example, will not be evaluated fairly. I teach gifted students in one block and AVID-struggling learners in the other, and I would never compare my results of one group to another with my own students or my colleagues. Most gifted students will do well regardless.
  - I don't know if the CST is truly a perfect measurement of evaluation...only because it's a measure of ONE day per test. If a child is not feeling well and bombs a test, is it a true indication of how well they are doing?
  - Data showing percentage of IEP goals met by students on the caseload of a specific teacher
  - I'm not sure what project based learning is. If it is students creating a project to demonstrate what they have learned, I include it. Most students are motivated by interesting projects that allow them to shine.
  - Even though I checked standardized tests, I STRONGLY believe the tests should only be every 2-3 years, not yearly, due to the costs involved.
  - The same measures would have to be used by everyone on-site. Also, it would be critical to have balanced classes if you're measuring one teacher against another. In K, classes aren't balanced because they're all new. Even if all are pretested, the assessments can only give limited data since some have/haven't been to school.
  - What about the students that just don't care about their own scores. How can a teacher be evaluated solely on scores and growth?
  - Tests that have no importance, relevance, or consequences to students are de facto irrelevant and useless for evaluating anything.
  - Elective Classes do not have standardized tests, so we are always in a different category for evaluation.

- This needs to be BALANCED! Enough of the overemphasis on the CST!
- The whole student needs to be looked at, including language and learning styles and ability.
- Student learning logs or journals, in which they give evidence of their changes in thinking and grasp of the subject matter taught.
- Output again should be based on the individual students, and their abilities. It should always be a pre and post assessment. What did they not know before, and how have they grown. You can only show true growth over time, and assessments tailored to specific groups of students.
- Common (grade-level) assessment.
- Performance based classes would be more difficult to evaluate since administrators are not familiar with the specialized areas of instruction.
- MAPS type scores can show growth in a useful way, depending on the awareness of the class of goal setting and the importance of taking the test to chart their own growth
- I think the key piece here is to focus on growth, not just the achievement of a particular benchmark.
- Individual growth, not score.
- Standardized Testing can not be a valid measure of student learning unless the students are significantly impacted by the results. Otherwise there will always be a significant proportion of the student population that will refuse to take the tests seriously.
- graphed data on student performance  
post school outcomes  
parent surveys
- Percent proficient should NOT be used as an indicator since students coming into the classroom vary so greatly in skills and ability. However, individual student growth in one school year on a standardized test should be able to be used as one of several teacher evaluation methods.
- However, what kind of tests? Growth on MAPs is a good indicator, but student motivation can effect the growth achieved and negatively impact the teacher eval.
- Organizational skills
- Student growth as documented by student work samples
- Testing and work samples are not always possible fo SPED students.
- Specifically MAP testing growth (not overall scores)
- Growth made by student not an absolute number
- Standardized tests (or any tests) are useful to evaluate teachers so long as they are important to the students themselves. If students know there is no downside to failing the exam (as is true with the CST), it is unfair to use it to evaluate the teacher. I want my students to be at least as invested in their own assessment as I am.
- Frequent proof of what I am doing and creating in the classroom. Evaluation of what I have created, how it was implemented and received. How my students perform vs other teacher's students. Required proof that I have actually made professional growth in my subject area and am using that in my classroom.
- Utilization of level/team or subject area curriculum and assessment agreements
- Progress towards IEP goals
- Growth on criterion referenced testing
- Fitness Testing
- we must be realistic about some student growth. We are not always the reason why a student doesn't perform
- Projects and artifacts have a place but not the only means of evaluation. Some standarized tests are ok to see how your students compare but not the way it is set up today. Some teacher created exams are excellent but it depends on the teacher.
- I think it should be a combination of the above.
- ASd far as standardized test results: I can support the use of MAPs as long as student growth is the target and not the "score". I do not support using the CST results, way too many variables to discuss here.
- this is a tough one since each classroom's individual student abilities vary. some of us have impacted classrooms with a high percentage of special needs and at-risk kids. for example, how you compare growth for a homo gate class compared to a class that has ten or more sp ed kids and a high number of at-risk kids?
- Again, I do not think any of these are legitimate unless there is 100% support from District, community, and most importantly, the parents.
- I teach special education so no tests would work.
- Benchmark assessments based on common core standards.
- Standardized tests are just not valuable measures with the populations which are not "successful." Students may actively choose NOT to try on a test. Being forbidden to "teach to the test" is another obstacle. If we spent all our time teaching ONLY what was on the tests, our kids would do GREAT on the tests! They may not know anything else, but their scores would be high. Does that mean they're ready to go out into the world?
- student artifact = student work samples
- Project based only if it is individual and not group based.
- I would like to see teachers assessed on students' performance on tests that are part of their grade in the course. As it is, students do not have an incentive to do well on the CST's because their results do not arrive until the next school year.

- IEP Goals/informal measures
- It can't be just one.
- observations of student performance over time.  
Evaluation of student performance towards IEP goals.
- see previous response for number 1.
- I like the "multiple" output measures. Not basing teacher effectiveness on one assessment only.
- (I'll specify in a separate word document)
- Student portfolio K-12

3. To be taken seriously by policy-makers, our "better way" to improve schools must include some accountability measures that tell us whether a school has improved or not. (Check ALL that apply, by order of priority 1 being the most important):

|     | 1   | 2   | 3   | 4   | 5   | 6   | 7   | Ranking | Average |
|-----|-----|-----|-----|-----|-----|-----|---|---------|---------|
| 97  | 81  | 64  | 69  | 68  | 101 | 50  | Graduation rates  |         | 3.8     |
| 34  | 56  | 79  | 56  | 70  | 92  | 137 | Attendance rates  |         | 4.7     |
| 193 | 111 | 73  | 56  | 46  | 36  | 23  | Value-added growth models that factor in: 1) past performance on tests, 2) a peer comparison group and 3) demographic characteristics |         | 2.7     |
| 61  | 113 | 83  | 119 | 80  | 48  | 28  | Improved learning: proficiency by lower performing students   |         | 3.6     |
| 28  | 50  | 71  | 84  | 104 | 81  | 101 | School climate data from parents and community  |         | 4.6     |
| 94  | 90  | 107 | 79  | 72  | 68  | 46  | Differentiate criteria between schools based on student learning needs  |         | 3.6     |
| 113 | 106 | 114 | 77  | 61  | 52  | 61  | Comparison of schools with like demographics  |         | 3.5     |

Other (please specify): Show details

36 6%

- money for better equipment. there should be a "list" of materials that are absolutely essential that each school can provide for teachers to use. ie., a certain amount of computers, a certain amount of money for software, a certain amount of graphing calculators let's say, etc...
- I'm hesitant to consider Attendance rates - there's only so much we as classroom teachers can control. For our at-risk students, where school is a challenge - being able to offer more 'real life' electives may increase attendance . . .
- I would support elimination of tenure
- This is difficult to rank b/c they all have value.
- College acceptance rates matter more to our parents and students than any other measure, so I'd like to see us consider that data in determining school success. Ultimately, if our clientele (students and parents) is happy with us, then we're doing a good job. Let local communities decide if their schools are doing a good job or not.
- SUCCESS AFTER HIGH SCHOOL NEEDS ATTENTION
- What does differentiate criteria include? What student learning needs?
- How can you measure schools with high transiency rates?
- Availability of online options to complete courses.
- Parental support  
Student attitude toward school
- Ask the students about the climate, their learning.
- As multiple studies have shown (beyond any unbiased doubt), school performance is most closely tied to DEMOGRAPHICS. And more precisely, within the demographics, education level and income of families attending. We should seriously consider an index which ranks schools on academic performance versus wealth and education level of the school community.

- accurate growth measures of students during the school year--comparing their actual skills growth in a specific school year. "Apples to apples" comparison.
- I think it is very important to compare schools with like demographics; however, I believe it is also important to have a measure that stacks everyone up together. While is it incredibly important to validate the hard work at schools with disadvantaged students, we can't let schools with statistically underperforming demographics use that as an excuse to continue to perform severely below more advantaged schools.
- Student admissions as well as student success in post-secondary schools should also be employed. Several of the above criterion depend upon a valid method to measure overall proficiency. Unfortunately the state has not demonstrated the desire or ability to create an effective measuring tool (see #2 comments above). The Los Angeles Times demonstrated how Value-added growth models are misinterpreted and misused by the general population.
- I have little idea what #3 (value-added growth models) is!
- Improved Learning: growth percentages on measures decided by the site or district
- There is a great deal of accountability put on educators but lacks in the area of student achievement. All students pass, walk, etc...
- This question is flawed. Can only give one rating to one statement. Can't give 5's to more than one.
- tracking progress of graduates to see % earning an AA, bachelors degree, masters degree; what % are gainfully employed after 5 years? 10 years?
- Again, any test used to evaluate teachers must be meaningful to the teacher AND the student.
- hard to measure but improved student motivation/excitement about learning AND improved use of technology for learning and measurement of learning
- It wouldnt let me choose more than one option.
- Need more than just academic training. Need trade schools - that would help w attendance and interest. Need schools that focus are areas, i.e. science/math. Business strand, auto. Each school would focus on career. Schools can improve by offering career related courses, thus those who don't go to college at least can have a skill set to hold down a job.
- Align any high stakes testing with what is beeing taught
- Each school should be looked at individually. You can't compare a border school with schools in the well to do areas even if they are the same size. Consider languages/incomes at schools. also.
- This was too difficult to rank as all were important...
- smaller classrooms.. 40 - 42 students in a 6th grade Humanities/Basic Ed. class becomes more of a traffic control rather than REAL teaching with individual attention, NOT just computer interactions with students but face to face personal interactions
- Graduation from 4-college, trade school or Jr college post-high school graduation
- It wouldn't let me check all (only 3 of them)
- It's become clear that "Graduation rates" and the like can be manipulated to show whatever the manipulatoR wants to show. They can only count if the finagling is stopped. What really counts is: how many of those who graduated went ON to be SUCCESSFUL in COLLEGE and THEN get a good job. In addition, the question is: what happens to those who don't graduate? 3 years later, 6 years later, 10...15...This is one immense longitudinal study. Attendance rates must be correlated to sub-groups. If they're not here, we can't teach'em. Don't let the chronic truants ruin our average score. It's not a reflection of the TEACHING, it's a reflection of the community's willingness to get kids to school and keep them there! Likewise, if a demographic sub-group isn't advancing as fast as others, then additional funding should be given to assist create Parent/Community support systems. Again, it comes down to the parents.
- Improved performance by lower performing students - take of proficiency
- Some of these are equal in value and should be considered as much as the others.
- Rates at which students graduate ready for college. That is, they have earned a C or higher in A-G requirements.
- I do not appreciate that we cannot rate more than one item at a specific number. I feel some of these have the same importance or unimportance.
- (I'll specify in a seperate word document)

**4. For teachers to develop our "better way" plan it is essential to know which of the educational reforms being advocated today (including those we advocate) you strongly believe can make a significant difference in how schools perform. What are the reforms in which you have such confidence that you would not mind discussing them with a policy-maker? What major reforms can you confidently advocate for - not tinkering around the edges but major reforms. (Check all that apply)**

|     |     |  |
|-----|-----|--|
| 368 | 13% | Limit social promotion and provide necessary remediation assistance for promotion to occur   |
| 338 | 12% | Individually paced learning with upgraded classrooms including appropriate technology  |
| 266 | 9%  | Expand student learning time by restructuring the school day/year  |
| 229 | 8%  | Create a first class teacher evaluation system (includes multiple measures)  |
| 470 | 16% | Provide alternative settings for students whose behavior is not conducive to a normal classroom whether for one day or a longer term |
| 120 | 4%  | Create an alternative educator pay system  |
| 351 | 12% | Create a student accountability system that includes performance on standardized tests, attendance, etc.                             |

|     |     |  |
|-----|-----|--|
| 331 | 11% | Return to teachers' professional judgment decisions as to how best to deliver the curriculum |
| 194 | 7%  | Reforming teacher preparation programs   |
| 247 | 8%  | Coaching principals to become instructional leaders  |

## Other (please specify): Show details

80 13%

- I think it would be useful to evaluate the effectiveness of state testing. We act as if these numbers matter, but we have no idea if the tests themselves have any validity. Then we could use them for evaluation with some confidence.
- Teachers need to be involved in test creation at the State level, and given professional autonomy. Our voices need to be heard on State curriculum review committees.
- Limit class size
- Increase the amount spent per pupil drastically.  
Lower teacher/pupil ratios to about 20 to 1.  
Hire more counselors and admin to help with problem students.  
Have more support staff to free teachers to have more time to prep and conference individually with students.
- I can't take any of these seriously until class sizes are drastically reduced. Get back to basics and then we can assess which reforms would be best.
- not sure what is meant by alternative educator?
- teacher raises and hiring/firing should be based on performance not solely on the number of years
- I'd like to see us create greater equity in the teaching profession so that the work load and time commitment is more evenly distributed. For example, some teachers teach subjects that do not demand a lot of grading and planning, while other teachers spend countless hours outside the school day planning and grading, yet none of this is considered in determining pay. Those teachers who teach classes that require less grading and planning should not have a prep period; this would allow us to reduce class sizes in academic areas that require lots of extra hours of grading and planning.
- Effectively using assessment to promote learning rather than measure it. In other words, more emphasis on "feeding the pig" and less emphasis on "weighing it."
- Parent Support
- Do away with tenure and put a system in place that rewards teachers for the academic and social work they do with children and families.
- Teach to students' needs, not necessarily to "standards", keeping in mind what is developmentally appropriate along the way. Utilize authentic assessments to assess progress. Loop this within and through all curricular areas, and plan instruction according to students' needs.
- Provide regular opportunities for professional reflection, growth and collaboration
- Take a look at the German and other Euro countries' educational systems and do what they're doing. It's obviously working better than ours.
- Modify state standards so teachers don't feel like it's a race to get everything covered on time.
- Don't just "coach" administrators, but hold them accountable for their success as instructional leaders. Not much accountability now. Just a lot of people coaching each other.
- Collect data from graduates of high schools to look at college/job performance and employment statistics.
- BUILD EDUCATION AROUND THE STUDENTS NEEDS....PUSD IS WRONG FOR PUSHING COLLEGE ON EVERY STUDENT....WE NOW HAVE NO BUSINESS DEPTE nO FOODS/CLOTHING.....MOST OF THE EDUCATION HERE IS ALL A-G REQUIREMENTS.... AND HOW MANY STUDENTS EVER GRADUATE FROM COLLEGE ...WAKE UP!!!
- Develop parent instructional courses teaching parents the keys to helping their kids be successful to address the lack parent involvement with their child's education and support of that education.
- I think this is a hard question to answer.
- Social promotion needs to be stopped? How can kids be expected to perform at the next grade level when everyone knows this student doesn't have the skills necessary. What is the ultimate incentive for these kids who don't care and their parents don't care either???
- Change criteria for UC A-G accrediting of a course, or it's emphasis. Change graduation requirements to what communities think is important as opposed to what colleges think.
- Coaching principals so that they better understand CA special education laws
- Higher pay for inner city schools teachers.  
Attract the best teachers to the most needy school.  
Attract the best administrators to the neediest schools.
- Adjusting class sizes! We cannot teach 42 per class as well as 25-30. That should be obvious!
- We need to have a system for teachers who are burned out to be shown the door.  
  
We need to have year round school.  
  
We need, as teachers, to be evaluated anytime/unannounced.
- 1) Stop the push to graduate after 4 years of high school. Allow students to spend as much time as necessary in high school. If they don't do the work or understand the material they can go back and take the class again. (Over 50% of our students need remedial English and math in college).  
2) Provide more electives in high school-specifically tech classes tied to internships.  
3) Make senior year more rigorous and full.



- 4) Reduce standardized testing to end of 5th grade, end of middle and end of high school-not every year. Gather results quickly, make results count and make available to teachers/parents prior to promotion.
- More collegiate time with other schools in like subject matter. Ability to go to conferences. On going training, professional growth with substance.
  - I am very happy to see that these are being considered. Many on the list are tremendous steps if they can be implemented.
  - community based program where parents have to hold children accountable for academics and behavior.
  - To prove we are serious about real education reform we must do away with the Tenure system. Too many teachers get tenure and no longer make efforts to improve their instruction. Even worse, there are teachers who are not effective in the classroom who continue to teach for many years before they retire. This is unacceptable. How can we, as a profession, allow colleagues to put students at risk for failure? While I agree that there needs to be some job security for teachers to avoid problems with administration playing "favorites" or getting rid of older teachers who cost too much, it is important for teachers to have incentives to continue to grow and develop. Just like our students do not do homework just to learn, they need incentives (grades, points, etc.) to have a reason to work hard. So, too, do teachers. Whether it be higher pay, more status, a choice of teaching assignment or simply the threat of losing his/her job, teachers should be encouraged to not just "coast along" after getting tenure but continue to develop their instruction.
  - smaller class sizes
  - Principals need to go back into the classroom every so many years to see what the real world is like. The majority are so out of touch with reality that it impairs their professional judgement.
  - Upgrading classrooms with appropriate technology and providing the training and time needed to plan and implement units of study based on the use of technology.
  - One idea would be creating effective peer-peer social networks within the individual schools that link struggling students with stronger students.
  - End social promotion  
Grouped by ability rather than age-grade  
Replace the SAT test for college with performance on STAR testing - this would encourage students to perform
  - Change how schools are funded - no more rural vs. urban designations - equalize per student payments. Greatly reduce the bureaucracy in large districts, and ESPECIALLY at the State and Federal levels.
  - REDUCE THE RATIO OF TEACHER/STUDENT. 1 Teacher to 28 children in Kindergarten is crazy!!! Use aids that will work with kids to reduce the ratio in classrooms especially lower grades...
  - I wouldn't mind seeing a parent accountability system either. Let's include all stakeholders, not just students and teachers.
  - School quality (unfortunately) depends to a significant degree upon the abilities and qualifications of the school's administration. Poway USD seems to employ a trivial and capricious(sp?) methodology when selecting and promoting administrators. This deficiency needs to be addressed
  - Make it easier to fire the bad teachers--the ones who do not really care about students who are just putting their time in until they can get their higher retirement pay!!! Dis-incentivise the retirement pay system.
  - Restructure the school day to provide on-going collaboration time for teachers to be mindful about instructional decisions.
- Fund professional development to allow teachers to access cutting edge information in our ever-changing profession (i.e. technology)
- Fund Art, Music, and PE Programs
- I strongly believe that students need to be aware of consequences if they do not keep up with their work, with examples provided of success in life or not.
  - As the number of students and problematic behaviors has increased so has instructional and preparation time decreased. Depending on the complexion of the class, a school day can look more like day care than an academic place of learning.
  - If the sixth square means all teachers being so thoroughly scrutinized by society are to receive more pay, then I would check the box.
  - Teachers need more support in the classroom with ELL students, special needs students, and students with behavioral problems. Parents need to be held more accountable for their child's success in school, as opposed to the school taking all the credit, or blame, for a child's success or failure.
  - To me, it's all about supporting teachers. Rather than a sink-or-swim approach, where beginning or struggling teachers are on their own, we need comprehensive support programs for new and struggling teachers by peers, department chairs, and AP's.
  - Provide rich resources for students & staff including technology, tech infrastructure & library materials; Provide relevant human resources including counselors, librarians, specialists/mentors/peer coaches, & nurses to support students & staff.
  - limit class size
  - STRONG SYSTEM FOR PARENT SUPPORT AND INVOLVEMENT: More than anything else, students respond to parent expectations and depend on parent support. In low-income schools, teachers and parents are often working at odds against each other...either overtly (lack of support in discipline and homework) or passively (devaluing education and healthy work habits and positive moral values).

- To better our school system we have to fund it properly, supply adequate resources, and limit class sizes down into the 25 range.
- Continue to have teacher training opportunities available centered around student behavior, curriculum and effective teaching strategies that promote global citizens.
- Develop trade schools, teach a skill, focus on career goals. Many of the above don't sound like progress to me.

How much do we have to individually pace learning? Again, if there is interest, a child will learn. It may not be an AP class, but a trade - is this really so bad? We still need welders, cabinet makers, etc. Do we really need more classroom time to learn - think of summer school, motivation and concentration on one class moves a student through more quickly.

Alternative settings: I though we had Abraxas.

Alternative educator? What's that  
 Student acc sys with standardized tests - Aren't we already doing this - CAHSEE, SAT, etc.  
 Attendance - we take every day, nothing new to these  
 Teacher prep programs - don't make a good teacher. Motivation, dedication, love of teaching and love of students does.  
 A principal is already an instructional leader, if he/she is a leader.

- I doubt it will ever happen but letting students move between grade levels and to work at their own level would be amazing!
- increase certificated pay scale/staffing by reducing LSS personnel and salary
- If more demands are going to be placed on teachers, their salary HAS to match the effort of their work!
- Changing the school day/year really won't affect change. Changing the testing methods might.
- Decrease class sizes to more effectively teach the individual student.
- Student conduct can be a major distraction on many levels in the classroom. Each year there are "repeat offenders" students that continue with innapropriate behavior throughout each of their classes and on campus. An alternative setting for those students would be a huge measure in my opinion for both the offender and the student body. There are measures that are taken to rectify repeat offenders, however, it takes a while.
- smaller class sizes
- Create classrooms structured for more team teaching, teacher collaboration and project based learning  
 allow time to observe other teachers and be observed regularly
- In regards to teacher preparation programs: stronger emphasis on reading strategies; how to teach reading K-12 regardless of content area or credential.
- leave admin out of this. they really don't know very much of what goes on in a classroom on a day to day basis.
- Reduce class size.
- Lowering the class size in the  
 Learning to read grades so that teachers can implement reading groups and not have 21 other students working independently while she/he works with 5-6 and tries to focus on them
- I would like classes to have twenty children per class across all grade levels. This will allow teachers the time and opportunity to provide more individualized instruction.
- Make the funding per student equal throughout the state, including all sources.
- Offer more parent education programs and hold parents more accountable for their part in their children's education.
- The biggest difference would be made by the alternative setting for non-conductive behaviors. Students AND PARENTS must be held accountable, not just teachers/schools. "Social Promotion" is a disservice to the country.
- I like the idea of individually paced learning with appropriate technology. However, I believe this should be blended with traditional teaching methods.
- Teacher's voice needs to have value and weight in student placement.(Gen. and Spec. Ed.)

Reform categorical funding using teacher input.

Great ideas but no money!

- #1 and #2 good ideas - no money  
 Teacher voice should carry significant weight in student placement  
 Reform categorical funding - too many
- #3 Restructuring school day
- Although not in favor of completely individualizing the pace and expectations of learning, I do feel we need to strive to create reasonable alternatives or paths for students whose needs are not being met in a more traditional setting.
- Teacher voice concerning placement needs more weight.(gen. ed and reg. ed)  
 Do not purchase textbooks we don't need. Reform categorical funds.
- Evaluate how schools involve and integrate students who have special learning needs into their community.

Provide sufficient funding for schools to meet the needs of ALL students, not just the college-bound. Recognize that public education costs MORE because public schools are teaching ALL students.

- Teacher voice needs to have value & weight in student placement- general Ed AND Special Ed. There needs to be more money for some of the above ideas.

- If principals were to teach at least one class, then they could possibly be involved in evaluation. (and they would be evaluated also as an instructor!)

Teaching pay based on subject matter (PE v AP English) Same pay?

- 1) Continuous instructional improvement through reflection, collaboration and assessment.
- 2) Time and money to research and try out best practices accommodating differentiated learning...through technology.
- 3) Get off the "treadmill" of learning factoids and testing them and work towards understanding for application in the real world.
- 4) Increased parental collaboration to promote involvement more than just donating money.
- Teacher's voice needs to have value in student placement.
- (I'll specify in a separate word document)

**5. As a teacher unionist, how do we promote good teaching and accountability, at the same time? Please provide open comments. Show details**

237 38%

- Accountability needs to come from peer reviews and from principals being able to hold teachers accountable for their classroom standards. Most principals turn a blind eye to teaching practices even when it is obvious that students are not reaching targeted grade standards.
- The culture of Poway Unified is such that teachers are held to a higher level of professionalism than some other districts. (Having come from another district, I can attest to that.) I think PUSD teachers are very proud of the Poway schools and our good track record, and work hard to uphold that record. For me, working in such a professional environment inspires me to be a better teacher. It is imperative, therefore, that teachers are given time to collaborate with one another to improve curriculum and its delivery.
- First, we need to go back to teaching to mastery. The concept of "educating" to become educated needs to be the focus...not educating to pass a test. Students are being fed too many facts without having the chance to "chew" on what they are learning. Our kids are overwhelmed. Teaching as an art is ignored...instead, a "good" teacher is one who knows how to focus on those standardized facts. We need to return to the idea of teaching our students as human beings rather than test scores. I believe teachers should be evaluated by both students and parents, as well as administrators. To be honest, I, a teacher who is wholly dedicated to my students and to my profession...a teacher who works harder than almost any teacher I know...would not put my own children in a public school right now due to the direction of the system. In my opinion, the public school system is too much like a business rather than a "child-centered" institution.
- Treat teachers as professionals, look at pre and post tests as the primary measurement of accountability, and bring back peer modeling and feedback for all teachers, not just first year.
- We need well trained and motivational supervisors. Often principals are only concerned with keeping their positions. Too many principals have very little experience in the classroom before being "promoted."
- Require on going Professional Deveopment
- let's get rid of tenure and hire and reward based on supply and demand!!!
- Treat teachers as professionals not baby sitters. Provide professional growth opportunities and time to share the learning. Provide collaboration time to plan rigorous curriculum and evaluate that curriculum.
- I feel that we do need to be able to evaluate / remove sub-par teachers in a swifter manner. It's not okay that some teachers: do not teach to the standards/ do not work collaboratively with their peers/ do not post grades - use Learning Point/ do not build rapport with parents/ do not actually teach (showing films and/or having a complete lack of classroom structure-direct instruction, etc.). In any other profession, these people would not be able to keep their jobs, but in teaching, it's a Herculean challenge to evaluate out a teacher once tenured. This gives the system as a whole a bad name.
- More peer evaluation and team coaching
- When I have all the necessary tools at my disposal, I don't mind being evaluated. But when all of my support is being systematically eliminated, year after year, I think it is insulting to be presented with these options. How can my principal even hope to observe me meaningfully when he is so buried with work he literally runs across campus?  
First give me a fair shake- time to consult with a mentor, time to call parents, a decent class size with backup for low achieving students and students with emotional problems. Then we can discuss how I should be evaluated.  
It might be something like this- How many Poway students find employment, that enables them to be self sufficient, NOT how many get into college. Or- How many students avoid incarceration or addiction problems? How many commit suicide? How many still live at home? That is more how I should be evaluated. Did I teach them to be on time, be respectful, say please and thank you, write a decent essay, or email without embarrassing themselves? Just sayin . . .
- I feel good teaching is witnessed each day in a classroom with student performance and the district curriculum being used to meet the standards. I feel collaboration takes the best of the academic choices when a team works together to meet student needs.
- Good teaching begins with connecting with your students. Connections, and subsequent proper assessments, are more difficult to make with 40 in a class. I think teachers are doing a great job, but nobody is maximizing student growth under the current conditions. Give teachers smaller class sizes and get our days back, and then talk to me about good teaching and accountability. Under the current conditions I cannot reach as many students as I could in the past, and I have had to cut lessons/activities from my curriculum because it is logistically impossible/impractical to do them with so many students in the class.
- Instill in students a sense of responsibility for their own learning.  
Encourage students to self-advocate and recognize the relevance of their education.

- I have worked in three different states in my teaching career, and California is the most "relaxed" when it comes to holding teachers accountable. It is shocking, really. I am in the minority, I realize this, but I firmly believe that teachers should feel like job security is not a inalienable right. The budget cuts showed a lot of bright, young educators the door and kept an alarming number of disillusioned cranks in our ranks. This should not happen. Teachers need to maintain high professional standards or be fired. I don't think that standardized tests are a fair measure of teacher effectiveness, but I believe all teachers should be observed a lot more than they are here. I also believe that students and parents will often tell the truth about a teacher's effectiveness; their voices, while not the beat all, end all, should be heard more than they are. I currently work at a site where unprofessionalism is the norm, and those who are conscientious and "hard nosed" are labeled as meddlesome. This type of environment should be stamped out! This is in a "high performing" high school! I am all for overhauling teacher tenure, then and only then should we tackle teacher pay. We have to earn that at this point.
- There must be multiple measures of a teacher's success. A teacher must not be evaluated only by standardized test scores. Accountability should take on many forms. Are teachers teaching the standards? Are children engaged? The question is, who will be evaluating?
- More time to work collaboratively.
- We can't be evaluated by standardized testing alone. We need pre & post testing. Assessment based on students improvement while taking demographics into consideration. Students and parents need to be held accountable as well. We cannot be expected to produce intellectual geniuses with students who have poor attendance, don't do homework and have severe problems at home. It is impossible to evaluate teacher effectiveness unless teachers are compared to like teachers in similar circumstances. A teacher in a poverty stricken, lower class urban blue collar neighborhood cannot be compared to a teacher in a upper middle class suburb. As utopian as it may be...the expectations cannot and are not the same. A teacher at a high school across the street from Stanford University in Palo Alto, will probably have higher achieving students than a teacher at a high school in urban Oakland. These circumstances were established and created by our society decades ago and cannot be reversed by a single politician or law. It will take a concentrated effort over many years to make a significant change.
- Evaluations by administration. Collab teacher, student, and parent feedback. Test scores.
- We need to streamline testing -- HS Exit Exam should be integrated into CST multiple choice so that 10th graders need to only do an additional written section. We also need to refocus CST tests to what is essential (national standards) and leave more room in the curriculum for project-based learning and habits of mind not easily tested on a scantron. If lawmakers want CST tests to truly reflect student ability (especially in 10th and 11th grade, when kids are test weary from the additional PSAT/ACT/SAT grind -- not to mention the pre-CST midterm that some teachers give right before the CST, CST results need to be returned before the end of the school year so that they can be treated as a midterm or final for the class.
- Every good educator should want to be held accountable for the increased achievement of their students. Only poor educators are afraid of accountability...theirs is the loudest voice the public hears. The quality educators who are not afraid of accountability need to stand up and shout that we want the world to know what we're doing and how well we're doing it! Lazy teachers among us need to be fearful for the truth will be known.
- An environment of coaching and honest feedback without judgment. A working environment based on collaboration and student center decision for student achievement. More site based management, in this district we have made a major swing away from the site to the central office. This is not what is best for kids... Many district office representatives have lost sight of "life at the site".
- I am proud of our school because our principal trusts us to use good judgement. We always collaborate and take pride in how we deliver instruction. We need more time to collaborate. We also need the district to not cave in to whiny parents. There is not enough accountability for students to perform. The focus for improvement needs to be placed on the student. Look at other high performing nations. When a student fails, it is the parent who is responsible for providing the necessary tutoring and/or discipline. Here, the question is, "Why is this teacher not figuring out the particular needs of this students and providing accommodations." Many of us have the equivalent number of years of education as a doctor or attorney yet we are not valued as professionals.
- -Observation of ALL teachers (and not just new teachers).  
-Teacher reflections:teachers must be able to evaluate their own methods of teaching and see how they can better themselves.  
-Look at student data:percentage of students proficient or above and compare to other teachers/schools.  
-Evaluate professional growth of teacher:what are they doing in their school to advocate higher learning and better the culture of their school.  
-Teachers are recognized for student excellence/achievement  
-Teachers need to know there are repercussions to below average teaching
- reward the good teachers who perform well and work hard (pay, promotion, tenure, raises, awards, choice in grade level/school, etc.)
- Provide collaboration time and modeling.
- Abolish tenure and have meaningful teacher evaluation.
- Put video cameras in the classroom to see good and bad teaching at any time!
- Judge students by how they think/what they can discover or produce instead of rote memorization through testing.
- Eliminate tenure
- Teachers should have a "Community Conference" - teachers select their curriculum, deliver material in multiple ways, collect evidence of learning in whatever modes would be appropriate, choose 2 major projects to display at a Community Conference - teachers, administrators, parents, students, community, etc. to see at Open House. Teachers summarize the rest of the year and review with a peer teacher.
- Attempting to help parents and community members understand that teachers are, in fact, professionals with degrees and credentials that speak to their ability to do their job with

professionalism and success. Allow teachers to have control over their curriculum and include more trust in the system. Take the relentless emphasis off of test scores, as most research in education shows that the best teaching/learning/student success comes out of teachers who backwards plan with their own assessments; I'd rather be held accountable to assessments and curriculum I can control than tests that are not written by me that I do not control.

- Offer options to assignments, tiered difficulty for differentiation.
  - Curriculum compacting contract for students who pretest 85% or higher on a chapter pretest
- Develop collaboration norms to encourage teachers to hold each other accountable. At the elementary level, encourage teachers to share students so they can specialize in specific areas of the curriculum.
- We need decisions based on multiple measures (for students and teachers). We need accountability FOR decisions - public follow up or follow-through and time taken for open safe communication all through the district (top to bottom, bottom to top). BEST answer - involve teachers and give them a voice and a chance to work together.
- Training and support as needed in and out of the classroom. Differentiated means for teachers to grow professionally with guided mentors.
- Teaming is key..collaboration among grade level teammates and vertical discussions with other grades to get input on what was done well and what needs improvement. We do not have time built in for this currently..too many kids and no help to prepare for day to day teaching.
- Support us. Public education is like a business and in order to run a business successfully it requires a certain amount of money. People need to realize that public education is not daycare and reinforce the value of education.
- Stop all unnecessary interruption, and programs...etc that pull the instructional day apart. Reduce the number of students and the number of special day students that are placed in resource, or main stream. Use assessment data district wide.
- Support teamwork with a positive atmosphere where teachers feel valued and appreciated for their own style and student growth.
- Teacher Recognition/support for innovative teaching methods a place where ideas can be submitted and available for all.
- Pre and post test scores in core subjects that measure student growth rather than comparing teacher to teacher class scores. Continue to provide collaboration time for teachers to solidify grade level teaching consistency.
- Create common learning goals and assessments. Review Standardized Test results
- I believe teachers who know they are under performing need a safe place to get help. There is so much pressure on us to do too many jobs and all teachers are not good at all of those jobs. We need a safe way to ask for help and be fully supported to make the change needed.
- To promote good teaching, we need to look at other ways to organize classrooms, especially at the elementary level...combo classes formed just because of enrollment needs is NOT GOOD for kids! It is my biggest obstacle in delivering quality instruction to my students. Every year the combo class drives the the schedule at a grade level and most flexibility is lost to sticking to a schedule that permits the switching of students to teach math, social studies and science grade level standards. Wouldn't it be a crazy idea at the high school level to put algebra I students and algebra II students in the same class? The argument could be made that it's all algebra and the teacher just needs to plan out her lessons to meet everyone's needs. The algebra II students would help teach the algebra I students. If this seems nonsensical at the high school level, then why isn't the idea really poor at the elementary level. At this level, a teacher needs to juggle 7 subject areas for each grade level and not just a single subject like in the high school algebra example. It a horrible way to organize kids in a classroom.
  - We need paid time to collaborate with peers on student progress on a weekly basis.
- teachers should only be allowed to continue teaching if they are still into the job and are going a "good job". Teachers that sit behind their computers and play poker are not doing the students any favor. Also teachers should not be allowed to leave their classrooms to talk on their cell phones. It is things like this that need to stop.
- 1) Teacher collaboration.  
2) Student voice in evaluating teachers.  
3) Hold students and teachers accountable.
- Train teachers to be thinkers and problem solvers and then give them the professional latitude to exercise their knowledge. Couple this with the development of assessments that measure student learning in regard to individual growth as opposed to political agendas.
- Let evaluation systems and teacher prep programs be created by seasoned educators, no seasoned politicians.
- Teachers need to be provided with time to collaborate. This is where the best professional decisions are made to help students.
- Involve parents more, even if they have to be "forced" into a process that focused on what their child is either accomplishing or not accomplishing.
- Be strict, but fair. Students must understand that there are expectations. Parents need to also hold their children accountable for the work that they produce.
- There has to be a way to help poor performing teachers to get better or get out. Our profession is hurt daily by teachers who should not be in charge of young minds. Until the union can find an alternative to tenure, change is going to be forced onto us by the outside.
- Our district offers many opportunities for teachers to learn ways to improve our teaching. Through our TLC program I feel that I have gained invaluable knowledge through the collaboration of teachers throughout our district.
- Lowering class sizes to allow our teachers to be held accountable while being able to reach each individual. With things the way they are, it is impossible to be an effective teacher.

- Hire teachers ONLY after they have subbed 3-5 days in a PUSD classroom, and been given a green light by a PUSD mentor teacher.  
Accountability assessments by same mentors during evaluation years
  - Do as Finland: In order to become a teacher, one must be in the top tier of one's academic class. No exceptions. We must expect and accept only the highest achievement from ourselves if we are to ask it of others.
  - It is sad that many in the community still think schools (therefore students) are failing and that this is happening because of unions and/or greedy teachers. Somehow it seems the public perception needs to change. Once that happens, perhaps we can work on the other needs like increased funding. Or is this the chicken/egg thing?
  - I believe that professional growth should be required, such as TLC's which are optional. In addition, the evidence required and time involved to create the work is too daunting and discourages voluntary participation.
  - We promote a culture on our campuses that motivates students to better themselves through knowledge and learning. As teachers, we support each other and in doing so we set high standards for good teaching through active collaboration.
  - Create a pay system where teachers are rewarded for exemplary teaching, not for just showing up. Together teachers and the district determine what is exemplary. Both the teacher and her/his administrator meet a few times a year to go over whether a teacher is exemplary or not, and if not, what can be done to improve. There would be a set amount of time to improve. If no improvement, the teacher is let go.
  - 1. Define what "good teaching" is.  
2. Decide that the community is to be accountable to the school because educational success is culturally based.
  - Don't give carte blanche support for all teachers. Sometimes it feels like a great deal of union action is protecting teachers who don't really deserve it (because of inappropriate/negative actions or ineffectiveness) while those staying out of the negative spotlight just see reduction in pay.
  - Peer evaluations with peer collaboration. More teachers working together to evaluate not just principals.
  - Provide teachers with Professional time to allow for staff development, planning, and articulation among teachers. Lower the class size to meet the needs of all learners and compare test data from previous years.
  - Focus on the child and their desire to learn. School has to be a place they want to be at and see purpose for being there.
  - This is where the principals need to be involved and be strict about teacher performance.
  - An ideal model is one I observed at a similar school back when the district had money to send us to look at those. Department chairs had an extra prep period during which they observed and gave feedback to members of their department, read current education literature to update curriculum and technology use ideas, etc. I believe principals have neither the time nor the sub-discipline pedagogical and content knowledge to be effective teaching leaders to every department. Department chairs should do this and have more pull in decision making. (by the way I am not a department chair, so this is not a biased decision).
  - You have to make parents your partner in education. Parents need to be involved in their kids education. Kids can no longer learn everything they need during the regular school day. They need to go home and continue their learning there. Parents need to understand their role in this. They need to understand that we are providing kids with the opportunity to learn, but that parents need to make sure their kids are doing what it takes while at home. We need to get that message out. By making parents an informed partner in this process, then parents will understand how accountable teachers really are for education. Bad teachers can't hide if parents are their partners just as good teaching practices are emphasized. You have to have that partnership.
  - Any good system has accountability but with a teacher there are so many things to consider, do we have up to date materials, do we have what we need to teach. What truly helps a child learn and a teacher meet their needs. What one teacher, principal, business person, congressperson thinks is hard to qualify. I do think teaching wise California needs to be looked at in a positive light because we meet so many needs and have high standards.
  - We need to be accountable, however, parents and students must be 50% or more accountable for their progress. If there is no support at home and the child is willing to work, I can't change that.
  - Look at students work throughout the year not once or twice through standardized test
  - Let us do our jobs!
- We need to lower the class room size AT ALL GRADES!
- Get the parents into the classroom to serve as volunteers during the school day so the parents can see exactly what is going on. There exists, at this time, little or no motivation for parents to be inside their child's classroom during the school day.
  - I don't know the answer here. I know I'm tired of the way teachers and unions are often portrayed as only caring about the teachers and the pay. Maybe unions could support the weeding out of the kind of teacher who fits the media portrayal. They are among our ranks.
  - We have to always focus on the skills the students are meant to be gaining in a course. There is too much focus on evaluation on all sides. Students and parents are overall focused on grades to a point where the grade is more important than the learning and growth of the student. Teachers spend a majority of their time trying to justify their grading practices rather than focusing on effectively using assessments to enhance student performance. Teachers need to be given support in their professional evaluations. A support system and

clear goals need to be established so that teachers know exactly what their responsibilities are and that they have the support to do what is best for the student's long term future, not their immediate needs. Good teacher comes with the confidence to do what is best for the student, even if it's not popular and accountability will come in the way teachers and students approach and succeed with realistic and relevant goals for student success, not arbitrary scores and grades.

- Reward better teaching rather than just penalizing (really just a frown) inadequate teaching!
- Teachers who are truly not strong as seen by administration, students, and test scores must be allowed to be let go. Non-tenured teachers who are strong must be allowed to have some stability in their jobs.
- We need to stop giving in to small groups.

We need to apply what the kids are learning instead of feeding them tests that they are all practicing for.

We need to have real live companies come to each campus and show the kids the Real path to becoming involved in a Real job.

We need to GET RID OF NO CHILD LEFT BEHIND and anything Republican related!

- I try to use a variety of methods and strategies in the goal of helping ALL students learn. I spiral my teaching, reviewing previous material as I teach new concepts and methods. I use daily summative equations as warm-ups to routinely check for student understanding, then I give formative unit assessments.
- Don't make standardized tests the only indicator of good teaching, rely on their professional judgement too.
- We need to provide guidance on curriculum improvement and affordable continuing education.
- By connecting real world material and simulations with the classroom experience. We must go beyond students learning 100 year old teaching methods such as having to do Algebra I and II and move toward work that will truly be utilized by a majority of the population. Bring businesses to schools so students can learn/intern, offer a better variety of more pertinent classes. We must be able to go beyond the same old same old concepts and connect better with our youth.
- Expand online course options from K - 12th grade.
- We need more collaborative time - create with our peers, work with our peers, evaluate and be evaluated by our peers. Teachers know what works.
- As a professional, good teaching and accountability go hand in hand. Every single quality teacher is accountable for his or her ability in the classroom and takes responsibility for the students whom they educate. Dedicated teachers work tirelessly to constantly improve the quality of instruction for each and every student. Most often, parents agree with the teacher in that students need to be held responsible and pushed to their limits, requiring them to be challenged more each and every year. Almost all teachers agree and meet that challenge. That is what accountability is all about. Have the tough discussions with parents and students and set forth realistic and high expectations for the success of all learners. Like it or not, college is not in the cards for all students and to pretend that it is, is lack of accountability and doing some students a disservice by not preparing them for success in life. Accountability is the educational system providing the students we teach the necessary skills to succeed and be a positive impact on society. Teachers are doing that more than ever today so accountability on the teachers part is being upheld. Accountability from policy makers should be the real question. How do we make sure that the people "in-charge" are doing what is right for our future rather than what makes them look good.
- We recognize our responsibility to uphold the reputation of teaching as a profession and advocate for reforms that benefit students, not solely teachers.
- Teachers, no matter how great, need students and parents who are committed to success in school. Accountability seems to be solely in the teacher's lap with free complaint from those who should be taking responsibility for their children's success in school.
- Tenure is not always good for the students. Some teachers never should have gotten tenure or were good at one point, but aren't meeting the needs of their students now. Teachers are pink slipped based on longevity instead of excellence - again, not necessarily the best for students. Transferring teachers is also not always good for kids - many times, we're not hiring the best - we're hiring the best of the group who has tenure.
- Allow choices in a safe environment for educators to grow and achieve as teachers
- Let teachers continue to be creative and do weekly assessments.
- Do whatever it takes to get rid of teachers with repeated poor performance. On almost every campus there are lazy teachers who never change their lesson plans, who surf the Internet while students talk to one another, and who contribute nothing to their teams. Not only do they get away with their poor teaching, they typically get their choice of praps. There ARE ways to fire tenured teachers but admin and the district are too afraid to do it. Underachieving teachers make the ENTIRE district look bad. Admin needs to observe and document teachers' performance and take steps necessary to reward strong teachers and eliminate weak teachers. Criteria needs to focus on instructional strategies, student performance, etc., not on whether a teacher is considered "cool" by students and staff.
- Focus on rewards instead of consequences.
- Provide teachers with more time to plan and collaborate. Also, more consequences for student non-compliance.
- I think teachers should hold each other accountable and critique each other. PPAP should stay in place for new teachers and there should be site based PPAPs for teachers that need extra assistance in preparing and delivering the curriculum.
- The road to "good teaching" should be paved with accountability. Few administration teams have the time, energy, or skill to adequately evaluate even the first few years of a teachers career. Mid career and teachers near the end of their careers are truly on their own. Teachers have traditionally been self accountable. Unfortunately, when this self accountability breaks

down, there is no safety net for the students. Unions need to be more involved in teacher accountability. I believe that teachers that are not performing, not doing their job, and not effective need to find something else to do. It is in everyone's best interest, including teachers unions, to help non performing teachers move on to something else.

- Time has to be made for collaboration.  
Good teaching comes from working with grade level and cross grade level teachers. Grade level accountability transfers across grade level...students prepared for the following grade.
  - Good teachers are always accountable for their students performance.
  - Incentive based pay system. If schools improve then teacher pay rates increase. If schools do not improve then pay accordingly.
  - Help educate the community, parent roles and responsibilities. Create more of a "team" atmosphere. Educating students as a "village" versus the school handling more social issues.
- Reduce class sizes...this isn't even a question or option. That would make a huge difference in all of the above!!!
- Peer accountability.
  - Promoting good teaching and accountability requires a person to actually understand what happens every day in each classroom. It is very easy on paper to make adjustments to schools by eliminating positions, reducing hours, cutting teachers and staff, but these current conditions are extending the outside hours that teachers are spending on their work. A "good teacher" does whatever is needed to get the job done, often by taking time out of their personal lives to meet deadlines. So how do we hold these teachers accountable? One way could be to allow former teachers to have a strong voice with recommendations pertaining to changes in education, and offer state-wide evaluations to new AND existing teachers by people who know what they are doing and what to look for in a "good teacher" (like the PPAP Program).
  - First, thank you for conducting this survey. It is a step in the right direction. I believe that we need to facilitate conversations that will move our profession forward, though they may be uncomfortable. The first way I see we need to promote good teaching and accountability is for teacher willingness to improve. Teachers should be more willing to observe their peers, open to coaching and feedback. Their also needs to be more accountability measures that matter. Job security is a major plus for teachers, but they should have to earn that status. Good teachers should be rewarded, and inadequate teachers should be coached or removed. But systems need to be in place to do so.
  - Discontinue use of standardized tests to measure student progress, use teacher tests and review of student work instead. Hold teachers accountable by peer observations, decrease union dues.
  - Come to the job with right attitude, do what is best for learning and make it happen!  
Teachers working in teams rather than in isolation will give the needed competition and collaboration to help stimulate those that don't see the need for change or creativity in the learning environment. This will lead to the issue of time, give the teachers the hour in the day to do this work.
  - Standardized buildings and technology so that all students have equal access. Pre and post tests of student achievement during the first and last week of the year and allow teachers to have continuity of instruction during the school year.  
Ongoing professional development. Elimination of costly and wasted dollars on state mandated curriculum changes.
  - observation and collaboration by peers and principals (leaders)
- close look at student growth (not necessarily achievement)
- more professional growth opportunities and incentive for doing so
- Incentives?
  - We need to have our continuing learning and professional growth covered financially for us by the state. We also need to pay a decent amount of money for each student. \$10 per year per child isn't quite doing it for me. If we have the proper resources and funding, we will be successful. We need to have multiple ways to measure accountability.
  - The increased class size has really put a damper on our ability to offer "good teaching" to such large classes and such large overall total # of students we have. Students need to be held accountable for inappropriate classroom behavior/disruptions and its impact on teaching before we as teachers can truly be held accountable for student learning. District policy needs to be revised and there needs to be some alternative learning environment for middle school students who don't do well in the normal environment.
  - Limit class size and limit placement of special education students in the regular education classroom.
  - The number of students in each class (38-41 students) and the overall number of students assigned in five classes per day, approximately 200 students, is too many. The recent reduction of teaching days per year leaves too little time. We need to advocate for a return of the time and a student-teacher ratio that "promote good teaching".
  - Continue education for teachers
  - More principal visitations for teachers that struggle or not meeting the standards, to receive feedback to improve.
  - by hiring, then honoring excellent school principals who are effective educational leaders (curriculum knowledge and best practices to promote effective delivery of the curriculum to students) and are informed (through observation) on how their staff is teaching. Teachers learning the value of student goal setting, and then learning how to go about teaching this process to their students. This should begin at the elementary level. Teachers would work with students on the steps and actions students would implement in order to achieve their goals. Students would also be involved in daily, or bi-weekly reflections on how the implementation of those steps were, or were not moving them towards meeting their set goals. Process would include re-evaluation of goals, or refining the steps and creating new goals once the current ones were met.



- We need more peer interaction. We used to have time for articulation and teacher inservice, but it is gone and holes are forming!
- Collaborating in grade level teams in which we learn evaluation techniques to help learn and evaluate each other.
- Eliminate tenure
- Through observations from peers with and without the same teaching degrees. Valuable and meaningful input from others is only valid if the reviewer is in the classroom and well aware of current academic teaching constraints. Input from "others" who have been out of the classroom 5 or more years does not have the same issues and concerns as we do today and everyday forward.
- It is extremely difficult with the current political polarization in Ca, and the US to even carry on discussions around these topics. We need to be willing, as teachers, to open our classroom doors so any shareholder can see what we do. We need managers trained well enough to recognize good teaching (and potential) to make decisions on teacher tenure... which may require more than two years of experience. We should look at teacher tenure, and make necessary changes. This is not to say tenure should be eliminated. Anyone who believes exceptional teachers at the high end of the salary schedule would not have been laid off over the last few years without tenure protection is terribly naive. We need to look at alternative salary schedules for new teachers...too many are leaving in 4-5 years for jobs offering more money and a less stressful work environment. We can't allow politicians to control the conversations, which means we can't remain silent and tacitly accept politically motivated false-premises...we need to attack right back.
- It is not just the teacher that is accountable. The students need to be accountable to pay attention to instruction not just by the teacher, but collaborative work with peers, on the computer and always striving to do better. They need to do more than just take up space and cause distractions in our classrooms. As a teacher I am constantly evaluating my presentation of curriculum. I hold myself accountable for scores on assessments that indicate whether or not my students have understood and mastered what I have taught. I think that unit tests or tests from the district are more realistic of growth towards the standards.
- As Al Shanker once wrote, we need to do a good job of shepherding our own profession and coach OUT of education those who aren't effective and motivated to do good things for kids. Good teaching is a result of good teachers, and we can't afford to tolerate incompetence and unprofessionalism just because of tenure and longevity. This is one of the sorest points with the public, the policy makers and the media.
- Teachers need to police themselves. Teachers also need to be held accountable
- Good leadership should help establish at each school site within each department what the realistic standards based goals are. Then and only then establishing benchmarks for these goals that are accurate AND effective measures of student progress. Then, look at individual teaching practices and make a decision about what the best methods of delivery might be and bolster that delivery with strategies tailored to individual low performing students but benefits all learners.
- Need more time to share good teaching strategies with each other...especially with fewer resources and more students.
- Model - Good teachers are all over this district. They should have stipended pay for mentoring underperforming teachers  
PPAP mandatory for underperforming teachers.
- The union is the big problem in improving schools.
- Peer review, collaborative teaching, develop a FAIR process to evaluate teacher performance and pay teachers accordingly. Teachers need to trust their colleagues, and accept constructive criticism. Administration needs to do a better job of identifying teachers who need remediation and provide meaningful support to them. Admin needs to clamp down on grade inflation.
- Mastery of subject area should be the criteria for accountability.
- Provide teachers time to visit with teacher mentors. Mentors with successes in classroom management and student achievement beyond the test.
- If there were a truly effective way of measuring what the student has learned through multiple meaningful assessments and whether this is on track with past learning that would be good.
- Get rid of step and column pay raises based on time sitting in a classroom. If a teacher needs to be moved from site to site (and then to the D.O.) that's a sign that they should NOT be on the payroll. Start spending money on staff development again! Green and Growing instead of Ripe and Rotting. Once someone chooses to leave the classroom they need to lose seniority - period. They left for a reason.
- By providing a culture where teachers are respected and their pay reflects the importance of what they do.
- We promote good teaching by modeling our teacher preparation programs like those in Sweden, the number 1 school system in the world. Teachers are HIGHLY RESPECTED as professionals, on the level of doctors. Teacher prep. is rigorous, and extends beyond the credential into the first few years of teaching. There are no standardized tests in Sweden. Instead, teachers are held accountable by peer assistance and observation. Small class size is the norm.
- I believe good teaching and accountability are best achieved through strong colleague interaction
- We don't.  
Start by overhauling the teacher pay system. Currently it rewards years of service over teacher quality. Since I am married to a person who has to move from state to state every few years I keep getting bumped to the bottom of the salary schedule and lose pension every time I move. Even though my students' standardized AP test scores are one of the highest on my campus (and has been highest in an entire district in the past), I am one of the lowest paid teachers.  
Our current system is terrible and the teacher's union should be ashamed of itself.

- We promote good learning by remembering to teach the whole child and to understand there is more to an education than just the standards.
  - Support teachers who's students scores are under performing in multiple academic areas, provide appropriate feedback, analyze and report data to teachers and students.
  - Teacher's tenure could be reviewed at certain terms: 5-7 years? The review could entail high performance on peer and administrator observations as well as portfolios of met teaching standards.
  - Realize that the difference in children's learning is directly impacted by the support of teachers...
  - We work as grade level teams, developing learning and assessments across the grade level. Collaboration/sharing of latest research-based techniques.
  - Don't these go together? I can't think of one good teacher who is not accountable and likewise for the opposite. It would be cool to highlight at high school, middle school, and elementary teacher on the PUSD homepage every month.
  - We have got to stop protecting teachers who continually perform below expectations. It should not take years of time, resources, money, and most importantly students to get rid of a teacher who clearly should not be in the classroom. I strongly believe that these cases are what causes the union to lose public support. We need to show that we are not afraid to be evaluated (get rid of alternative evals) and that evaluations will be more than essentially a "pass/fail." We need to continually revisit the Poway standards of teaching, even after we've been exited out of PPAP. I have rarely heard those referred to since my first two years of teaching. Those should be the guiding expectations of professionalism at every campus in the district.
  - 
  - NA
  - Out of time - class starting.
  - Through providing a environment in which teachers can work including not over-loading classrooms, providing teachers with opportunity to attend conferences or provide each teacher with an 'account' to use for even summer study abroad (as they do in some private schools - Menlo School is an example); by changing the start time (7:20 is way too early); by giving us time and resources - we don't even always have toilet paper in the teacher restrooms! We are often expected to do our jobs with very little and it can be demoralizing. However, a good teacher will do a good job wherever he/she is with whatever resources he/she has. Good teachers are acquired through a thorough hiring practice, but when a profession is not known for supplying its workers with attractive or even practical working conditions, the profession will always have a difficult time at best in promoting the best qualified individuals.
  - There needs to be a balance between student, teacher and administrative accountability. I find it hard to listen to a politician who has never taught in our system.
  - Stop protecting & catering to the bad teachers. We need to make it easier for administrators to get rid of bad teachers.
  - Use fair accountability measures, principal/peer observation, and parent input.
  - Implement a peer review model for all teachers, not just new teachers.
- Monitor student growth based on district or site based measures.
- Streamline meetings and other duties to allow collaboration time for teachers to make conscious teaching decisions to maximize student learning in their classroom.
- I believe that you should focus on the teachers that are not performing, not focused on the students' learning and leave the rest of us to use our professional judgement in our classes.
  - It is important for administrators to be informed about best practices and new practices being used in their schools and elsewhere. The district is not holding principals accountable for teacher evaluations and alternative evaluations. The administrative evaluation process is flawed. It should be done several times a year and should be reviewed with superintendents not union reps. I think more emphasis should be placed on encouraging schools to use the vertical articulation in conjunction with grade level articulation. More time needs to be given to staffs for professional growth opportunities at the site level. Standards are too cumbersome with the number of students in class and need to be reviewed and prioritized per grade level and teachers need to be encouraged to "think outside the box" when differentiating instruction. Teachers should be encouraged and supported in sharing kids to lighten the load of having to differentiate for so many levels (ex. eight reading groups).I
  - If observations are made by those who know what good teaching looks like and by those who are capable instructional leaders, good teaching will follow. Accountability will be part of the process.
  - I feel that there needs to be a lot of transparency and education for the public. If there is a "bad teacher", it shouldn't be perceived as a difficult thing to "get rid of them". At our site there was a bad teacher that was passed off for years for the next principal to deal with. It wasn't just the belief of a couple of disgruntled parents--he was bad! No hiding behind a union--we want to look and perform well as a whole. Accountability--that's a tough one since it is very easy to stay in your room and avoid any kind of scrutiny. If you find an answer, I'd be all for it...
  - Weed out incompetent teachers who are favored by administration and given priority in teaching assignments even when they have not demonstrated qualification for such. Principals have too much autonomy and authority in determining teaching assignments. Teachers who have little experience and/or competence are often given priority in staffing decisions due to their personal connections with the boss. This is an insult to hard-working teachers who are serious about high achievement and professionalism but don't choose to play the political games. Establish a fair and equitable playing field by distributing poor-achieving students and trouble-making parents among ALL teachers; not just among the teachers who are not favored by the administration. If the playing field were leveled, then accountability could be an issue to debate. However, without equity, some teachers do not have to fear accountability because they are insulated by the administration with cherry

classes, subjects of choice, ideal schedules, hand-picked, high-achieving students with supportive parents, etc. We will never "promote good teaching and accountability" until ALL teachers are treated fairly and as professionals by their administrators.

- I believe teaching is an innate ability, rather than one that is learned. It is beneficial to have time to visit other classrooms, for positive interactions in a class. I believe we all do our best in striving for all students learning, but we are working harder than the students. If accountability is pushed for students, it will help us, in our own accountability having that edge on students. Maybe, students should not go forward if they obtain below a certain percentage.  
Parents need to take responsibility for their child's lack of ?, rather than direct the frustration to educators.  
Our hands are tied... San Diego Unified used a program years ago, that mastery had to occur before student moved on. Why not go back to that. By holding our kiddos accountable would just make accountability for us easier to obtain...
- I think more people need to know about the PPAP/PTIP evaluation process: that it includes input from multiple sources and a decision made by a board comprised of district admin and teacher representation. We also need to reconsider "hiding" dismissals for poor performance.
- We need a stronger support system that provides support staff to deal with negative student behavior and parent/home issues that directly effect the instructional day. Too much instructional time is being lost on discipline and parent education!!!!
- Methods of teacher evaluation need to change. Evaluation should be based on observation, student growth during the year (including students who were performing below proficiency). Professional growth opportunities that encourage teachers to teach with new ideas that are more appropriate for today's students, rather than what they have always done.  
Acknowledge teachers at each school site who go above and beyond their job description by piloting new programs or use creative methods of teaching. Principals need to be trained to motivate teachers and hold them accountable. Teachers should be paid accordingly based on the impact of education on one's future.
- I think the screening process in PUSD puts good teachers in place in classrooms. Parent accountability needs to be part of this conversation.
- Provide materials that address the standards and what is tested. Allow teachers enough time for planning and creating lessons to meet the needs of the varied student levels in the classroom- for example not so many duties and meetings. Don't weigh down the class with so many special needs students without providing training and extra help. Provide more parent workshops on how to help give their children a good education.
- Having the Principal hold each teacher accountable for his or her goal (s) per year. Even setting one goal is a great start and then everyone can see this goal stated in the classroom and the students have buy-in to try harder.
- SPED students need more than test scores to prove progress.
- I believe that by creating time and support for teachers to collaborate more and attend monthly day-long sessions where this work can be done within the work day would be beneficial to teachers, schools and students. To me the biggest issue is that more and more is put on the teacher's plate and less and less time for support and peer collaboration is available, as we all struggle to get it all done and have a family outside of our jobs! If we were to go to a full year model, I think this collaboration time and expectation would fit nicely. It would also allow us to be innovative in our teaching strategies as we will be working more as a team rather than islands. The shared creativity as well as shared problem solving would benefit students and ultimately show up in student achievement and teacher performance. It would require a "buy-in" from those who do the same thing, the same way because that's how they've always done things. I suggest asking teachers to participate in a 7-Habits of Highly Effective People training - that's what other "professional" organizations do to support their employees. We need an inside-out approach, not an outside-in approach, like finding ways to evaluate teachers without first setting into place the supports and training, then evaluate based on the goals from those.
- More support, remediation, evaluations
- Class size, time & resources both human and physical. Give teachers the tools to be effective, time for their professional learning & implementation, instructional resources, and a supportive, healthy & functional working environment.
- Teachers would greatly benefit from more instructional, technological, and classroom management inservices and/or opportunities to grow on issues that are more directly relevant within the districts they are employed vs taking classes at universities which have issues that focus globally. Both are important, however, once one begins teaching a teacher needs the support with more the issues at hand and not be bogged down with extra courses required by the State and going further into debt. I'm not quite sure this is possible but it would be great to have teacher requirements be reformed in this area to more directly impact the students we teach.
- One way is to support teachers with necessary tools for effective teaching-supplies, materials, and support from the district and state.
- ?
- get rid of the union structure for teachers. Allow teachers to come into our district and get paid for all of their years of experience instead of keeping the "outsiders" out.
- We're missing the point. Teaching is NOT the main problem...it's just the only one society/politicians are willing to address (as opposed to decaying values and poor work ethic and misguided priorities in American culture). ANYWAY, 'reform' is counterproductive to the extent that it redirects teacher time and effort FROM the classroom and from students TO completion of benchmarks and satisfying evaluators. Protect teacher time, limit our non-classroom responsibilities, so we can be more effective in our PRIMARY task. Account for the chronic unfairness that 'favored' teachers get preferred students with preferred parents leading to preferred learning environments and unavoidably favorable results. Principals foolishly cater to such favoritism...resulting in a successful classroom and a rewarding teaching experience for one...then an unsuccessful classroom and fatiguing experience for the other. Not fair to the other teacher and not productive to the overall success of the cohort. [I've been on both sides of this.]

- A renewed focus on teacher professional growth that is specific to the needs of that teacher.
- We need to be able to provide concrete evidence that the components we feel demonstrate good teaching really lead to student growth and proficiency. We need to be able to prove the practices we believe in really work.
- Lower class sizes
- When we know the teacher is not doing well, it is not in our best interests as individual teachers or as a union to pretend otherwise. We should support that individual as much as possible to help him or her improve but then, if no improvement is made, we should encourage that person to seek other employment - as would be true in any other profession.
- Clear criteria for evaluation by fellow educators and flexibility to respond to a diverse range of student needs within the classroom.
- Get rid of tenure.
- By improving or removing teachers who are not successful in the classroom
- I believe there are many good teachers with proven instructional strategies. I also believe other teachers can be taught during staff development time by those teachers. Current staff development is timid and suggestive. If the message was a more direct, "do this, it works, here's the data to prove it," teachers would improve their instruction. The accountability part would be through debriefing with a principal or assistant principal evaluator.
- We need to find a system where everyone works together to preserve teacher independence, while demanding growth and performance rather than checking out and waiting for retirement. Good teachers should be paid better. The question that is more difficult is what criteria to use in this evaluation.
- We need to promote a collaborative TEAM concept to avoid a competitive system--(i.e teacher merit pay).The students at a school site need to be everyone's responsibility.
- Much of that comes from leadership, whether it is the Admin team or fellow teachers. Good teaching and accountability come from motivation and the desire to perform. If there is no carrot to perform, i.e. tenure, then our teachers will perform at a lower level. There should be bonuses, and pay raises for those who perform and whose students perform. Why should someone who is doing nothing in the classroom be paid the same as someone who is a "star". The whole pay system, tenure system, and evaluation system needs to be revamped. Until such time, we will continue having underperforming, lazy teachers. Again, if a teacher doesn't perform, he/she should be terminated.
- Just promote good teaching. With good teaching comes accountability. Obviously, you'll need to explain how teachers create accountability through multiple measures to show student growth. Showcase those measures along with API scores. (Politicians will never allow educators to move away from some type of standardized testing.)
- All new teachers are supported, indoctrinated and evaluated by the PPAP program. Veteran teachers have available support through PTIP. These 2 programs are continuously reviewed and monitored through a District/Union agreement unique to Poway. May need to be expanded to provide support and guidance to school administrators working to promote good teaching and accountability.
- Ongoing accountability through observations, conversations, and collaboration. To ensure the correct supports are given as we implement new programs and ideas.
- Get rid of tenure and support teacher pay based on merit
- We collaborate with our colleagues about best teaching practices and lessons/activities that are showing success in the classroom. We create and/or use assessments that measure student progress and share that data with our peers. Reflection about best teaching practices - went worked well and what needs to be tweaked.
- Principal or PPAP evaluations - not just for nontenured teachers. Everyone needs to be held accountable!
- Peer review. More classes like we used to have for professional growth , not the current TLC type classes.
- With the budget cuts and the increased size and extreme workloads, moral is down. Teachers are being devalued in the eyes of the politicians and thus society. We are not being rewarded for our level of education, our expertise in the classroom and our specific subjects, or the hours we put in. We are being expected to do more for less pay. We are not rewarded when we work harder for the school. The system is not working. When recent college grads with less education and skills are able to earn more money than a teacher of 20 to 30 years, something is wrong.
- We need current, appropriate resources and more professional, paid time to collaborate with our peers. We also need smaller class sizes.
- There needs to be a combination of self reflection, collaboration with peers, and interaction with superiors.
- Consistency in expectations and administration. Certain factors translate into acceptable job skills. Gifts and bending the rules/expectations may win the battle but lose the war. We want life long learners that will be successful after high school.
- I'm a first year teacher trying to make sure at the end of the day my students "get it" and if they don't how can I help, everything else in this survey is secondary. Get Society & politicians to understand that and you'll have the support for good teaching and accountability.
- Allow for more teacher collaboration, peer observation and continually be willing to adapt and change the way do things instead of the same old same old
- We need experts in education to be making the educational decisions for our state and federal government, not politicians.
- Let the state tests count for grade or subject promotion. For example, if the kid takes Algebra, then they need to pass the CST with a proficient to take Geometry the following year.

- I would like to see an emphasis on parent education, i.e., When a student is sent to school with good behavior, good attendance, and is motivated to try his hardest, I know I can have a major, positive impact. With our huge classrooms of 40+ kids, I spend way too much time on discipline issues and on remedial factors, such as poor attendance and incomplete assignments.
- The more collaboration and open communication the stronger the program and the better the teaching. It needs to be part of the regular weekly schedule.
- By not cutting money for education
- Once a first class teacher evaluation system is in place, making sure it is used across the district. As a site based district, PUSD does not have a unified approach to teacher evaluation. That needs to be looked at closely.

Move back toward involving more teachers in policy decisions at the district office level. It appears we have moved back to a "top down approach" and budget cuts are being used as the excuse. If teachers are involved in the development of policies and procedures, the chances are greater that good teaching and accountability will follow.

- There is an unspoken trust factor regarding personal commitment from each teacher. We have become more isolated because of workloads and differentiated subjects. I always felt it was important to have teacher involvement that drove the interview process. A union is meant to fall back on in times of necessity, not a default to hide behind when a teacher is not forthright and dedicated in doing their job.
- Give us time and pay us for it.
- The TLC's are a move in the right direction. When we had the Lit and Math Councils I felt we were working toward us all going in the same direction.
- I think the teacher unions need to be open to their own reform. The union must stop hanging on to mediocre or just plain bad teachers. It gives us all a bad name. This is what is so frustrating to the parents and the general public. There needs to be a way of terminating bad teachers while keeping good teachers. Teachers need to be able to speak out without fear of retribution. There isn't a teacher that doesn't want to see dead weight removed from campus.
- We need to have adequate professional growth time. We also need to have a say in the high stakes testing that is administered, both in the way it is administered and in the creation of the test as a whole.
- We teach. We assess by observation and/or written assessment.
- By using multiple measures within our teaching.
- Get rid of tenure.
- 1. Instructional Rounds in Education  
2. Kid Watch: choice of teacher of 3 kids, high, medium, low and show growth of student.
- Design schools that meet individual students' needs. Get rid of teachers who do not value students as people.
- trust that we are professionals and will do what's best for our students
- Extend accountability to parents. Student gets an F: Parent and student do community service.
- Open classrooms to any and all who would like to observe and visit; student surveys sometimes may be harsh, but can provide "real" insight to those who want to improve their skill set.
- Teacher collaboration is a very effective tool for good teaching. Sharing ideas can lead to even better ideas. "Merit pay" and other "incentive pay" plans would severely inhibit teacher collaboration. We need more opportunities to work together to benefit all students.
- I cannot find the solutions, but I am sure that America's anti-teacher attitudes--a part of the larger "It-wasn't-my-fault" attitude held by the general public and fanned by the media--have hurt our education system. Districts must have the courage to say, "No, ma'am. Your son will NOT be given an 'A' grade just because he is a 'nice boy' and you're complaining a lot." "No, Mr. Parent, sir, we will not coddle to your every wish." "Yes, ma'am, your child WILL be suspended for being disrespectful to a teacher." "Yes, sir, you WILL be held accountable for the fact that your child didn't do the homework which would have prepared him for the test he failed." "No, ma'am, your daughter will NOT be participating in the 8th grade promotion ceremony because she only has a .03 GPA for the total of 3 years in Middle School." "No, sir, it's NOT alright that you are keeping your son out of school to babysit your younger children." Students and parents must accept responsibility for the "little things," like bringing pencil and paper to class! None of these things will be popular with the general public, but until these things are changed, I don't know how ANY "reform" can be successful.
- Schools should use cooperative teaching teams working with fidelity to teach state adopted programs with appropriate state adopted curriculum with the curriculum based measures to provide reliable statistics. Teacher observations by principal and review of CBMs by cooperative teams to determine when and what interventions should be used provides another layer of accountability and support to teachers in need of alternative ideas where needed.
- If a teacher is evaluated on their students' performance on a test, then the students should also have a stake in the results of the assessment.
- Schools and teachers need to have a stronger voice when it comes to what is best for a student. It appears that we cater too much to what parents, attorneys and advocates want and not what is best for a student. Teachers need to have more clout regarding educational decisions. It appears that parents, administrators, etc. have more of a say when teachers are really the ones who deal with the details and the every day demands and have a good understanding of what each student needs.
- Needs to be some way that all teachers are teaching the continuum of skills (like Houghton Mifflin) so students are seeing the same skills but in more depth each progressive yr. It needs to be so in all curricular areas.

- Eliminate tenure.
- There is lots of good teaching going on, but so much teacher effort and skill is lost on kids with poor behavior, lack of motivation, missing school for things, etc. We try hard to make those things better, but we are only one part of the equation. Parents and students are the other 2/3 of the equation. Make parents more accountable for their kids academics, work habits, attendance, etc. If teachers are going to be measured by test scores, then parents and students need to be measured too, perhaps reported by schools to the state on student effort, parent support, behavior, etc. Then the state would have the whole equation, not just 1/3 of it to measure with.
- Use media and newspapers promoting our accomplishments.
- Lots of collaboration!! More materials for remediation and differentiation is needed to meet student needs! Very hard to have teacher accountability with so many special needs students being placed in our classrooms. Students, parents, and teachers need to be held accountable using testing material data, but that can't occur until the state tests have been revised and more realistic goals are set for grade levels. Teachers have to make these up not state level people or administrators.
- Now that is the million dollar question! 1st, bad teachers need to be weeded out and not given tenure during their probation period. 2nd, Teachers that get through a tougher regulated probation period need to be supported by the state level with enough money to do their jobs properly...money for decent salaries, technology in the classroom, inservices for curriculum used in the classroom, and the freedom (with proper and just accountability measures) to do their job without hinderance. 3rd, The thought of merit pay as an accountability issue needs to be thrown out of the discussion as it does not take into account the child's home enviornment or home support given to a child either in thier early pre-kinder years or thereafter. Holding a teacher accountable for the learning process and progress of a student is not fair when the student comes to school in a state not ready for learning and doing their best.
- It is imperative that the term "tenure" be accurately defined for us all. Some teachers desparately hold on to this concept to extend their time teaching which can be harmful to student achievement. Also, does our evaluation structure need to change so that alternative evaluation is only permitted once in a ten-year cycle? I like the idea of alternative evaluation, but it didn't do much for me honestly. I now elect for the traditional evaluation because I want feedback. Teachers need feedback because we do go into those classrooms and shut the door.....
- On going updated teacher learning oppurtunities to promote reasearch based best practices so teachers can use in the classroom.
- Districts AND Teachers need to have more say about where to put money from the state. Sending out a "uniformed message."
- By not singling out that we are teacher-unionist. I'm a working human being who works hard to be proficient in the area of my employment.
- Providing quality professional development for teachers, cutting down on so many extra duties, and providing every teacher with a prep time (not just middle and high school teachers)
- Making teachers feel comfortable, compensated and valued. Bonuses , pay raises, pay for attending workshops, conferences, etc. Holiday parties of substance. RB Inn for example. Understanding strengths of diverse teaching styles. Good teachers are not all the same. AP teachers more pay.
- I have been a teacher for over twenty years. I am always in a continous state of learning and improving my practices in class. Any new methods for teaching have been haulted due to budget cuts. I will always teach to the best of my ability. My class size increases, my pay decreases. Principal feedback is most appreciated from a trained and talented professional.
- District and teachers need to have more say on spending categorical money.
- In the lower grades, PEPP-1st, please fight for lower class sizes where setting the foundation of reading and writing are so important. We have to conduct reading groups with 21+ children ages 5 and 6 working independently at the same time for 45 minutes. I can't do the quality instruction or frequency that I have been able to do in the past. I realize that is a problem across the grades. However, if these children don't get that quality good first teaching and set the foundation for their learning, they are only going to struggle more as they go through the grades. Additionally, we all would so appreciate some REAL solutions/alternatives to those children whose behaviors are so impacting to the rest of the class' learning on a daily basis. We have no REAL options to deal with these children now. Basically, we are told to figure it out. In the meantime, valuable learning time is consistently being lost due to the time it takes to deal with these children.
- I will submit this as a seperate word document if that is okay.
- Providing teacher education opportunities like National Board Certification