

# Academic Freedom Survey 2018

## Appendix

An Appendix to the Report for the  
Klamath County School District  
December 6, 2018

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# Appendix A: Full Survey

## Intro questions

1) *What is your primary job responsibility?*

- Classroom Teacher
- Principal
- Special Education, Intervention, Special Program (Title I, ELL, etc.)
- Other Specialist (P.E., Music, Art, Technology, Library)

2) *What grade level do you teach?*

K-3

4-6

3) *What school is your primary teaching assignment?*

- Bonanza Elementary
- Chiloquin Elementary
- Falcon Heights
- Ferguson Elementary
- Gearhart Elementary
- Gilchrist School
- Henley Elementary
- Keno Elementary
- Malin Elementary
- Merrill Elementary
- Peterson Elementary
- Shasta Elementary
- Stearns Elementary
- District Office

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**English / Language Arts (Page 1/4)**

4) Indicate the degree to which you agree or disagree with the following statements related to the literacy program.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
[4-1] The District's literacy program serves as an excellent base for understanding and teaching reading district-wide.	( )	( )	( )	( )
[4-2] The District's adopted literacy program is aligned to best practices in literacy instruction.	( )	( )	( )	( )
[4-3] The District's adopted literacy materials represent best practices in literacy instruction.	( )	( )	( )	( )
[4-4] The District's literacy program is missing one or more key elements. (There will be an opportunity for you to address them at the end of this survey.)	( )	( )	( )	( )
[4-5] I believe that the District is on the right track to improve student performance in ELA.	( )	( )	( )	( )

**English / Language Arts (Page 2/4)**

5) Indicate the degree to which you agree or disagree with the following statements related to the literacy program.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
[5-1] I am able to get maximum student performance using the District's adopted literacy program.	( )	( )	( )	( )
[5-2] My students are engaged in reading during the literacy block (not just skill building).	( )	( )	( )	( )
[5-3] The District's literacy program stimulates a sense of inquiry in all content areas.	( )	( )	( )	( )
[5-4] The District's literacy program stimulates a love of reading.	( )	( )	( )	( )
[5-5] My students are making adequate progress on the reading continuum.	( )	( )	( )	( )

6) Indicate the degree to which you agree or disagree with the following statement related to the literacy program.

	<b>N/A</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
[6] Last year more than 70 percent of my students scored at level 3 or higher on the State ELA assessment.	( )	( )	( )	( )	( )

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**English / Language Arts (Page 3/4)**

7) *Indicate the degree to which you agree or disagree with the following statements related to the literacy program.*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
[7-1] My school's literacy schedule is designed to meet the needs of all students.	( )	( )	( )	( )
[7-2] I have the freedom to adjust my literacy schedule to meet the needs of my students.	( )	( )	( )	( )
[7-3] I have the freedom to differentiate in the literacy block to meet the needs of all of my students.	( )	( )	( )	( )
[7-4] The District has an adopted program and materials in ELA. I have the freedom to supplement those materials and teaching strategies in my teaching.	( )	( )	( )	( )

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**English / Language Arts (Page 4/4)**

8) *Indicate the degree to which you agree or disagree with the following statements related to the literacy program.*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
[8-1] I am able to fully teach to my talents within the structure of the District's literacy program and schedule.	( )	( )	( )	( )
[8-2] I am able to utilize my special teaching talents in literacy within the time (or other constraints) that I have.	( )	( )	( )	( )
[8-3] I recognize that I am responsible for teaching the Oregon Standards and preparing students to successfully pass the State ELA assessment for my grade(s).	( )	( )	( )	( )
[8-4] I have been implementing the District's literacy program with fidelity.	( )	( )	( )	( )

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**Math (Page 1/4)**

9) Indicate the degree to which you agree or disagree with the following statements related to the *math* program.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
[9-1] The District's math program serves as an excellent base for understanding and teaching math district-wide.	( )	( )	( )	( )
[9-2] The District's adopted math program is aligned to best practices in math instruction.	( )	( )	( )	( )
[9-3] The District's adopted math materials represent best practices in math instruction.	( )	( )	( )	( )
[9-4]* The District's math program is missing one or more key elements. (There will be an opportunity for you to address them at the end of this survey.)	( )	( )	( )	( )
[9-5] I believe that the District is on the right track to improve student performance in math.	( )	( )	( )	( )

**Math (Page 2/4)**

10) Indicate the degree to which you agree or disagree with the following statements related to the math program.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
[10-1] I am able to get maximum student performance using the District's adopted math program.	( )	( )	( )	( )
[10-2] The District's math program stimulates a sense of inquiry in other content areas like science and social studies.	( )	( )	( )	( )
[10-3] The District's math program stimulates applications of math in other content areas like science and social studies.	( )	( )	( )	( )
[10-4] My students are making adequate progress on the math continuum.	( )	( )	( )	( )

11) Indicate the degree to which you agree or disagree with the following statement related to the math program.

	<b>N/A</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
[11] Last year more than 70 percent of my students scored at level 3 or higher on the State Math assessment.	( )	( )	( )	( )	( )

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**Math (Page 3/4)**

12) *Indicate the degree to which you agree or disagree with the following statements related to the math program.*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
[12-1] My school's math schedule is designed to meet the needs of all students.	( )	( )	( )	( )
[12-2] I have the freedom to adjust my math schedule to meet the needs of my students.	( )	( )	( )	( )
[12-3] I have the freedom to differentiate in the math block to meet the needs of all of my students.	( )	( )	( )	( )
[12-4] The District has an adopted program and materials in math. I have the freedom to supplement those materials and teaching strategies in my teaching.	( )	( )	( )	( )

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**Math (Page 4/4)**

13) *Indicate the degree to which you agree or disagree with the following statements related to the math program.*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
[13-1] I am able to fully teach to my talents within the structure of the District's math program and schedule.	( )	( )	( )	( )
[13-2] I am able to utilize my special teaching talents in math within the time (or other constraints) that I have.	( )	( )	( )	( )
[13-3] I recognize that I am responsible for teaching the Oregon Standards and preparing students to successfully pass the State Math assessment for my grade(s).	( )	( )	( )	( )
[13-4] I have been implementing the District's math program with fidelity.	( )	( )	( )	( )

**Other subjects (Page 1/2)**

*14) Indicate the degree to which you agree or disagree with the following statements related to the other school programs (other than ELA and math).*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
[14-1] With the current schedule, I am able to address the social-emotional needs of my students.	( )	( )	( )	( )
[14-2] My building's master schedule allows adequate time each week to teach social studies, science, and other subjects.	( )	( )	( )	( )
[14-3] The District provides adequate materials and training to teach all subjects.	( )	( )	( )	( )
[14-4] I have the freedom to supplement materials and techniques in the areas of science, social studies, art, health, etc.	( )	( )	( )	( )
[14-5] I integrate social studies, science, health, music, or art into the other subject areas.	( )	( )	( )	( )

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**Other subjects (Page 2/2)**

15) *Indicate the degree to which you agree or disagree with the following statements related to the other school programs (other than ELA and math).*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
[15-1] I am encouraged and permitted to have a voice in district decisions regarding instruction. (It may be surveys or representatives from the school on district committees seeking your input.)	( )	( )	( )	( )
[15-2] I am encouraged and permitted to have a voice in district decisions regarding professional development. (It may be surveys or representatives from the school on district committees seeking your input.)	( )	( )	( )	( )
[15-3] I use my professional voice and take leadership roles in my school instructional programs like RTI.	( )	( )	( )	( )

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**Open Questions (Page 1/1)**

16) *If you indicated that the District's literacy program is missing one or more key elements, what are they?*

17) *If you indicated that the District's math program is missing one or more key elements, what are they?*

18) *What do you wish you had more time for in your daily schedule?*

19) *What professional training would you like?*

20) *Please share any other comments you have for the committee regarding academic freedom.*

## Appendix B: Item Responses (Open-Ended)

Tables B.1 through B.5 give the responses to items 16 through 20, respectively. No analysis was performed on these data. Identifying information (school site, names) has been redacted. Rows are numbered for your convenience, but they do not indicate anything about the response or respondent. The order of responses has been randomized within role.

Table B.1. Responses for item 16: “If you indicated that the District’s literacy program is missing one or more key elements, what are they?” (n = 79).

	<b>Role</b>	<b>Item 16: “If you indicated that the District’s literacy program is missing one or more key elements, what are they?”</b>
1	Principal	Because of leveling our benchmark student needs are not as consistently or robustly addressed. I also feel that the constant leveling reinforces limited access to comprehensive content and vocabulary development for many students.
2	Principal	The application and integration of reading in all areas.
3	Teacher	flexibility, love of reading
4	Teacher	The ability to adjust and add materials to meet each students needs.
5	Teacher	The WIN program needs to have more than just Phonics for Reading 1 when second grade and above students continue to not achieve mastery of cvc skills on their Core Phonics Survey. There is no other program to place them in when they continue to not meet achievement, but that doesn’t necessarily mean they are SPED we need to be able to change the program they are using if Phonics for Reading doesn’t meet their WIN needs.
6	Teacher	Choice
7	Teacher	Differentiation within instruction. It does not often allow teachers to pull from other fun sources, it does not have time for project based learning and/or small groups, and the set decodables don’t create a love of learning in children as they are not excited about the books they are reading.
8	Teacher	Small group instruction. I cannot adequately discuss reading skills or strategies with the students who need more. Something outside of the "process" that we are putting these kids through.
9	Teacher	It is unrealistic to have kindergarten students sit for 90 mins in each reading block. More time to do some literacy projects for the younger grades
10	Teacher	We need more flexibility for changes based on student need and attention.
11	Teacher	I do not have time to read aloud for pleasure to my students. Students do not have time to read for pleasure. The students view reading block and time in text as a chore. The current program doesn’t allow for cross-curricular activities/lessons, doesn’t allow for connecting to other texts and culminating activities. The current programs for WIN are lacking comprehension activities and fluency activities.
12	Teacher	My classroom uses a district approved curriculum however literacy addressed completely differently
13	Teacher	I did not, but I do think there is a HUGE difference in the way it is implemented which weakens it.
14	Teacher	I feel is it so structured that we are not able to use other materials.
15	Teacher	The District’s literacy program is missing the key elements of composition and comprehension.
16	Teacher	We need more time for writing and the introduction of more refined writing skills.

<b>Role</b>	<b>Item 16: "If you indicated that the District's literacy program is missing one or more key elements, what are they?"</b>
17	Teacher Question 8 I work like crazy to teach to my fullest and use my talent as a teacher to engage students in spite of the mandated curriculum. If, I did not, I think my students would achieve far less. I am constantly, using my art of teaching and building relationships to maximize the potential of my students.
18	Teacher More focus on novel reading
19	Teacher I feel that we do not have enough time to teach what is needed for the state test. We don't have the kids using technology enough, word processing enough, or practicing with performance tasks. This is a learned and necessary skill in order to pass/ meet on the test.
20	Teacher I believe there could be more flexibility to do small group instruction.
21	Teacher There is a lack of informational text in our Journey's curriculum. Research shows that is a critical area.
22	Teacher There is not a lot of room to differentiate during the 90 minute reading block. We do differentiate with walk to read which I agree with... but during core instruction it's a lot of direct instruction for little bodies!
23	Teacher Fostering the love of reading. I understand that we have a desperate need to ensure that all students can decode fluently, but what is lacking is the opportunity to really show students WHY reading is so valuable and enjoyable.
24	Teacher We do not have enough time to teach grammar and writing. Too much of our reading block is used on "routines" that do not seem to have an impact of intermediate level students.
25	Teacher N/A
26	Teacher For the most part I think that the district has tried really hard to create a literacy program that is rich in building students reading skills. This has shown in our improved test scores. However, I feel like we have focused so much on building reading skills that it sometimes takes the fun out of reading. I don't think that my students enjoy reading as much as I used to when I was a student.
27	Teacher Small groups to meet individual needs. A love of reading and literature.
28	Teacher The biggest miss in our program is meeting the students where they are. I am not able to teach my class where they are because they are expected to be at a certain point when they come to my class. I have 75% who are not able to read kindergarten or first-grade sight words.
29	Teacher addressing the needs of our future leaders, the high performing students.
30	Teacher None of the students have science or social studies classes because all we do is math and reading ALL day long.
31	Teacher A student's love of reading is as important as any factor in making a reader, and this piece is missing from our program. Even at the higher levels, we are encouraged to dictate what our students read at time in text. Students should be allowed to explore and develop a love of learning and reading.
32	Teacher Small group instruction and differentiated instruction
33	Teacher I think the biggest missing element in our reading instruction is the time and opportunity to help students develop a love of learning. Instruction has become so robotic and regimented that we aren't able to give the students time to just explore books and read books that interest them.
34	Teacher Developmentally appropriate instruction and application of literacy skills in the primary realm. There is such a high level of Direct Instruction, which I believe has its place, but I feel there needs to be a balance with what is also appropriate for a 5-6 year old learning to read. We have lost the love of reading with taking the "one size, fits all" approach.

<b>Role</b>	<b>Item 16: “If you indicated that the District's literacy program is missing one or more key elements, what are they?”</b>
35 Teacher	With the incorporation of the Ashlocke strategies I feel that this component takes away from time that could be spent on working on comprehension of material along with the use of written response to text. I have many students who are still struggling in phonics/decoding after 3+ years of having it. They pretend to follow the routine and then are not able to do the skills on their own. With the class sizes that we have it is hard to fully implement the program as it was designed (Time-in-Text) 30 kids whisper reading is noisy and distracting. Students need more time to read out loud in small groups. 1 teacher cannot adequately listen to every student as much as they need to be reading out loud :( I miss leveled textbooks in the classroom for student grouping that had questions at the end of each story. I also wish I had the ability to have the stories read to students through headsets as they followed along. It would be amazing if we had software in which the student could read the text and could be corrected on words they don't know and then a report could be sent to the teacher. Fluency is a big issue. I also have a hard time understanding what the point of decoding a word is (being able to say the word) if they are not able to understand what it means.
36 Teacher	I find it hard to find ways to cross content areas within the core reading block, due to the rigorous schedule within the 90 minute block. I therefore lose the ability to engage some students who would enjoy a lesson combining social studies or science concepts within core reading block.
37 Teacher	Freedom to supplement the curriculum for my current student population.
38 Teacher	I believe that K-2 teachers could provide a rich learning environment that would address all standards using appropriate centers. Decodable readers should not be the only reading material that K-1 students read during their reading block. Students are bored with reading them repeatedly.
39 Teacher	utilizing small group time instead of whole group instruction, activities that build connections to literacy, student discovery time (word work, etc..)
40 Teacher	Students in elementary are learning to decode, phonics, etc. However, they are not fostering a love of reading with the small disposable readers. The students should be able to delve into a real book and read a storyline from start to finish. The curric also requires all students to be in interventions. The students performing at the core level should be able to learn science, art, health, etc during the double dose time. This is especially important since they do not get these subjects in the dictated master schedules all week long.
41 Teacher	Our current program does not encourage a love of reading. Students dread the beginning of reading time with our Ashlock slides. In 4th grade this should be part of an intervention program. The majority of the students know these skills, so we are wasting their time. There is no time for novel studies which students remember and love. The 1 1/2 of reading time is all determined for me. I used to love to teach reading. Writing time of 40 minutes should be combined with reading for a combined language arts time.
42 Teacher	The freedom for a teacher to spend a significant amount of time teaching one unit (i.e. one standard, one project, and/or one novel), the pacing is limited to the 6 day lesson schedule. Freedom to teach the curriculum and materials of the program as I see fit.
43 Teacher	I am not clear if we are discussing Ashlock or Journeys.

Role	Item 16: "If you indicated that the District's literacy program is missing one or more key elements, what are they?"
44	Teacher The main element that is missing is being able to run small groups and listen to kids read. It seems that there is so much time spent on foundational skills and reading strategies that there is little time left in the reading block to simply listen to kids read and check for understanding. Comprehension skills are minimized in favor of teaching more phonics. I love that there is phonics in our reading program and I wish we had more time to devote to the pocket chart activities and recommended small group work, but the lesson map is so regimented that it leave a little time for these things. There is way too much whole group instruction and leaves little room for small group work. There is a fifteen minute block of time for "time in text." But we are told we must circulate the room and check off skills during this time, not sit with a group of students and listen to them read. If I don't run small reading groups, I cannot truly know where kids are. Clipboard checks are done at the end of each week, but you must wade through tons of papers to see where kids are at. These clipboard checks, test words and sounds in isolation rather than in context. It seems that Time spent listening to each kid read would be a more effective way to know what they can and cannot do.
45	Teacher There is little time or format for discussing picking books that are just right, selecting content interesting to students, not a lot of text to text connections or text to self connections.
46	Teacher Small group options Students love of reading! Flexibility on certain standards, days, or lessons (some standards take longer to address than others)
47	Teacher -Needs of on-level and above-level students are often not met during Core Reading Block. -No enrichment for gifted students is provided (during Core block or intervention groups). -Students are not instructed on their reading level, instead all students a
48	Teacher WIN time is too rigid for young children. This time should be centers-based with differentiated activities. Not all kids learn the "Ashlock" way. Early childhood should not be chart after chart, boring repetition and limited exposure to quality literature.
49	Teacher Due to similarities between every classroom K-6, students in grades 4-6 are increasing disinterested in lessons during the CORE reading time. The methods have become "stale" at this point. I realize every teacher should be using these methods because they are best practices, but why can't be put our own style on things? Why must we be robots? Journey's passages and texts can be incredibly boring. I should have the freedom to skip or replace a story or nonfiction text with something more interesting that I KNOW my students will enjoy reading. As long as I used the same standard as the priority plan and stick to a six day plan, why can't I do this? If I can, the impression the district and principals are sending is that this is unacceptable. In addition, I believe our literacy program to be effective, and I don't want to EVER do away with the amazing strategies and methods of the Ashlock program, I do think it should be allowed for teachers to change the order they do things, or switch texts to meet the needs of their individual students. In addition, I also believe the current reading program and its enforced use is cause our principals to become enforcers instead of collaborators. As a teacher, I should be able to use my principal as a mentor. If I have an idea, they should be able to help me make it work in my classroom with advice and guidance, not checklists and reprimands.
50	Teacher Appropriate reading material for the above level students. The paper photocopied decodable readers are not at all engaging. WIN is a mess. The benchmark students receiving an extra 45 minutes of reading each day isn't helping them love reading. What is the point in having benchmark students receive additional instruction that they will get in the reading block 2-6 weeks later? Time in text folders that are set up on a predetermined rotation is also not working.

<b>Role</b>	<b>Item 16: "If you indicated that the District's literacy program is missing one or more key elements, what are they?"</b>
51 Teacher	Fostering a love of reading. It is so mechanical now. No one is allowed to show interest in different genres. We force books kids don't want to read and wonder why they don't want to read anymore. The phonics aspect was very much needed. The vocabulary aspect was needed but it is all so mechanical and if you ask student they are bored, bored, bored out of their minds during reading. They hate the reading block which they did not hate it before.
52 Teacher	The literacy block is extremely long for kindergarten students! Although there are excellent components and my students are reading, I feel like there is so much to cram into that time frame and that the time frame is too long! I've been teaching for [redacted] years. I have used this curriculum before, but never with this much volume! The reading Academy was also not a component that was paired with the journeys curriculum. While I think both curriculums are excellent, I think it is too much. My students are reading and they are loving learning to read, but our time and text and reading win time are the only times they are actually reading. The rest of the time it is strictly skill-building. While there are good components, as I said before, it is way too much time to spend on language arts in addition to time and text, reading win, and our writing block.
53 Teacher	I disagree with WIN time for ALL students. I believe the students that NEED intervention should have required WIN time. I don't see the benefit or growth from WIN time for the other students. In fact it is a dreaded time for students and teachers, therefore beneficial to students that don't need intervention. Five days a week, 40 minutes a day of REQUIRED WIN time in my opinion for K/1 is ridiculous and NOT beneficial.
54 Teacher	The main area that our literacy program is missing is building a love for reading. We work so much on the mechanics of reading and the instruction is so clinical that that the kids don't seem to enjoy reading as much. Even during independent reading time, they are required to work on the week's skill (i.e. cause and effect, sequence of events, etc.) and are just not given the time to sit down and read for 15 minutes for fun without "work" tied to it.
55 Teacher	Weak on phonics, but I also feel like the curriculum is pretty good overall. It's frustrating to "reinvent the wheel" and pick apart the materials and manuals that are designed around CCSS that the district paid a lot of money for.
56 Teacher	The Literacy Program does not allow for any creative deviation. We are to teach so many minutes without fail, which does hamper the natural flow of a seasoned teacher. The curriculum is recommended as the best program based on research, it is not. It is one of many on the market today. There are many programs based on research that allow for educational freedom in the classroom. As a professional, I am second guessed and told how to teach word for word. The fun of teaching is gone to me, and will retire within two years. We are not making progress with such rigidity. If I was a beginning teacher, instead of completing [redacted] years, I would get out immediately and rethink this profession.
57 Teacher	student word work, student choice in reading time... library books, other books, spelling time

Role	Item 16: "If you indicated that the District's literacy program is missing one or more key elements, what are they?"	
58	Teacher	Although we have a designated "WIN" time, I do not feel that it is differentiated instruction. That should be it's intent, but instead we are given "prescriptions" to abide by. I believe that students who are struggling with the core instruction, need differentiated instruction created by the teacher that instructs them everyday. Being a professional with the insights and abilities to help that specific child or group of children grow, comes from the wealth of knoweledge and experience that teacher brings to the table. It will NOT come from the prescriptions mandated to teach from. It seems to be a "one size fits all" model and I honestly deviate from it and use my expertise and insight when working with small groups and I have had nearly 100% of my class meet benchmarks every year. With that said, I know without a shadow of a doubt that if I were to be observed I would be reprimanded for not using the WIN prescriptions. I do what is best for students, especially those that struggle with the core instruction, because I have their best interests and heart and I know that I know better than the people/experts telling me what I HAVE to do. Differentiated instruction appears to be embedded in our current system, but it is not truly differentiated.
59	Teacher	Flexibility in order to help students LOVE to read. We are teaching them to read, but NOT to love to read.
60	Teacher	For special education, we have students that pass all the special curriculum we have at a fourth grade or sixth grade level then we don't have supplemental aides to help them progress in their reading.
61	Teacher	The District's literacy program is missing the differentiation piece. Each class has a number of students that fall into various areas of strength and weakness and I do not feel like I am allowed the freedom to focus on those. Our District has WIN Reading time (intervention), which is a great piece, but we have limited programs we use. There are a small percentage of students who are not responding to the intervention they are in and I would like to be able to provide them with exposure to another program that my fit their needs. For example, we have students who are benchmark in phonics strategies but their fluency is an issue. There is not a program for fluency that we are allowed to use during WIN time. I am also not allowed to use block time to improve fluency. Another piece that puts a time constraint on various areas is having WIN more than 4 days a week. It used to be that studies proved that intervention programs were effective when taught 4 days and having that day 5 to assess students, progress monitor or motivate a love of other subjects was part of our academic freedom. We are now required to teach WIN 5 days a week at the expense of other subject matter.
62	Teacher	For younger students, literacy programs need to be engaging and fun. An example would be word play and more small group instruction. The ability for the teacher to decide what might work best for individuals is missing. The current model might meet the needs of the majority but does not meet the needs of all students.

Role	Item 16: "If you indicated that the District's literacy program is missing one or more key elements, what are they?"
63	<p>Teacher Question: What is missing from the District's literacy program? Answer: The joy of reading and a love for literature. The Journeys curriculum is fine, especially since we are now allowed (supposedly encouraged) to bring in additional resources, such as novels, which was not the case for the last few years. However, much of the Ashlock program is asinine and repetitive to the point of ridiculous (at least at the upper elementary level). I simply cannot teach some of the things that are in the Ashlock lessons because I am neither a robot nor an idiot. I cannot adhere to a literacy program that sucks the joy of reading from the very souls of my students. I hate that we went from a classroom with DEAR time (Drop Everything And Read) that kids loved to "Time in Text" where we learn strategies like "Text to Self" and "Text to World." No kid walks around and says, "Whooo hooo! It's time for text!" The strictly outlined daily schedule, which mandates 7 minutes there, 4 minutes here and 13 minutes there, is impossible to follow and does not encourage or allow for true student-inspired classroom discussion and instruction. When I try to follow the daily lesson mandates, with fidelity, I feel like a very inadequate teacher who doesn't know what she's doing and has no clue how to effectively teach the art of reading to kids. When I don't follow the daily lesson mandates, and instead teach with an understanding of the Reading Standards and a passion for the joy of reading, I feel like a rebel who is bound to get caught eventually. And I often wonder what the consequences would be for not precisely following the Language Arts Roadmap and Lessons delivered to me at the beginning of the year. However, I also wonder what the consequences would be for my students, and for me, if I do comply and teach from a script, without passion, without joy, without understanding, without reason. And without daily small groups, I feel more disconnected from my students than I ever have before. And I cringe when we announce that WIN has been cancelled for the day and students cheer because that's the best news they have had all week.</p>
64	<p>Teacher We do not have actual literature (books, novels, etc.) included in our core program. We used to have book clubs, literature circles, etc. and our students LOVED reading. Now, they moan everyday when it is time for reading.</p>
65	<p>Teacher The priority plan should allow more teacher freedom, especially when it comes to the schedule and pacing during ELA. This will help allow teachers to meet the needs of each student.</p>
66	<p>Teacher The priority plan does not include time for spelling or daily language/grammar which my students need practice with.</p>
67	<p>Teacher We teach the priority standards instead of the standards in the literacy program. We do not have engaging materials to teach the priority standards. We are constantly buying materials online. If we taught the standards in the literacy program, we could utilize those materials. Right now, we are wasting the Journeys curriculum.</p>
68	<p>Teacher One of the major key elements missing is having small reading groups. There are many benefits of including small reading groups and we are doing a disservice to our students by not including them into our literacy program. Another missing element is having the freedom to incorporate teachable moments. Our curriculum is so rigid that it doesn't allow the teacher to take the time to elaborate on a topic or idea that is interesting or appropriate for students.</p>
69	<p>Teacher Our program is lacking small group instruction within the reading block, and higher level text and challenging material for our benchmark kids. Our program targets the strategic and intensive kids, while ignoring our benchmark kids.</p>
70	<p>Teacher Enjoyment of reading,</p>
71	<p>Teacher We have lost the love of reading. My students dread it. There is very little variety in what we are allowed to do and the kids are bored. Our writing program needs help and shouldn't be put on the back burner as well as spelling.</p>
72	<p>Teacher Students who are high readers and have good decoding and comprehension skills should not be required to sit through Ashlock lessons on reading words.</p>

	<b>Role</b>	<b>Item 16: “If you indicated that the District's literacy program is missing one or more key elements, what are they?”</b>
73	Teacher	Adequate consumable materials. Free RSSR books.
74	Teacher	I believe the curriculum needs to have flexibility to differentiate between students learning needs. During WIN reading time all comprehension students are lumped into the same category. Not all comprehension students are learning at the same level.
75	Teacher	It is missing components such as reading for enjoyment, and pleasure.
76	Teacher	It is so scripted that you can not vary from the set curriculum. Letting students read to an individual. That fosters a love of reading, instead they are asked to read to themselves.
77	Teacher	The literacy program is missing the time to actually get kids to LOVE reading. Students never get a change to share books that they are reading with other students. It is important to read to our students something other than the Journeys stories in order to foster wanting to read for fun and not just because they have to.
78	Teacher	Providing quality time reading books outside the readers and decodable readers provided by the district. Student's lack the opportunity to pick self selected books in the reading block. Writing- our program in my opinion is a poor choice for young writers.
79	Teacher	Developing a true love of reading

Table B.2. Responses for item 17: “If you indicated that the District's math program is missing one or more key elements, what are they?” (n = 78).

	<b>Role</b>	<b>Item 17: “If you indicated that the District's math program is missing one or more key elements, what are they?”</b>
1	Principal	Our math program is pretty complete, however I feel it needs to have more flexibility in pacing so that teachers have time to provide opportunity for students to engage in number talks and more open ended problem solving.
2	Principal	More manipulatives
3	Teacher	problem solving, fact fluency
4	Teacher	The program does not lay a proper foundation, and it moves ahead to multi-step problems before the students have mastered the skill to solve such problems.
5	Teacher	The monotony of the math program leaves the higher students board, but the struggling students are still not grasping the different concepts, and the multiple ways the concepts are taught.
6	Teacher	Choice
7	Teacher	Time for number talks and creative thinking, even though I do like the program overall.
8	Teacher	The math program teaches some skills in one day, the students don't have time to practice the skill and learn it well.
9	Teacher	Kindergarten math process are unrealistic. Too many aspect going on at one time.
10	Teacher	Many lesson are very repetitive. Being able to supplement with other programs and materials would be helpful.
11	Teacher	Review of basic facts in adding, subtracting, multiplying and dividing. The fluency piece should include a sprint/ timed test everyday. Students are not benchmark in adding and subtracting yet we expect them to move on to multiplication and division. Fluency games and math practice games need to be included as part of the block time.
12	Teacher	My classroom uses a district approved curriculum however math addressed completely differently
13	Teacher	Math games to get the students engaged with certain concepts.

<b>Role</b>	<b>Item 17: "If you indicated that the District's math program is missing one or more key elements, what are they?"</b>	
14	Teacher	I answered the math portion of this quiz as a sixth grade teacher. One frustration I have are the terms used in SB. They are often different than the terms used in Core Focus. Many of my students could accurately answer some of the SB questions if they had the same terminology that is taught in Core Focus. I would like a list of terms that are synonymous with terms in our district curriculum. I can't remember any examples, but I remember it being a problem.
15	Teacher	The district's math program is very hard for any substitute to teach. It is all worksheets and little exploration of problems.
16	Teacher	The District's math program is missing the key element of fluency.
17	Teacher	It would be nice if we had time for re-teaching during our math block.
18	Teacher	Question 12 see above. The math curriculum is not designed for mastery it is just shoving concepts on kids. ENY also assumes kids enter having a certain set of skills, and if those are missing and at the pace the curriculum moves, it makes it near impossible for some of our students to have any success. If, they have deficits those continue to get bigger as we keep moving to cover a lesson a day. I try to use para support to help, but many kids have so many holes to fill, I just do not have the support and resources necessary to get all students growth. However, as stated before, I teach constantly, using all the skills and ability I have for my students to succeed.
19	Teacher	Too many strategies are being taught and then tested. Kids are confused. When they are given a simple math equation, stress happens! They have learned so many different strategies they don't know how to solve simple problems.
20	Teacher	There is very little review of previously taught materials. The idea is to teach and move on. There is not a true fluency practice of basic math facts.
21	Teacher	It is very hands off. It is almost strictly pencil and paper, and this does not engage or stimulate students.
22	Teacher	We are lacking in number sense and the assessments are far too difficult for most students. The assessments need to be scaffolded and tweaked, especially in K-1 where students aren't able to read the directions/instructions or necessarily do work asked of them in the time needed. I'd like to see us develop new assessments- not as lengthy or wordy and to be able to assess more often besides the mid- or end-of-Module... like having a topic assessment for example instead.
23	Teacher	The math program is intended to teach students multiple strategies to solve any one kind of math problem - and in that students become the "Jack" of many trades and the master of none. It is also missing true lessons on measurement, time, calendar, graphing, skip counting/number sense, ordering numbers, using a hundred chart, true fact fluency, and money. Other math curricula also offer the ability to teach math in less than an hour a day without sacrificing mathematical rigor - ENY simply takes too long and the concepts are too huge for a one-hour block. Kids and teachers are confused and frustrated with how long it takes to teach a single lesson.
24	Teacher	ENY does not have enough built in practice and review of skills. For example, in fourth grade students spend approximately 4 days learning long division. Students need to practice this skill regularly to truly retain it.
25	Teacher	N/A
26	Teacher	I think that the Engage New York math program lacks a consistency that is essential for students to really gain an understanding of a concept. The program focuses so much on offering different ways to get to an answer that it doesn't really give students the time to really practice and master a concept before it moves on.
27	Teacher	Fact fluency, standard algorithms, parents are unable to address the curriculum at home.
28	Teacher	The biggest miss in our program is meeting the students where they are. I am not able to teach my class where they are because they are expected to be at a certain point when they come to my class. I have 65% who are not able to add to 10.

	<b>Role</b>	<b>Item 17: “If you indicated that the District's math program is missing one or more key elements, what are they?”</b>
29	Teacher	Challenging the students who are meeting the standards.
30	Teacher	Fluency is still missing although the math leadership teams are working on this piece of the puzzle.
31	Teacher	Students need repetition and practice. I do not feel that the current curriculum offers enough opportunities for students to practice and gain mastery of a skill or concept. I think we need additional materials to cover each standard (allow for more practice)
32	Teacher	My students need more time to work on fluency and accuracy. They need to spend more time on mastering basic computations like 2 and 3 digit subtraction. They meaningfully understand the different strategies used to subtract but their overall accuracy needs to improve.
33	Teacher	The math curriculum assumes that the students fully understood the year before and most don't. Then they can't understand the lessons and there is no time to go back and reteach and fill holes from the previous years.
34	Teacher	Basic math facts.
35	Teacher	I think the math program sometimes uses too many word problems and confusing wording. I would like to see more straight forward problems in each lesson for students to have multiple chances to practice basic math skills without being tripped up by confusing wording. I also think rote memorization of math facts is lacking although I do love the deeper understanding of numbers that the program provides.
36	Teacher	I believe fluency in math is missing. Students can not fluently do math computation without using fingers.
37	Teacher	not enough manipulative use in primary, unrealistic time frames.
38	Teacher	Basic facts practice
39	Teacher	Each year I am liking Engage New York more. I can understand now how it is building on prior lessons. However, there is no room in the priority plan to take a few days on a lesson if the students just aren't getting it. This happens in 4th grade at the beginning of the year and during long division. We are told to not spend more than one day on a lesson. We can use our science/social studies time to reteach if necessary. I find myself teaching math 4 times during the day because the 1 hour for math is not enough. Reading and WIN time could easily be cut down in 4th grade with the elimination of some of the Ashlock requirements.
40	Teacher	I have problems with the curriculum. Often the fluency, problem set, and exit ticket directions are not intuitive, the directions can be misleading and confusing. Directions do not give students everything they need to know to give the type of answer the curriculum is expecting. Sometimes it is unclear to me WHY we are doing a particular lesson. Curriculum does not regularly integrate opportunity for students to develop their OWN methods. The pacing within the curriculum is ridiculous, especially in regards to word problems. Absolutely unrealistic and unforgiving for both students and teachers. More training in growth mindset, math talks, etc. would be nice.
41	Teacher	We need more fluency practice.
42	Teacher	More review on topics built into the lessons. I don't have time to review because the lessons already take the full time.

	Role	Item 17: “If you indicated that the District's math program is missing one or more key elements, what are they?”
43	Teacher	There is not enough time spent with recognizing, understanding and writing whole numbers. There is no time to go back and re-teach skills that kids are struggling with. The scope and sequence is also really off. Children are expected to fill out missing numbers 1-3 before they are taught to write the numbers. Children are also expected to write number sentences at the first module of kindergarten. Everything is "timed" and sometimes the amount of minutes spent is unrealistic, (Hand out beans and triangles to each student and remove one bean at a time saying the sentence for each new combination in four minutes. Or 8 minutes to complete a worksheet with four different sets of instructions the kids must follow in order to complete. It's very unrealistic.) It leaves us rushing through a multitude of activities with no time to reteach if they are not getting it. There is not time to work with kids in small groups or centers to practice what is being taught. It seems we have gone back to teaching "one inch deep and a mile wide" rather than giving students any depth of understanding in basic number concepts and patterns.
44	Teacher	The math program is a great starting point for the district. I feel that our demographic needs another option to supplement our students who are not academically able to keep up with the demands of EngageNY. I felt that maybe 1/3 of my students were able to successfully participate and understand math concepts taught through this program, but about 2/3 of my students need a program that has a slower pace focused more on foundational skills. The scripted program is very rigid and loses a lot of student engagement when the teacher is up at the board for 95% of the lesson. It is also very difficult to get through an entire lesson and cover all important concepts; it does not allow enough think time for students to actually think mathematically. For school that have multiple teachers per grade level, we could easily adopt 2 math programs: EngageNY and another program that is focused on foundational skills. The teachers could flex their students for core math time- 1 teacher is teaching engageny to the students who have passed SBAC before and need to be pushed mathematically, the other 2 teachers could teach a research-based foundational math program for the 2/3 of students who have never passed Math SBAC and need more intensive math instruction. Math intervention time or sped should not be the only two options for math at a student's academic level. Let's get creative and flex the students for core math, just like junior high and high school does.
45	Teacher	I don't feel that EngageNY spends enough time teaching students basic skills. Students need to have fluency before they can truly manipulate their way through a program.
46	Teacher	No time spent on patterns, very little time devoted to time, money, calendar skills, moves very quickly for first grade
47	Teacher	The order in which the math concepts are presented do not seem to build on each other. There is limited time to sit on a more difficult topic to help student gain greater understanding or to differentiate.
48	Teacher	Some standards need more practice than what the program allows. For example, if first and second grade could focus more heavily on addition and subtraction that would allow others to focus on some of the developmentally harder concepts.
49	Teacher	=-One thing students could benefit from more is practice using all of the math concepts. the curriculum does a good job of teaching the skills, but not of providing them adequate experiences to practice. math intervention time can be used for this though.
50	Teacher	ENY is meant to be a supplemental program, no a stand-alone. After attending Singapore Math and reading Jo Boaler's books, I am so disheartened by the way we are teaching math. Bridges was much more appropriate for k-1.

<b>Role</b>	<b>Item 17: “If you indicated that the District's math program is missing one or more key elements, what are they?”</b>	
51	Teacher	I do not have any major issues with Engage NY. I do however have issue with the amount of daily time I have to teach this rigorous curriculum. You cannot teach everything that is included in the curriculum in a one hour math block. In my opinion, an extra 15 minutes or more would be helpful. I would also like a RTI math curriculum as I do not have the resources I need to help those students who struggle with individual skills. I also wish we had a clearer vision on how we are going to incorporate what the newest research about math instruction is showing (high ceiling/low floor visual math tasks are the best) and our current curriculum. In addition, I really hope you (Glen) take the time to look at what the research says about starting Algebra in Middle School (it shows it actually weakens students scores), before you make changes to the math programs in secondary.
52	Teacher	We could do so much better. It is not the least bit engaging.
53	Teacher	It goes so fast and you are rushing to teach everything fast fast fast that we are losing the low kids and just dragging them along for the ride. The high kids are bored and frustrated because they know how to do the math but aren't allowed to be I unique and do it their way. Kids are losing fluency. They do not master basic facts anymore.
54	Teacher	Well the students are gaining great skills and enjoying math, it is difficult to teach all components, and have enough time for students to complete their assignment as well as the exit ticket. If students are needing additional one-on-one help or a different way of learning something, there maybe not enough time and I will have to pull them during free choice time in order to review, reteach, or for them to do their exit ticket. I understand that they do not have to complete their student set, but it's really not that much, and they should be able to complete it in the time allowed. However it is kindergarten, and I don't think there is enough time allotted for all of the components to be taught without feeling rushed. There is also a lot of teacher prep! I do not feel like there is enough time in a day for me to do lesson prep, grade papers, enter exit tickets, dibble's, and clipboard checks. While these are all valuable things, and I am becoming an excellent time manager, I feel like I am running 24/7 Monday through Friday! Then lesson planning has to be done on the weekends. While I love kids, it is difficult for me to love teaching and see the joy in my students eyes as they engaged which with the curricular him, learn, and apply what they know. I feel like we are Teaching Standards and Assessing Students instead of teaching students and assessing knowledge gained. Well I appreciate the structure, Kirkland, and staff support, I feel like it's a bit too much of a good thing! As a veteran teacher, I feel like some of the joy has been taken out of teaching. There is not enough time for science, social studies, art, or just observing my students play. Kindergarten is the new first grade, and each grade subsequently thereafter! It's been like that for quite some time, but I am really feeling it this school year. It is a blessing to be able to work at Chiloquin Elementary. I love my job, so it's a bit of a catch-22, as I grapple with the curriculum, it's volume, and how much time we are to spend in each subject!
55	Teacher	The math program is missing elements for the struggling math students. We are moving at a fast pace and the struggling students are getting left behind.
56	Teacher	Student's entering fifth grade MUST know their math facts to be successful! Fact is, since we started ENY, fewer and fewer of them do! It's getting worse.
57	Teacher	Again, too rigid. We are instructed not to reteach any lesson, even if the students do not master the standard for the week/day. The presentation and wordage used is confusing and the Exit Tickets used for grading purposes are not always aligned with the daily lesson.
58	Teacher	RTI for math.
59	Teacher	fluency computation doesn't inspire independent work, very reacher driven

	<b>Role</b>	<b>Item 17: “If you indicated that the District's math program is missing one or more key elements, what are they?”</b>
60	Teacher	I haven't used the district's math program since I work in the the special ed room, but I do see a big disconnect with the program and those struggling readers as well as for ELLs.
61	Teacher	The districts math program is missing the differentiation/re-teaching piece. When students come to my grade we dive right in to multiplication. It works well for students who are at grade level. This is not beneficial for students who can't even subtract. This shows the holes in the program from year to year. Are students getting enough repetition of the skills that are taught in the previous grades or do we move on, assuming that all students are ready.
62	Teacher	There is very little review incorporated into the math program. The curriculum goes from topic to topic to topic and does not take time to review lessons from last week or earlier in the module. The pacing guide moves so quickly that it is difficult to find time to reteach lessons, if needed (and it is often needed). In my years of teaching, I have never taught a math program that had every key element needed for successful learning. From Saxon to Bridges to Envision to ENY, there has always been a need for supplements. However, in the past, I have always been able to supplement and use my teaching time wisely to make sure I taught my students to the very best of my ability. That is, until recently, when a pacing guide and a math program with very strict time guidelines for every lesson was handed to me. I have 60 minutes to teach a lesson that "the professionals" say requires 2-3 hours per lesson to be taught adequately and with fidelity. And for three years, we have been sent mixed messages. The previous Curriculum Director said that the math program was a teaching tool, like all others have been in the past. But some people in leadership roles said to use it exactly as it was written and intended, from start to finish. We were given pacing guides that told every teacher which lesson to teach on any given day. And then we were recently told that guide was fluid and could be manipulated as needed. But is that really the case?
63	Teacher	I think our math team has begun to fill the holes in Engage New York (problem solving, etc.)
64	Teacher	With the math pacing guide, and the pressure to get everything in before testing, it is VERY difficult to reteach or revisit concepts. There is literally NO wiggle room.
65	Teacher	Our program is severely lacking math fluency practice. A 1 minute timed addition and subtraction sheet for an hour block is not enough.
66	Teacher	I don't feel that we have adequate time to teach the math program which moves really fast, and students have not mastered the basics from previous years causing even less time to teach grade level standards because we are constantly having to teach previous years standards.
67	Teacher	I believe that our math program is missing the element of teaching students their basic math facts to mastery. More than 50% of my students don't know their basic addition, subtraction, multiplication and division facts. This is a yearly issue.
68	Teacher	addition and multiplication facts: computation
69	Teacher	This math is HORRIBLE!!! We need a program where students are given ample opportunity to practice the skills being taught. We need a program that allows parents to help at home when needed. We need a program like Saxon.
70	Teacher	Our math program doesn't teach kids how to do math, only processes that are confusing. When I have to educate myself and reteach myself how to do these lengthy processes that ENY requires just so I can teach them, something is not right. I have students who are crying because they don't understand the math. We need to look at this math program with objectivity and then see if our math scores have really improved since we implemented it.
71	Teacher	I would like to have the ability to slow down and teach standards as needed rather than just moving on.
72	Teacher	Fluency and the ability to add and subtract vertically and horizontally.

	<b>Role</b>	<b>Item 17: “If you indicated that the District’s math program is missing one or more key elements, what are they?”</b>
73	Teacher	Students are not learning strategies to mastery. Nor are students having basic multiplication understanding when they reach 5th and 6th grade.
74	Teacher	Manipulative, hands on activities, small group exploration of materials. Bridges by the Math Learning Center does a wonderful job of this.
75	Teacher	RTI process
76	Teacher	Differentiated instruction
77	Teacher	We continue to struggle and work with the students who have lagging skills. We have successful interventions in place for reading. Now we need to get that going for math. Some schools have WIN time for math or Double Dose but not all. It may be on the schedule but it is not necessarily being utilized well.
78	Teacher	fluency piece

Table B.3. Responses for item 18: “What do you wish you had more time for in your daily schedule?” (n = 107).

	<b>Role</b>	<b>Item 18: “What do you wish you had more time for in your daily schedule?”</b>
1	Principal	Science
2	Principal	More balanced time for science and social studies. I believe that if these subjects are consistently taught and given fair attention and time within our instructional day student achievement in all areas will improve.
3	Principal	No
4	Principal	The arts science social studies music
5	Principal	systematic science and Social studies time rather than always feeling like we could only do one or the other on any given week/day.
6	Teacher	Science, Social Studies, Art
7	Teacher	science, social studies, health and all the subjects students love and are excited about
8	Teacher	Unit studies
9	Teacher	I wish we had more time in the day to teach subjects other than Reading and Math. The students have a desire to learn Science and Social Studies and we are not given very much time to do that.
10	Teacher	I wish there was more time for Science, Social Studies, Health and even Art.
11	Teacher	The majority of my day consists of Math and Reading. I wish I had more time for Art, Social Studies, Science, Writing, and Health.
12	Teacher	Science/Social Studies; writing; teaching character and social skills
13	Teacher	SCIENCE! Also, a time that I can get to know my students needs by visiting with them. Any free time is taken up by Dibels Progress Monitoring or maintaining behavior.
14	Teacher	Art, Science, Social Studies, music, Center time
15	Teacher	Art, science, fun, social interaction, play, choice.
16	Teacher	ARTS - music, drama, art, inquiry in general
17	Teacher	Daily-read for pleasure (both individually, buddy reading, Teacher read aloud) Daily-Progress Monitoring (I can't do over half my class in one day.) Weekly-Science, Social Studies, Art, Computer activities, library check out, Second Steps, RRT Outreach, SMART

	<b>Role</b>	<b>Item 18: “What do you wish you had more time for in your daily schedule?”</b>
18	Teacher	The curriculum and supplemental materials are individually directed and created by me. Each has individual curriculum requirements needs. More time for curriculum preparation would be extremely valuable. In addition I am responsible for case management of the Special Education required paperwork and communication, which takes several hours per week.
19	Teacher	Science
20	Teacher	I would like more para time so I can have more small groups in math to better meet the needs of all my students. The top students are not challenged enough and the lower students need more individual or small group attention. The average students could be performing at a higher level if I were able to give them more individual focus too.
21	Teacher	Math, social studies and science
22	Teacher	I wish I had more time in my daily schedule to differentiate my instruction and teach other subjects. The subjects that I am unable to teach to the best of my ability are writing, science, social studies, health and art.
23	Teacher	science/social st
24	Teacher	Writing, Science, Social Studies, and Health. It is difficult to include Science and Social Studies in our current schedule.
25	Teacher	Being able to allow the kids to fall in love with learning. There is no time to discover interests and the abilities of students because we are so tied to a schedule. We need more time for emotional growth and development.
26	Teacher	social studies and science
27	Teacher	Social studies and Science
28	Teacher	Social Studies and Science
29	Teacher	I do not have time to teach spelling, handwriting, art, music and feel short on time for science and social studies.
30	Teacher	Specials such as science, social studies, health, and art.
31	Teacher	I wish we had a daily time slot of at least 30 minutes to teach science, social, studies, art, etc. we only get that once a week on Wednesdays. We are required to teach all these state standards for the other subjects but our day doesn't permit this. I feel like with our reading curriculum we don't have a lot of flex room in there either to integrate other subjects, and it's too much direct instruction.
32	Teacher	Science, social studies, art.
33	Teacher	I would like more time to teach social studies, math, art, and health. I try to teach these skills during our reading block, but so much of that time is dictated through the priority plan.
34	Teacher	IEP prep/to complete observations
35	Teacher	I wish that I had time everyday that would be available for social studies, health, science, or art.
36	Teacher	small groups.
37	Teacher	Science and Social Studies
38	Teacher	Consistency, I am inundated with District required extras- ( Second steps, Ross Raglin, which are great programs, but aren't teaching anything in reading, or math, or science.) There is no time for art, science, nor social studies. The creativity that is required to sneak in the extras is exhausting.
39	Teacher	I do have time each day to incorporate other subject areas besides reading and math, but it is a limited amount of time.
40	Teacher	more flexibility with scheduling to meet the needs of individual students (i.e. ELL services, SLP services, OT services, etc.)

	<b>Role</b>	<b>Item 18: "What do you wish you had more time for in your daily schedule?"</b>
41	Teacher	Time for other things such as social studies, science, and art. Also not having morning duties and recess duties, since we have these extra responsibilities there is no prep time.
42	Teacher	Social Studies, Science, Health, Art. Even when we are reading text materials the core concepts and background knowledge that they need to understand is missing. In 6th grade, we have time for these subject only when either WIN or Band is canceled. I integrate science and social studies into WIN and reading, but the students know that the core focus is reading and my intervention students are out of the room.
43	Teacher	Science, social studies and art.
44	Teacher	I feel like we really have to try to sneak in times for art, science, and social studies. Having a block of time each day would allow us to rotate those subjects into our teaching. I do have a few unscheduled times during the day, but those are just 5 to 10 minutes here and there.
45	Teacher	SEL- Second Steps is a great program, however I don't believe it is enough for what our kids need.
46	Teacher	Everything else. We spend so much time focusing on math and reading that students get bored, loose interest and check out. If we had shortened blocked times I feel like students would be able to stay focused during these times instead of dread them. If we want a more rounded individual we also need to have time to include the other subjects as well.
47	Teacher	I wish I had the freedom to weave social studies & STEM material into core reading block, which is our biggest block of teaching time. I would like to feel like I could replace a week of journeys text with multiple, well vetted informational or narrative texts that connect to students' prior knowledge and interest AND still address the weekly target standards, strategies, and skills. This is how we truly can engage our students in the reading and writing process. We need to engage our struggling students, and classroom teachers know best what these students are most interested in.
48	Teacher	Time to meet the emotional needs of students. We have no time to teach science or music.
49	Teacher	Attending to the social and emotional needs of my students.
50	Teacher	I wish we had more time in our schedule to explore more art projects and music. Our elementary students receive no music instruction other than band.
51	Teacher	integration and making real word connections
52	Teacher	Teaching social studies, art, science, health or music
53	Teacher	Time to make connections with the kids, learn what the love, hear about their day/weekends, etc. Students need to foster positive relationships with teachers so they have outlets when needed. Students need to incorporate the reading and math skills into other things like science, social studies (might develop cultural awareness and foster tolerance for different people).
54	Teacher	I wish I had more time for science, social studies, music, and art. Right now I do half a year of science and the other half social studies. There is no way to do both and have enough grades in the subject for the report card. Since we began Ashlock, I have not had time for music or art (which is so sad).
55	Teacher	I want a significant amount of time to do integrated unit studies, where we take a topic/question/problem/theme and dive in deep over a long period of time, integrating all subjects and multiple standards. For example; "Why is the sky blue?" could integrate science, math, art, reading, writing, and even social studies. "Apples" could integrate all subjects. "There is litter in our neighborhood" could integrate a number of subjects. It could even be units based on a social studies or science standard. Then we could have small pockets of time during the day where we learn specific math, reading, or writing skills, outside of the unit study time.

	<b>Role</b>	<b>Item 18: "What do you wish you had more time for in your daily schedule?"</b>
56	Teacher	Science/Soc St/ technology
57	Teacher	Science and social studies.
58	Teacher	I wish I had more time and flexibility to teach thematically. Everything is so segmented. There is no cohesion to anything we do anymore. I want to be able to teach science and social studies more in depth while integrating math and literacy. I also wish I could spend more time doing centers, especially during math. It is so much more conducive to early childhood. I want to be able to work with kids on math in small groups. I wish I had more flexibility in my schedule for small groups in general.
59	Teacher	I wish the district had actual social studies and science curriculum and a set schedule to teach the curriculum. We have no time to teach science and social studies, yet the students are tested in science.
60	Teacher	It is a double edge sword, since I teach [4-6] grade we have a 45 minute band block daily. Because of that we basically have zero time to teach science or social studies unless I intertwine it with my writing block.
61	Teacher	I wish I had more time to truly teach to understanding. I feel like I don't have an opportunity to monitor and check for understanding. Everything is so rushed.
62	Teacher	Read alouds, social studies, art, recess- for the kids
63	Teacher	I would love to do more connecting students to STEAM activities, science, social studies, art, and music. I recently did a STEAM activity building bird nests (tied into our journeys story about animal homes) and my students said, "we loved the challenge".
64	Teacher	I would love to teach small groups of reading. I would like to integrate science, social studies and health.
65	Teacher	Thematic learning, centers.
66	Teacher	SCIENCE. Students are required to take a science test in 5th grade. The topics covered on this test are 3rd-5th grade science standards. 5th grade teachers should not be responsible for teaching three years worth of science in one year to cram everything in for the test. A science block should be added to all 3-6 classrooms. If the school day needs to be extended for this, I would support that decision.
67	Teacher	Centers, student choice in the learning environment. In Bend they call this prefrontal cortex time. Art, something my students can take home that they are excited to share with parents. Exploration in Science and Math. Time to meet their social and emotional needs. Time to really listen to their stories and all they have to say. There are so many things I wish I could do to help my students love learning.
68	Teacher	Science, social studies, health, art and I wish music was back. Kids love when we can cram a little of any of these into their day. We have students that are in 6th grade that have no clue where they live (what a state, city or country is). We have some really creative students and we are stifling them. We expect 5th graders to take a state test on Science and yet we don't teach them a thing until that school year. We are setting them up to fail. Health is being completely ignored and the only type of creative music/drama the kids get are a 30 min time a week with Ross Ragland teachers. They need more substance in their daily schedules.
69	Teacher	I wish I had more time to do centers, art, second step, science, and social studies.
70	Teacher	Extra curricular subjects.
71	Teacher	Art, music, social studies and science.
72	Teacher	I wish that we has more time to teach Social Studies, Science, Art.
73	Teacher	I wish I had more time for social studies, art, and science. I have 30 minutes in my day to fit in social studies, health, second step social skills (required), science, art, etc. If you teach the second step lesson and the follow-up lesson, this will give you 30 minutes/3 days a week to teach all of the other electives.
74	Teacher	SS, Science, Health

	<b>Role</b>	<b>Item 18: “What do you wish you had more time for in your daily schedule?”</b>
75	Teacher	The teaching of Science, Social Studies, Music, and Art are no where in the Master schedule. The schedule is prioritized for Math, as it should be. But no legitimant dedicated time for these items.
76	Teacher	Literacy groups and art. Larger projects combining multiple subjects. I teach Social Studies during Reading WIN time so I have enough time to devote to science.
77	Teacher	Time for the teacher to teach what their students need without it being prescibed and or dictated.
78	Teacher	In our district, Kindergarten centers are slowly being pushed out to make room for math intervention. THIS IS SUCH A TRAVESTY! Our young learners need more social/emotional learning opportunities. Also, subject areas outside of reading and math are said to be integrated, but it is not done well. I squeeze in those opportunities to teach science, social studies, health, and art, but I am not given adequate time or the support to do so. I often feel like I will get a sideways glance or questioned as to why I am doing something that appears to be outside our mandated curriculum. Because there is not adequate time, the experience of doing a science or art project is often not enjoyable. We are rushed and frantic. It would be easier not to squeeze it in, but I do because I strongly believe in providing a well-rounded education for my students.
79	Teacher	Social Studies, Science, Art.
80	Teacher	I wish I had more time for social studies, science, art and health. Our schedule is so tight that we have a little amount of time to fit in those subject areas as well as Youth Starts, computer lab, Second Steps, library, assemblies, Holiday programs, and all those little things that are so important to our families and students.
81	Teacher	Science, social studies, art, and health.
82	Teacher	In elementary school, the kids need to have something to look forward to, every day. They love science experiments, art projects, working with technology and hands on learning. I wish I had one hour, every day, for hands on learning of my choice. I would bring in art projects that correspond with that week’s Journeys anchor text. We would have science experiments that we could start and finish in the same day so that we could discuss them the next day and let students design their own follow up experiments. I would borrow items from the ESD, such as STEM kits, the laser printer and the 3D printer, to bring our classroom to life for my students. I would order hands on kits from the Oregon Agriculture in the Classroom Foundation. We would study geography (years ago, we had a grade level geography bee) and learn to play chess (we used to have grade level chess tournaments). One hour, every day, that was not part of a curriculum mandate and the only requirement was that every student had to be involved and actively learning. In that hour, my students would be reading, calculating, understanding, working together and taking everything we learn all day long and making it mean something. Second, I wish I could abolish the Six Day Language Arts Roadmap and its minute-by-minute time dictation and teach as I see fit. For some lessons, we can finish the anchor reading in a day or two and move on. It’s not worth reading again or exploring in depth because there really isn’t much to it. For other lessons, when the anchor text is rich and full of teachable moments, I want to take four or five days to fully dive into it. I want to have time to engage the students in the Standards when the anchor text is full of great material to cover more than what the Roadmap dictates. I want to have the option to change the timing of the lesson, sometimes starting with vocabulary and sometimes ending with it or starting with a warm up exercise to get the students thinking or ending with a writing prompt that requires them to dig a little deeper than our everyday discussion. I wish I wasn’t expected to follow a roadmap; I wish I was encouraged to follow my students’ excitement for learning. I feel like that’s how I used to teach, before we had Ashlock and Time in Text and Roadmaps that dictated how many minutes to spend on each topic each day.
83	Teacher	Science, Social Studies, Art, Music, Literature

	<b>Role</b>	<b>Item 18: "What do you wish you had more time for in your daily schedule?"</b>
84	Teacher	Arts and Humanities and Sciences. Implementing STEAM is important to me.
85	Teacher	I wish we had more time for science and social studies.
86	Teacher	I wish I had more time to teach writing, science, and social studies.
87	Teacher	Small reading groups Science Social Studies Art
88	Teacher	I wish I had more time to teach science, social studies, and art. I wish I had curriculum to teach science and social studies.
89	Teacher	Reading other material instead of just the text book. Science and Health projects and hands-on Social Studies units. Time for music and a real Art project.
90	Teacher	I have zero time on my master schedule dedicated exclusively to teaching social studies and science. At the sixth grade level, I believe that the 40 minute WIN time should be social studies and science time for the following reasons: 1. 40 minutes of every day is dedicated to band. 2. Only 2 or 3 of our 6th graders per classroom are in need of a reading intervention. Therefore, during our 40 minute WIN time, we have the majority of our students in our classrooms. We could be utilizing that time to effectively teach social studies and science through exploration, inquiry, debate, discussion, simulation, etc. As it is now, we are permitted and encouraged to direct our standards-based instruction toward subjects within the social and science fields, but the focus must remain on reading comprehension development.
91	Teacher	I wish that I had more time to focus on my kids emotional and social well being. We are told every year that "Making Connections" is the most important thing that we can do. However, we are given NO TIME to get to know them at all. I also wish that I had more time for hands on art activities. I feel guilty teaching art, and feel like I can only do it when my principal is gone...for fear that it might run into one of our mandatory blocks. This is not how I should feel at an ELEMENTARY SCHOOL!
92	Teacher	We don't have adequate time to teach math, science, social studies, health and social emotional programs like second steps. It would be nice for our students to have access to art and music as well, but there are very little time for this and it has to come out of other blocks.
93	Teacher	Science! I'm in a science testing year and we don't have time to teach science to any degree of depth.
94	Teacher	I wish I had more time for science and Social studies, although we do not have up to date adopted curriculum for those subjects.
95	Teacher	Math
96	Teacher	I wish we had time to actually teach science, social studies and art without having to ask permission or having to connect it to a reading standard. I also wish I had some prep time every day of the week during student contact time. We also need to update our curriculum for those subjects. Hiring music teachers for elementary schools would also be amazing!!!
97	Teacher	My schedule is pretty good for the most part. We have time for science, social studies, art and music.
98	Teacher	Bathroom breaks! Recess!
99	Teacher	I would love to have more time to incorporate science, social studies, and art into the daily activities.
100	Teacher	I wish we had more time to engage in literacy centers, reading for pleasure, science, social studies, and Art.
101	Teacher	Teaching science, social skills with centers and having transition time.
102	Teacher	The only things I have time to teach during the day are math, reading, and writing, according to the master schedule that is given to me by my principal. There is no extra time allocated within the day for any science, social studies, art, or health. My schedule runs from 7:50-2:40 with no time to add anything additional besides reading, math and writing.
103	Teacher	Writing, reading self selected books, science, art and centers

	<b>Role</b>	<b>Item 18: “What do you wish you had more time for in your daily schedule?”</b>
104	Teacher	Yes but we are already an extended day.
105	Teacher	Science, art, social studies
106	Teacher	Time to talk with students who are having social or emotional difficulties. Just one on one time with students.
107	Teacher	Professional collaboration

Table B.4. Responses for item 19: “What professional training would you like?” (n = 67).

	<b>Role</b>	<b>Item 19: “What professional training would you like?”</b>
1	Principal	I would like teachers to receive more training in math; I believe this will happen as we explore more about math instruction. I would also like them to get more training on using science and social studies texts as supplemental materials - we've started to do this with close reading demonstrations, but there is more work that we can do.
2	Principal	Professional training in dealing with student behaviors. We have had a tremendous increase in students with significant behavior needs.
3	Principal	More math training in engage NY
4	Teacher	Science and Social Studies trainings
5	Teacher	motivational speakers, people to tell us what we are doing right and inspire us
6	Teacher	More writing training; games in math for WIN time; training on management in classrooms and positive reinforcement; staff self care, the ability to go and observe other teachers as PD
7	Teacher	Effective small group instruction that keeps all students engaged. How to deal with the changing behaviors and needs of today's students, realistically.
8	Teacher	Early Childhood training, More grade collaboration among the district (meeting with all kindergarten grades etc.).
9	Teacher	Alternative intervention strategies. Integration of other subjects (science, art, etc.) into core subjects (ie, math and reading). Extreme behavior response, how to interact with emotionally and socially challenged individuals. How to deal with parents who directly contradict and undermine school authority and rules.
10	Teacher	I do not need any training. I just want the mandates loosened up so I can give my students what they need and I want them to LOVE learning.
11	Teacher	The students have significant behavioral issues with individual needs. More training and support with behavioral concerns would be in the students best interests.
12	Teacher	Training on FLIP math
13	Teacher	I would like to see professional training in writing, science, social studies, art, health and collaborative problem solving.
14	Teacher	I would like to see a more up-to-date social studies book. A science companion book would also offer more variety.
15	Teacher	Not more training, but support
16	Teacher	PLC time with grade level teachers
17	Teacher	Smarter Balance testing strategies....
18	Teacher	Helping teachers learn how to read, understand and teach to the standards.
19	Teacher	I would like training on the math curriculum.
20	Teacher	I'd like professional training in math intervention, and how to effectively use a 30 minute intervention math block.
21	Teacher	I would like to learn more ways to use technology to engage my students.
22	Teacher	I would like to have professional training for science and social studies.

<b>Role</b>	<b>Item 19: “What professional training would you like?”</b>	
23	Teacher	t Math, Reading, Dibles, There are things expected of us like certain scores to call ourselves quality teachers, however, you don't necessarily have the same starting point for each student. If one class starts with 35% of their students in strategic groupings, you are playing catch up all year. It immediately goes to removing the more fun thing to get them caught up. Now imagine when only one of your students is at benchmark. I
24	Teacher	Behavior management
25	Teacher	We have never received professional training on Journey's, the district adopted ELA curriculum. We have, however, received hours and hours of training in the Ashlock system. It would be nice to have opportunities for training on other academic systems, like Daily 5, that we could implement in our classrooms.
26	Teacher	I would like to see more of an emphasis on Social Emotional Learning.
27	Teacher	Classroom management (especially transitions) Differentiated instruction (w/our curriculum specifically) Reading Strategies for Struggling students Managing student behavior strategies for Behavioral students
28	Teacher	I would like training on how to better use google carts, and google classroom platform for ELA. I would also like training to better inform me about high quality interactive websites like commonlit.org, where students can create accounts and differentiated assignments can be given to individual students or clusters of students.
29	Teacher	Ways to help my students cope with difficult social and personal situations.
30	Teacher	I would like more training in math best practices.
31	Teacher	I think it is good that our district is training teachers in reading strategies. So many teaching programs do not give specific skill sets to use with the students. However, the teachers then have to use that one size model on every elem kid. Poor implementation of the skill set you are giving them.
32	Teacher	Training on the standards I'm accountable for. Training on differentiation and inclusion. Training on integration of subjects. Training on new research happening in the education world. Training on student engagement and behavior issues. Training on teaching students who come to school not ready to learn. Training in growth mindset in regards to math, math talks, building a math community, etc. would be nice.
33	Teacher	Behavior management Technology
34	Teacher	How to integrate curriculum and centers in early childhood. I would also like training in teaching literacy through reading/writing workshops.
35	Teacher	Math; actual math training on EngageNY and additional math programs that we adopt.
36	Teacher	I'm still waiting for writing training that was promised to our school.
37	Teacher	I would love more training on effective assessments, how to effectively grade writing pieces, and how to help students to make personal connections to the content.
38	Teacher	Writing
39	Teacher	—I think all teachers could benefit from training on how to differentiate whole group lessons, since this is the type of instruction the are expected to give.
40	Teacher	Math for early learners.
41	Teacher	Professional development for teaching science in the elementary classroom would be wonderful! I would also like more opportunities to be a part of teaching some training in other subject areas. I don't feel as though our district provides enough opportunities for our own teachers to present professional developments. There should be some kind of committee for this or application.

<b>Role</b>	<b>Item 19: "What professional training would you like?"</b>
42	Teacher I like to seek out my own professional learning. I know what I need and I prefer to attend trainings very specific to my grade level. I do think our district needs training around equity. We live in a very conservative area with a narrow equity lens and all of our students don't fit in that box. I go to a particular training for my grade level and leave just wishing I had the opportunity to try the things I have learned.
43	Teacher Teaching science, social studies, art, math, etc. all we focus on is reading and writing all of the time.
44	Teacher I think it would be beneficial for me to attend Ashlock lock training. I'm looking forward to the opportunity to go and observe other kindergarten teachers teach in the district after Thanksgiving break!
45	Teacher Training out of town is cost prohibitive. Speakers can be acquired at a cheaper rate for inservice training locally. No more Ashlock training, I have more that 15 hours in Academic Language Therapy and still had to attend these training. I understand perfectly that unity of practice is important but we are not robotic instructors. Classroom observations by large groups of trainees themselves, are humiliating and time consuming for the district. Point One, the district pays \$180.00 per teacher, per day, for several days of the year. Very often I see a performance that is not genuine or authentic. I know some teachers are teaching without any kind of commitment or validity.
46	Teacher We should have professional training on controlling behaviors in the classrooms, like students that are defiant and are out of control.
47	Teacher it would have been nice to have had training on Journeys the program not just Ashlock
48	Teacher Lucy Calkins Reading Workshops.
49	Teacher Sadly, I feel like professional training is needed in the area of managing a classroom with students who cannot control their behavior. Over the years it has been expected that when you have a student who calls you names or throws things, or shouts at random times repeatedly throughout the day, that you have to teach the rest of your students while trying to deal with those distractions. I don't have the answer for how to handle that. I feel like the students who suffer are the ones who are there to learn. I do agree that all students need an education, no matter what their disabilities are, but not at the expense of others.
50	Teacher I would like to see training, in any subject, that provides me with uncomplicated, hands on materials that I can bring back to my classroom and use with my students.
51	Teacher More on engagement, brain research, growth mindset. We had Kagan training years ago and I would LOVE to have more of that.
52	Teacher More ways to implement STEAM into the classroom.
53	Teacher More professional training on math intervention and small group reading intervention for comprehension.
54	Teacher Writing, science, and social studies. Everyone uses something different that they found on the internet.
55	Teacher I do not want ANY MORE Ashlock training. I also do not want any experts coming to my room to critique me. Having teachers with much less experience and training that I have come to my room to tell me what I am doing right and wrong is a total slap in the face. The "Expert Walkthroughs" are so horrible. The entire staff is stressed out and angry during the entire process. We are tired of having every move that we make critiqued. We do not have the freedom to even use the color of white board marker that we want (yes, Jennifer Ashlock actually told a teacher that she should use a different color white board marker). I was told that I should use "All areas of my carpet", so I don't even get to decide where I stand to deliver my district mandated curriculum! We are treated like we should be robots. In all honesty, I don't know why our district has not just gone to a computer based math and reading system where all of the kids just sit in front of a computer screen and get the same scripted math and reading instruction, because that is basically what we are doing.

	<b>Role</b>	<b>Item 19: “What professional training would you like?”</b>
56	Teacher	Working at a school with high poverty and students that have experienced a lot of trauma, we could use more training around this.
57	Teacher	In the areas of Science and Social Studies.
58	Teacher	none
59	Teacher	I would like to have training on STEAM projects, making reading fun again, making math more hands-on, and anything with science or social studies. We definitely need training on how to effectively teach writing and spelling. What we have isn't getting the job done.
60	Teacher	We used to have many PD opportunities. It's rare that there are offerings where we can obtain college credit. It would be nice to have some meaningful classes offered again.
61	Teacher	PBIS-Restorative Justice Information on where the district is heading for WIN math time
62	Teacher	I would love to have professional training in Sciene, especially with the Next Generation Science Standards.
63	Teacher	Writing program that is not just a catch all for all grades. Make it specific to the younger grades.
64	Teacher	Math from the Math Learning Center. Jo Boaler trainings. Writing- not Step up related
65	Teacher	Stress management
66	Teacher	Establishing systems to respond to student misbehavior that helps students learn and make different choices. We met as a staff and focused on PBIS some years ago but we know have many new staff members that have not had the benefit of learning about or helping create our systems and so they are not as effective as they were in the beginning. I also think we have more students who have escalated behaviors that we don't have a frame of reference for addressing. I believe we need to have a district focus toward providing learning opportunities for students' social and emotional well-being as well as supporting staff in their dealings with these intense behaviors and situations.
67	Teacher	Continued support in Reading training. Training in interacting/teaching students who are "high aces"

Table B.5. Responses for item 20: “Please share any other comments you have for the committee regarding academic freedom.” (n = 67).

	<b>Role</b>	<b>Item 20: “Please share any other comments you have for the committee regarding academic freedom.”</b>
1	Principal	academic freedom - historically is related to topics like religion I feel that this push for academic freedom is misguided and unfair towards the district.
2	Principal	We have a process for teachers to stray for the schedule if needed. I look at these items one by one and approve most of these. My expectations is that teachers stay on pace with the pacing guides. If they cannot we take a look at how to get back on track in PLCs (which never happens because teachers have stayed on pace). There are built in flex days in the Math and Literacy pacing guides for this. The idea behind this is to be flexible.

Role	Item 20: “Please share any other comments you have for the committee regarding academic freedom.”	
3	Principal	I believe that literacy instruction in KCSD is well-structured, organized, and purposeful. I think there is always room for improvement in instructional strategies, better using time in text, etc. Those things should still be aligned, though; we need to provide PD and use common techniques. In math, I believe that we are just skimming the surface of better instruction. We have a lot to learn and implement, but I do believe that it is possible to use our current curriculum to better teach math. I'm excited about our new math leaders and the possibilities that lay in front of us. When it comes to the master schedule, I think it is vital that we stick with common time blocks and time mandates. Students need the 90 minutes of reading instruction and 60 minutes of math, plus the intervention time, plus whatever other time we can squeeze in for these subjects. Done right, all of this time will deeply develop our students' skills. Having common blocks during these major periods of instruction is so important for special ed. They are able to facilitate groups that get meaningful, targeted instruction coordinated with the classroom schedule. Using common strategies and curriculum in special ed has resulted in students growing tremendously in the resource room! I think that in this profession, we get better all the time. There is always more to learn, better strategies to implement, new research to apply. I'm all for the freedom of developing as professionals, but I think that we can't stray from what we are doing structurally. We have to teach to standards, and we have to be consistent from room to room and building to building because it's best for kids.
4	Principal	The issue for me is more about having a balance in our instructional day. We should have adequate and consistent time to provide all students with science and social studies instruction. 30 minutes a day is not sufficient! We spend an over abundance of time on teaching reading skills and strategies and I do not feel we are getting a big enough return on this significant time investment. It is not what we teach or even how we teach it, our methods and resources are high quality; for me it is the amount of time spent on reading that is taking away from opportunities to engage students in learning through other subject content.
5	Principal	I believe that teachers have the academic freedom they need and want to benefit students. New and veteran teachers have the flexibility to add their own personality to Math and ELA blocks.
6	Teacher	thank you for sending this survey, I hope the survey reflects how unhappy staff members really are since so many are afraid to speak up
7	Teacher	I had to require students who got 100% on comprehension, to re-read the main text story, because you had to follow the program (day one do this, day two etc...) I actually [changed grade levels], because I felt I was killing the student's desire to learn. The Ashlock training was very helpful, and I believe it needs to be implemented, however, let the teacher you hired use discernment on how to progress their class on to success. When I first began [4-6] grade it was the first year we tested with Smarter Balance, my class had tested with a 61%, then the following year ended with a score of 76%. Once my training intensified at the district office, my scores began to dropped, a 67%, and last year 41% (that was a 50% improvement from the previous year). There were so many detailed instructions, that learning has become very dry, and not able to meet the challenges. There are no quick answers, but academic freedom, I believe is one component in this puzzle. Thank you for your consideration on this matter.

<b>Role</b>	<b>Item 20: “Please share any other comments you have for the committee regarding academic freedom.”</b>
8 Teacher	I feel like our day consists of Math and Reading. Our kids are starting to not enjoy school as much as they used to because it is read, read, read, read all day. I know reading is extremely important; however, so is art. So is science. So is being a kid. I don't think we need to have 40+ minutes of additional reading a day. I think this time could be used to bring back inquiry and fun to school. I know students are at school to learn, but they can learn through fun activities. They can learn through art. They can learn through projects. They can learn in more ways than practicing phonics over and over and over. I think having more academic freedom is especially important in the younger grades. Yes, we want to keep the kids from falling behind, but there is a limit. They are kids. They should love to go to school.
9 Teacher	I believe that we have a lot of good ideas and strategies that we are using. I am not against either program but I think that teachers want to feel valued too. They seem to need more freedom to teach from their own professional experience as well as still be held accountable. I feel like we need more of a balance.
10 Teacher	Thank you.
11 Teacher	It would be nice have some freedom to do things that align with what we are teaching. Teachers have great ideas and students would benefit from those ideas. The ELA curriculum has some amazing activities and it would be nice to do that during a block that way students can benefit from it.
12 Teacher	Flexibility to integrate more age-appropriate materials and subject matter would be helpful to student learning and engagement. Increasing testing does not solve problems. When you spend all your time testing and progress monitoring, but can't actually implement strategies that you believe will benefit students, who have you helped?
13 Teacher	I would like more freedom to have units of study and incorporate the math and ELA into those units.
14 Teacher	Students who are pulled out for various services (EL, OT, Speech, counseling) should be allowed to be pulled during block times. Some are pulled for more than one of these! Community programs (RRT Outreach, SMART, Farm to Table, Junior Achievement) should be allowed during block times. Also there needs to be time for Christmas programs, assemblies, plays and musicals and guest speakers. WIN Reading should only be 4 days not 5. Reading block should be 1 hour not 90 minutes. Print shop orders should not have to be signed by administration (especially when it is inconsistent throughout the district). I have no teacher assistant time so I also have to administer Core Phonics surveys every 6 weeks during my "open times". My ONLY open times are 15 minutes after lunch and the last 20 minutes of the day. Late start schedules could be modified to have shorter blocks.
15 Teacher	I believe we are employees of KCSD and should be required to follow district curriculum with fidelity. If a teacher disagrees then they should look for employment elsewhere or start their own charter school.
16 Teacher	I feel like we are told what to teach and how to teach with little time to do the fun stuff. I am only allowed 30 minutes a day for 4 days a week to try to teach social studies and science.
17 Teacher	I feel that I have no academic freedom. I am unable to teach my students to the best of my ability. I am told how many minutes to teach minute skills. I have no freedom to differentiate my instruction to best meet the needs of my individual students.
18 Teacher	Time goes by so quickly in the day. It is becoming more and more difficult to address the various needs of all of my students.

<b>Role</b>	<b>Item 20: “Please share any other comments you have for the committee regarding academic freedom.”</b>	
19	Teacher	I am asking for freedom to know when my students need to be enriched and when they need more time for mastery. I would also love to be able to teach more than math and reading. My writing block, because of the master schedule, is so short that we rarely can do any real writing. Science and social studies are only taught on special occasions. I feel academic freedom would allow teachers to better serve the whole student (academically, emotionally, and behaviorally)
20	Teacher	We have been asked several times for input. Nothing ever changes!!!
21	Teacher	I think there have been some wonderful techniques and strategies brought to our district through the Ashlock ideas. They have made me a better teacher. I think teachers need some freedom to teach the standard not necessarily a certain curriculum. We could incorporate the strategies and techniques we have learned to teach the standards in a way that meets our students needs year to year.
22	Teacher	I think our reading and math programs have done awesome things for our students, but I'd like to see a little more flexibility in our schedules to try other things while still addressing the standards. I use all the programs with fidelity, and after awhile the routines become tedious and the students are less engaged because we are so rote in what we do. I know we as teachers bring in things to try and change it up without losing the fidelity piece but it can be challenging.
23	Teacher	IN my special education classroom, we do have some freedom to differentiate to meet my students needs. The special education's ELA instruction, using the gen ed ELA curriculum, allows us to take more time to teach the lessons in the units due to the learning disabilities of the students. So, many of the questions did not totally apply to our model for math or ELA.
24	Teacher	N/A
25	Teacher	I just want to teach my kids, I am not against using Ashlock, some of it is really good. However, I was hired because I am qualified. Now I am being made feel that my job could be done by any robot or trained monkey that uses a teachers guide.
26	Teacher	If the district is hiring highly qualified teachers, one would assume that they can be trusted to meet the state standards when teaching. For the last several years, we have been told/dictated what we're going to teach and when. This leaves little to no time to incorporate other subject areas to the degree where our students are learning the material completely. It would be welcomed to have the freedom to teach other subject areas. Our students will grow and benefit if given the opportunity to do more science, social studies, art, and health.
27	Teacher	Teachers need to be allowed to use the art and skill of teaching and not be dictated exactly with the what and how we will teach. Students have individual needs that a classroom teacher will know best and the classroom teacher needs the ability to modify and adapt the teaching within their classroom for their individual student needs.
28	Teacher	We cannot put off social studies, science, health, and art until secondary can spend more time on it if we have any hope of producing well-rounded students. We are literally killing their interests in learning by not allowing them to explore history, culture, science, and art. Not every student is an avid reader or a mathematical whiz kid, but when we teach all of the subjects everyone finds something about school that they can love and relate to. Every student finds their talent and their value in the educational system.

Role	Item 20: "Please share any other comments you have for the committee regarding academic freedom."
29 Teacher	<p>My complaints regarding academic freedom mainly center on the Ashlock system. We have been forced to implement this system with such fidelity that it feels like it is taking away the opportunity for teachers' individual personalities and talents to shine through. Though the program does have its strengths, it is a very convoluted and rigid system. Speaking to its rigidity, each section has a time associated with it, with no wiggle room for variances based on class size, behaviors, necessary brain breaks, etc. The system itself is difficult to follow, with cards, task cards, and examples addressing how each routine should be followed. It is not an easy-to-implement system. (Which may account for the hours of training necessary.) Another challenge with our district's implementation of this system is the site visits. Groups of more than ten teachers, administrators, and Jennifer Ashlock herself visit your classroom to critique your use of the program. It is anxiety-inducing to have so many adults observe. Furthermore, the feedback I've received has never been program-related. I've had comments about where I should stand while teaching and bathroom policies, but not actual ELA-related feedback. I would like to see some flexibility on the district's part to allow teachers to make some decisions in their own classrooms.</p>
30 Teacher	<p>Our kids bring so much with them each day, their lives are challenging, and I wish we could do more to address those challenges. There are so many days that I know my students need more than our Ashlock routine of tap and chorally respond... they are struggling with real life challenges, that I don't always feel I can address. Honestly, I fear that if someone were to walk in and see that I was not on the right point of the lesson map that I would get in "trouble". That fear of not following everything to the exact expectation can be exhausting. Not to mention the walk-through's, those need to change. I get so much more out a "fidelity check" when our building expert observes me. I am comfortable and have a great rapport with this person. Having several individuals that do not know me or my students, makes everything feel so awkward and staged. Honestly, the time and stress that teachers put into these visits is more than you would know. Is the benefit that great to pay to have teachers sit in each others classrooms, when they can be in their own? Or would it be better spent having our own building experts visit more often in a more natural setting? Just something to think about. Off my soap box now, it just breaks my heart to see such amazing teachers feel the pressure to conform to (what I feel has become) a district wide "one size, fits all" approach when the needs of our schools and classrooms are so unique. I agree that we should have common scope and sequence, but the fear of "getting in trouble" for not following everything to a T is challenging. We are professionals, we have degrees and experience in our field of expertise. I wish there was still a level of professional courtesy that I no longer feel we have. Thank you to the Academic Freedom Committee for giving us the opportunity to share concerns. I am proud to teach in our district. I am proud of my school and colleagues. I am proud of what we have all accomplished and that we consistently strive to better ourselves to become better teachers for our students. I DO NOT despise Ashlock, nor do I think the routines we have practiced need to be eliminated. I have grown a great deal as a professional by using and understanding this method. My concerns come from the fact that I no longer feel that I have the ability to use other methods or practices that I know could benefit my students when Ashlock routines aren't meeting their needs. I also have great concerns that I no longer feel that I can voice these concerns without fear of retribution from the district level.</p>
31 Teacher	<p>I truly enjoy working for KCS D and I believe everyone at the district office is doing their best to provide our students with quality education. Public education is a tough business and we all have to work on the same team if we are going to give our amazing students the best education we can. I believe in KCS D and I believe in ALL of our students!</p>

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32	Teacher	Because of the blanket approach to teaching, and the overriding sense of punishment, or retribution by superiors, if a teacher should implement anything outside the prescribed formula, school has become less engaging for the child. Teachers are more concerned with "getting in trouble" for doing something than the benefit to the child.
33	Teacher	I strongly believe we need to discontinue the reading experts and Ashlock visits to our classrooms. Our principal does a great job of observing and giving us feedback. It is not only disruptive to have all those people in my classroom, but also demeaning and stressful. They are looking for ways I am failing.
34	Teacher	The subjects should not be presented in separate blocks. In real life, the subjects are integrated. One does math at a grocery store or a soccer game. One experiences scientific inquiry while on a hike. One reads information about a historical event while at a museum. Diving deep over a long period of time into a topic while integrating all subjects and multiple standards has been studied (see research on project based learning and problem based learning) and would allow for higher levels of student engagement. I appreciate the ability to have programs like "Youth StArts" come in to class to teach the arts and to go to "Starbase" because frankly, being an expert in all areas is extremely difficult, and these teachers can provide experiences I cannot. I appreciate the amount of training and resources that have been given to me to teach Reading, they are very helpful. I do not appreciate the restrictions on what to teach and when. I would highly recommend not training ALL grade levels for reading instruction to every teacher, but have separate trainings for primary and upper elementary grades.
35	Teacher	I feel like we have gone so far in the other direction with our academic freedom. I, like most teachers, feel that my strong sense of ethics drives my teaching. In the past, I have always consulted our state's standards and they have driven my instruction. Now, all of that has changed, At one time, I taught standards and integrated them throughout the curriculum, now I teach lessons maps. At one time I was driven by the creativity I could bring to lessons, now I'm driven by district mandates. I get that we have a responsibility to teach the district adopted curriculum and I am supportive of that. But it seems we have gone to a "one size fits all" mentality that is not reaching all learners.

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36	Teacher	<p>I had a hard time with answering the 70% passing rate questions for SBAC when the state average is at 50%. I do not think SBAC is an appropriate measure for student success, and to expect 70% when the state can only achieve 50% is not realistic. I am extremely hesitant to give a lot of academic freedom. I came from a district that gave 100% academic freedom to the teachers; we had no purchased curriculum, no guidance, no supplies. Teachers were forced to make every lesson themselves and it was exhausting and not effective. It lead to an extremely high turnover rate. We live in a rural area and struggle to find quality teachers for all positions, so giving teachers freedom to change curriculum when a lot of them have never had training on curriculum development is very scary. Our profession is extremely important and we should be treated as experts, however I struggle when we have many teachers who have not completed a teacher program, or have only done an all-online program that is basic and doesn't prepare teachers to create curricula. I do think that teachers' opinions need to be heard more openly and with appropriate documentation, however most teachers have probably never truly verbalized major issues. I find it upsetting that teachers claim that they want academic freedom, but when the district pays teachers the first week of summer to join the ELA team or Math team and work on curriculum, it is always the same few people willing to actually do the work. I have literally been the only person for an entire grade level to work on ELA curriculum and have had no other colleagues from the grade level email any corrections/questions regarding the priority plans. I spend the year marking corrections and noting things that repeat, if no one else is noticing when an answer key to an exit ticket is wrong, why should they have academic freedom to create their own lessons when they clearly aren't teaching with fidelity to a program that has all material handed to them. I worry about the quality of instruction that will be offered to students if teacher have complete freedom. We also have a high turnover rate for students. It is really nice that when kids move multiple times, they have the same curriculum whenever they go within KCSD; this is vital to our students. Most teachers have no experience with master schedules, multiple grade levels, or specialist. It's easy to say you want to teach reading when it works best for you, but then you start taking away from students who need special education, speech, ELL, etc. I know the budget is tight, but we should also look at our student population and provide appropriate personnel to address their needs. I love that we have a district-wide Second Step program, however I think we need to be hiring more full time staff for social-emotional support. I have had many students who need someone to talk to and once a week isn't enough for the student who cries multiple times a day, or the student who refuses to do any classwork and is on the path to dropping out, etc. With the constraints of our schedule, the lack of professional training for the teacher profession, student needs, and CLASS SIZE, it is not appropriate to expect classroom teachers to meet the social-emotional needs of their students. I come from 100% academic freedom and I do not want that again. I think it is important to have RESEARCH-BASED curriculum that is DISTRICT-WIDE. I think that teachers who want to be involved have an opportunity and most do not take it. It is exciting to see schools going to other schools to observe teachers and see how others use the curricula; that is extremely powerful. I think our district should look at more ways to involve teachers, but again-they have the be willing to show up and do the extra work.</p>
37	Teacher	<p>I feel that I am letting some of my students down who are falling behind especially in math. My WIN math time is limited and having younger students it is difficult to run a small group because the rest of the class is not able to work without being monitored. There seems to be only focus on RTI for reading and math is left behind.</p>
38	Teacher	<p>I really think that you need to look at what is best for each school and their students. It should not be a one size fits all in our district. I know what is best for my students and it changes every year.</p>

<b>Role</b>	<b>Item 20: "Please share any other comments you have for the committee regarding academic freedom."</b>	
39	Teacher	I have taught for a long time. I have seen programs come and go, but the past few years have become intolerable. I do not enjoy my job the way I used to. Our district has bought into Ashlock and touts her as the expert in reading. I have a master's in reading and have taught for decades. My student's used to make greater gains and they loved reading before I was locked into minute by minute instruction. Kids hate WIN. Teachers hate WIN. There is little joy in reading instruction. We used to be able to set our own schedules. Now we are handed a schedule. I have zero para time; so why does it matter when I teach each subject? Project-based learning had so much depth. I have asked multiple times over the past few years for proof that "Ashlock" has improved reading. I have asked the Curriculum Department and the School Board. I have never been given an answer! I am now counting the days until I can retire. What a sad commentary on a career I once loved.
40	Teacher	There is some much more I could write, but what I have written above are my most important points about academic freedom. As a professional educator, I should be treated as such by my principals and district. I love my job and I come to work everyday and give it my all. My students are successful and my test scores show this. However, I believe that if I were able to use my own creativity to differentiate and teach with other resources (if I felt our district's curriculum didn't work for that particular standard, etc.) I could be even more successful and possibly have even higher test scores. Thank you for your time.
41	Teacher	We are trying to produce kids that all are on the same level. It seems we are keeping the benchmark kids there but pulling the high kids down since we can't differentiate for the high or the low.
42	Teacher	Well I see the benefit to the current curriculum and the time allotted that is needed to teach at all, I feel that it is too much of a good thing. I would like the freedom to explore learning from my students point of view and value education in their eyes and not just congratulate them on understanding what was taught by their excellent output, which checks off standards being met so that I can enter it in my computer and move on to the next thing.
43	Teacher	As teachers, we should know what our students needs are. We should be able to adjust our reading and math blocks to the needs of our students. What my class needs can be different from another classes needs.
44	Teacher	One of the most unnerving components of our reading program is that once a year a team of approximately 10 people (Jennifer Ashlock, the curriculum director, several principals, and several teachers [reading experts]) come into the classroom for 45 minutes to observe. It adds to the stress that the curriculum is so rigid and complicated, making it impossible to have any confidence when being observed. For example, in vocabulary instruction alone there is an observation checklist that has 24 items for specific word instruction and 32 items for word learning strategies. There are a lot of things that I like about this curriculum, specifically the phonics component and interventions. However, it is impossible to be the best teacher you can be when you feel like you have to fulfill dozens of check marks on a minute-by-minute basis. It just makes it too hard to feel fluid while teaching.
45	Teacher	It is important that we retain quality teachers. The internal pressure of keeping up the demands in horrendous. My personal teaching has suffered even though I fight daily to keep positive and still happy to be a teacher. We have never had the status we once had seventy to one hundred years ago. I never wanted to be anything other than a teacher, but the way we are perceived and hampered by the methodology which is set by others, such as government agencies, it is short of criminal. The students in every state are suffering. I know what I am doing and being dictated by others in how I run my classroom is criminal. My test scores have been historically high, but to what end? The joy of teaching in gone.
46	Teacher	I think Asklock is great. But teachers also need time to teach to their students needs with out it all being prescribed.

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47	Teacher	<p>Thank you for providing this opportunity to voice our thoughts. The overall assumption I feel is being made is that many teachers will not do what is best for students if given a little more academic freedom because they are either a)incapable of doing so without micromanagement or b) teachers will lose all structure and do what they want if given even an inch. I am so grateful for all of the training I have received. I feel empowered to meet the needs of ALL of my students, however I do not feel that my district believes in my abilities to do so. I have seen many of my colleagues lose confidence in their abilities, become disgruntled and resentful, and very unhappy. I share these feelings often. Which breaks my heart because this is what I was born to do and I know that I am really gosh darn good at it. When I am alone in my room with my students and I see what I am able to accomplish with them with both what I am mandated to do and when I "sneak" in the strategies and best practices I know to work with that particular students that year, I am sparked with confidence. Only to have it deflated when an "expert" (a PEER that I work with) comes in to say that I am not tapping loud enough, or that I do not have the "right" books in my time in text folders. I have seen this system of peer experts really cause a divide within the schools I have worked at. Here is my hope: I truly feel that teachers want their students to succeed. They want support, training and guidance. But, we also want...NEED...our district to believe in us and help us implement the things we know are best for our students. When you put an animal (not that we are animals) in a small cage, it becomes unhappy and unhealthy. Give us a little more wiggle room and I KNOW that you will see student success and happier teachers who feel passionate about their jobs.</p>
48	Teacher	<p>I have been at the [redacted] Elementary School teaching [4-6] grade for the past [redacted] years. We are a unique culture, background, and economic status. We are not the same as the school district. It is my opinion that the needs of our CES students are not considered adequately or justly. There appears to be a disconnect. This GREATLY impacts our students personally, educationally, emotionally, and at times physically and psychologically. We NEED your help through being out there with us, observing our students, seeking to understand their needs and how those needs should be met. We NEED your support. I believe if we were working together in meeting the needs of our CES students, we would see a great increase in their academic success, which will impact their futures and our community.</p>
49	Teacher	<p>Academic freedom is not eliminating the great things about the reading and math programs that we have adopted. There are many pieces of the program that work. It is having the freedom to make a change or add a piece that will help students connect and learn. If I want to play a skill game on a Friday because my students need the practice, I don't want to feel like what I am doing is wrong. I am a teacher who teaches the programs with fidelity. I have been trained and also train other teachers. I want what is best for my students and I want the freedom to make decisions that effect my students learning in a positive way. I am, and we are professionals, but when our day is planned down to the minute by others who are not in the trenches, it questions my professionalism.</p>
50	Teacher	<p>Teachers should have a larger role deciding what the needs of their students are and then be able to adjust teaching materials/time to meet those needs. Every class is different and every school is different. This will keep teachers and students more engaged!</p>

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51	Teacher	I have walked away from the last three school years feeling like I have failed my students because I was not given the academic freedom to teach with excitement and a passion for learning. Our master schedule is so tight that I have 2 20-minute blocks each day (200 minutes a week total) for science, social studies, health, art, music, technology (basically anything that is not math, reading or writing) and the required 40 minutes a week for the Ross Ragland Youth Starts program. Again, when I do not strictly adhere to the timing of the master schedule because I want to incorporate science projects, art and crafts, technology and music into my week because these are the things my students look forward to, I wonder what will happen if I am called out and held accountable for not always using "Core Time" as it has been mandated. On the other hand, I can't picture my classroom without the projects and hands on learning that are the things my students will remember many years from now when they look back on their elementary schooling. I cannot teach from a script. And I cannot teach things when I see no relevance to them. I try hard to buy in to everything that the District presents to me as being important in my teaching. I respect the decisions made by the Administration and I try to adhere to them. I read articles and books about best practices and I try to incorporate those ideas into my teaching. But it's very difficult for me to teach passionately when every minute of my day is spoken for and the majority of my curriculum is presented in such a way that I feel like a robot if I teach it with fidelity and a rebel if I don't. To me, academic freedom means expecting me to incorporate the Standards into everything I teach throughout the day, giving me a variety of tools to complete this task, allowing me the freedom as a highly trained individual to construct my day and my teaching as needed for each student in my classroom and then holding me accountable for my students' learning in a way that is fair and accurate.
52	Teacher	I just hope we will look at what is best for kids. Ashlock has some very important components, but it really is an INTERVENTION. It would be great to use for our SPED kids, and struggling readers, but it is really a great disservice to our Benchmark and above students.
53	Teacher	I wish we could use the materials and resources that come with Journeys and teach the standards in each lesson.
54	Teacher	I believe that having 5 days of math and reading interventions is excessive. It is frustrating that interventions take precedence over our core reading time. Our students get bored and lose focus/interest. Instead we could have 3 days of intervention that are in-depth and rigorous. I believe our district has done a great job of training us in Ashlock and we now have many skills to teach our literacy curriculum. But teachers need to have the ability to use those skills and apply them to their own teaching styles. Teachers are expected to all look and sound the same and it inhibits teachers to utilize their own teaching strengths. There needs to be a better writing curriculum chosen for our district.
55	Teacher	I would be nice to feel like my professional discretion is trusted. I know we have the "freedom" to supplement, or change things to a certain degree, but it would be nice to know that if I want to do an art project, I can. Without having to have it approved or tie it to a reading standard. Or, if we need an hour or so to complete something else or make up assignments, that I can be trusted to use that hour to do so, without having to ask permission or worry about "being caught". It would also be nice to be trusted to know what's best for my students. An example-- if a lesson just isn't happening that day, for WHATEVER reason, it would be nice to be able to say, "You know what? We're gonna put this away and come back to it tomorrow". Rather than have to FIGHT my students, or myself, because we have to stay on pace. Or if we need to talk about some stuff that's going on, to be able to do that without worrying about what's going to "give".
56	Teacher	Having Kindergarten and First Grade in a 90 minute reading block is not best practices for those students.

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57	Teacher	I believe our District has been very successful in adopting and implementing effective research based instructional practices and materials in the CORE subjects. Perhaps we now need to make sure that we aren't neglecting the whole child. I would like to have more freedom in my schedule to teach fully integrated science and social units.
58	Teacher	I am done with Expert Walkthroughs. This last round I had a 2nd year teacher in my room who is on an emergency licence because she has not finished the requirements to become an actual licensed teacher. I have been teaching for over [redacted] years, and she was sent in by our district to critique me. That shows what little respect our district has for its teachers. I am also done with principals acting as enforcers instead of collaborators. I should not be fearful that my principal is going to walk into my room and "catch me" doing art, science, or social studies...but I am...every day! Our principals should be there to support us, mentor us, and guide us....not as enforcers and punishers. I am tired of being told not just WHAT to teach, but which words to use, where to stand, what colored markers to use, how much movement my students should have, how long to spend on each section of my lesson, etc. I am not treated as a professional by our district admin. I am treated like a trained monkey who can be replaces at the drop of a hat. We are controlled with fear tactics and threats of plans of assistance, involuntary transfers, and termination.
59	Teacher	Too much monitoring; you don't make people well by taking their temperature.
60	Teacher	The Ashlock training isn't bad, in fact we have seen significant growth in our students. The problem is that it is very boring and monotonous. I should be able to decide what I want on my bulletin boards. I shouldn't have to write on my door what lesson we are doing. I should be able to change the plans for the day if my kids are having an off day without worrying about being in trouble. Reading experts should be used for people who are struggling or want help with teaching reading. They are not supposed to be going in to classrooms looking for things that are wrong. They are not my boss. I would love to be treated like the professional that I am.
61	Teacher	Please understand that I'm not trying to be negative. As a teacher, though, when I see my students emotional because they don't understand the math concepts, it concerns me greatly. I try to do everything I can to make sure they are meeting their educational goals, but ENY, in my opinion, is not a good fit.
62	Teacher	Thank you. I appreciate the time you have put in to listen to our voices.
63	Teacher	Having the opportunity to make your schedule that best fits the age of your students.
64	Teacher	There is no time built into our master schedule for class meetings, having time to say the Pledge, or being able to connect with kids. Schedules start the minute the tardy bell rings and go right up to dismissal bell. I don't any extra time that is not mandated that I teach reading, math, or writing.
65	Teacher	Educators know that students learn in many ways. Teachers need some freedom to make choices for all our students that are best practices and what is right for kids.
66	Teacher	I feel like the academic freedom conversation has surfaced as adults grapple with how to mesh their unique talents with the district and state expectations. I believe the structures we have in place provide our students with the best opportunity to acquire the skills necessary to meet CCSS. I am not really clear about what is meant by "academic freedom". I do believe that after the District sponsored PD I have attended for reading and math, I now have more tools and strategies to better meet the needs of my students in reading and math. The more comfortable and knowledgeable I become with the curriculum and support materials provided by the district, the more I find I am able to find "my unique voice and style" to enhance instruction. The opportunity is there, I just have to find the way to incorporate it.

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67	Teacher [redacted] Elementary has PE 4 days a week for 30 minutes. This great schedule has allowed for my ability to establish quality practices that can make a difference in my students overall wellness. I used to have 2 days a week for 45 minutes and other schools have 5 days a week for 20 minutes. The 4 days a week for 30 minutes provides enough time for students to learn skills, develop physical fitness along with develop other essential skills without having to sacrifice quality of instruction because of time.