

ESSA Town Hall Meeting – Kapolei High School - July 27 2016

Input from Part 3 - Cross-cutting Themes

Role Group	Component	Prompt	Input/Feedback
Community	Participants		Groups represented: Orphan--QLCC; Early Childhood; Consultants/Vendors supporting transformation;
Community			Intentional communication with all stakeholders State? District? Complex? School Administration leaders? to connect to stakeholders
Community			Value the role of stakeholders in supporting transformation -Community = parents, businesses, youth organizations, faith based organizations, policy makers. -Stakeholders include Neighborhood Bd, Police, Homeowner Association, Unions. -Partners - early childhood, Preservice teachers, HSTA, HGEA, parents
Community			Sharing & communication needs to be reciprocal
Community			Teachers reaching out to parents as student's primary teacher
Community			Parents/community want quality involvement
Community			Schools can decide who & how based on their resources
Community			BOE as community members broadening their understanding of what the schools are doing, the needs and challenges in their charge to deliver quality education services for early learning to 12
Parents	Decision Making		Tests written by local educators
Parents	Decision Making		Curriculum reflective of the community
Parents	Decision Making		School decisions over state decisions
Parents	Decision Making		School day/hours -structure/schedule -courses offered
Parents	Decision Making		Budget prioritize
Parents	Empowerment		Better communication from school as to -What is needed -How my child is doing -Multiple modes
Parents	Empowerment		More community discussions
Parents	Empowerment		Transparency of information
Parents	Empowerment		Empathy by decision makers

Parents	System of Support		PTSA, PTO but more for fundraising
Parents	System of Support		Equity with Hawaiian immersion esp. assessment in native language -option to opt out -needs to move faster -support for SpEd in native language -HI [Hawaiian?] language classes for parent/guardian
Policy mkrs	Participants		Groups represented: BOE; Policy Makers; Higher Ed.; State level DOE;
Policy mkrs		What can we do to support schools?	Mentoring
Policy mkrs		What can we do to support schools?	Empowerment
Policy mkrs		What can we do to support schools?	Teacher preparation
Policy mkrs		What can we do to support schools?	Sharing/networking
Policy mkrs		What can we do to support schools?	Personalized PD
Policy mkrs		What can we do to support schools?	Support dissident learner
Sch Admin	Empowerment		Principal input so our hands are not tied behind our backs
Sch Admin	Empowerment		Decisions about personnel, facilities, procurement-- when they are made at state level they slow improvement process --many levels must be gone through
Sch Admin	Empowerment		Trust is important --policies should not be put in place because a few make poor decisions
Sch Admin	Empowerment		Spend funding school deems appropriate
Sch Admin	Empowerment		Personnel adjustments
Sch Admin	Empowerment		Supporting instructional discussions w/teachers based on context
Sch Admin	Empowerment		Efficient & effective delivery of supports from Facilities ie: school repairs so that principals can spend time in the class!
Sch Admin	Sch Lev Decis Mkg		Flexibility to have 12-month VP's if school can afford
Sch Admin	Sch Lev Decis Mkg		Personnel decisions should be made at school level
Sch Admin	Sch Lev Decis Mkg		Curriculum

Sch Admin	Sch Lev Decis Mkg		Personnel adjustments
Sch Admin	Sch Lev Decis Mkg		Balance decentral. w/central sup. [?]
Sch Admin	Sch Lev Decis Mkg		Schools make data collection/assessment decisions
Sch Admin	System of Support		Clear directions from top (State Vision & Mission) - helps w/alignment and communication with staff
Sch Admin	System of Support		Do the CAS's have the support (\$\$) to drive complex & school initiatives"
Sch Admin	System of Support		BOE Board members should have a deeper understanding at school level so that they are careful w/policies they put into place or create (links to empowerment)
Sch Admin	System of Support		We need support from state offices
Sch Admin	System of Support		OHR provide adequate teacher pool
Sch Admin	System of Support		Business Partnership
Sch Admin	System of Support		Incentives to grow own teachers (enter profession)
Sch Admin	System of Support		Appropriate funding
Sch Admin	System of Support		More accurate projected enrollment
Sch Admin	System of Support		State level has field exp. & <u>connected</u> to field
Teach, Future	Empowerment		Making you a part of the education community
Teach, Future	Empowerment		Having your voice heard, seen
Teach, Future	Empowerment		Not seen as <u>just</u> a student.
Teach, Future	Empowerment		Being encouraged to participate in forming ideas/policies/plans.
Teach, Future	Empowerment		Having a say in funds.
Teach, Future	Empowerment		Having a "category" future educators
Teach, Future	Sch Lev Decis Mkg		Up to schools
Teach, Future	Sch Lev Decis Mkg		Bell schedules
Teach, Future	Sch Lev Decis Mkg		Extracurricular activities
Teach, Future	Sch Lev Decis Mkg		Subjects being offered in schools outside CC.
Teach, Future	Sch Lev Decis Mkg		Funds

Teach, Future	Sch Lev Decis Mkg		Choices of Admin
Teach, Future	Sch Lev Decis Mkg		Staffing
Teach, Future	Sch Lev Decis Mkg		Future teachers should be invited to chaperone field trips.
Teach, Future	Sch Lev Decis Mkg		Currently [?]
Teach, Future	System of Support		Community
Teach, Future	System of Support		Parents
Teach, Future	System of Support		Admin (K-12 schools)
Teach, Future	System of Support		Mentoring (NEA-R to talk to, feedback from)
Teach, Future	System of Support		<u>Volunteered</u> mentors, not assigned. W/weekly; informal (weekly lunch, etc. [?])
Teach, Future	System of Support		Checking in on teacher prep programs + info being given
Teach, Future	System of Support		Mentors that know how to mentor
Teach, Future	System of Support		Resources!!
Teachers, 1	Empowerment		Find a way to give all tchrs. Voice
Teachers, 1	Empowerment		(Example) Let tchrs teach lines they are interested in & qualified for.
Teachers, 1	Empowerment		Teachers be able to use own prof. decisions & creativity on curriculum.
Teachers, 1	Sch Lev Decis Mkg		How & what curriculum to use for their population. Flexibility
Teachers, 1	Sch Lev Decis Mkg		Schedule (that works for all) can be decided at the school
Teachers, 1	System of Support		Time for teachers to talk to each other (Curr/Students/etc.)
Teachers, 1	System of Support		Review/re-evaluate coach/resource position roles (What teachers want, need)
Teachers, 1			Jan, Paula, Peter, Sue
Teachers, 2	Empowerment		Freedom to teach
Teachers, 2	Empowerment		Educate the whole child
Teachers, 2	Empowerment		Not being bogged down by papers Special Education -- needs time
Teachers, 2	Empowerment		Freedom to teach with collaboration
Teachers, 2	Empowerment		More collaboration and effective evaluation system

Teachers, 2	Empowerment		Supportive evaluation system (not punitive)
Teachers, 2	Empowerment		Examples: before NCLB teachers had more freedom In better days, teachers and schools picked curriculum that suited their students' needs
Teachers, 2	Sch Lev Decis Mkg		More freedom to spend \$ where needs are
Teachers, 2	Sch Lev Decis Mkg		Choices over curriculum (not one size fits all)
Teachers, 2	Sch Lev Decis Mkg		Freedom for classroom teachers to make decisions about things that affect students
Teachers, 2	Sch Lev Decis Mkg		Teachers need say in <u>administration</u> evaluation
Teachers, 2	Sch Lev Decis Mkg		Currently: *AC/FIN - <u>supposedly</u> but not consistent *Teachers feel there is a lack of consistency in the decisions they can make (varies school to school, to district)
Teachers, 2	System of Support		(1) Teachers need support assistance so that mandates can be met and <u>allow</u> teachers time to teach
Teachers, 2	System of Support		(2) Need a system so teachers can take back our academic freedom (with support)
Teachers, 2	System of Support		(3) Consistent mentoring throughout state for new teachers.
Teachers, 2	System of Support		(4) State, principal, district, community, all stakeholders --> involved in support
Teachers, 2	System of Support		(5) Teachers helping other teachers Share our own expertise within school/throughout state
Teachers, 2	System of Support		(6) More time -- differentiate [edited] professional development
Teachers, 3	Empowerment		1. Academic Freedom Room to innovate, fail, meet needs of students in front of us
Teachers, 3	Empowerment		2. Input Not fake input, take our suggestions for real. Implement them
Teachers, 3	Empowerment		3. Flex PD PD is so much more than what we do now. It could be much more individualized and varied.
Teachers, 3	Empowerment		4. Respect Treat us like professionals, not impediment. We have <u>heard</u> what is said about us in admin mtgs. Shame, shame, shame.
Teachers, 3	Empowerment		5. Collaboration Teacher directed, not the artificial version we have now where we do Data Teams!!

Teachers, 3	Empowerment		6. Tech Tech is a tool to be used as students need, not a structured program for data-mining.
Teachers, 3	System of Support	What type of support do teachers want	1. Mentor The program is inconsistently administered
Teachers, 3	System of Support	What type of support do teachers want	2. Class size Size matters! To support variety of learners, we need 17-23 research-proven class size
Teachers, 3	System of Support	What type of support do teachers want	3. Academic Coaches Time to meet w/individual teachers
Teachers, 3	System of Support	What type of support do teachers want	4. PD -financial support to take needed PD
Teachers, 3	System of Support	What type of support do teachers want	5. Academic Freedom -Let us teach, try things, fail. DOE is risk-adverse
Teachers, 3	System of Support	What type of support do teachers want	6. Academic freedom for students --Room to pursue their passions, create the classes they want.
Teachers, 3	System of Support	What type of support do teachers want	7. Supplies -Equality! Teachers starting new class (subject) get \$150 for the year.
Teachers, 3	System of Support	What type of support do teachers want	8. Facilities -Teachers shouldn't have to buy fans, clean their own rooms, paint, etc. ... why is nobody responsible for cleaning room.
Teachers, 3	System of Support	What type of support do teachers want	9. TIME! -Planning & grading (self-directed teacher planning time)
Teachers, 3	System of Support	What type of support do teachers want	10. R.E.S.P.E.C.T. Find out what it means to me! We are professionals w/degrees!!!
Teachers, 4	Empowerment		Lack of teacher leader development
Teachers, 4	Empowerment		Teacher leader license opportunities
Teachers, 4	Empowerment		Scripted curriculum as resource not mandate :(
Teachers, 4	Empowerment		Trust us
Teachers, 4	Sch Lev Decis Mkg		Technology decisions
Teachers, 4	Sch Lev Decis Mkg		End to mandating when/how/what \$ gets spent
Teachers, 4	Sch Lev Decis Mkg		End to mandating budget allocations
Teachers, 4	Sch Lev Decis Mkg		1. Teacher led schools We are the front line w/students so <u>we</u> should guide [?] school.
Teachers, 4	Sch Lev Decis Mkg		2. Evals Supportive, not punitive

Teachers, 4	Sch Lev Decis Mkg		3. AcFin Our input should count (2/3 to pass the plan)
Teachers, 4	Sch Lev Decis Mkg		4. Academic Freedom Let us decide what & how to teach to meet the needs of <u>our</u> students.
Teachers, 4	System of Support		Professional freedom & discretion
Teachers, 4	System of Support		Adequate time for planning, assessing (grading, creating), relationships
Teachers, 4	System of Support		Non-classroom teachers negatively impact student teacher ratios for class size
Teachers, 4	System of Support		Flexible use of faculty meeting time & PD time
Teachers, 5	System of Support		Teachers plan non-instructional time
Teachers, 5	System of Support		Time built within school day for PD - tech help at all schools for all teachers
Teachers, 5	System of Support		Differentiated PD @ school level - teacher directed based on student needs --less wasted time in meetings --allow teachers to pursue their learning goals (and learning styles)
Teachers, 5	System of Support		During school day --use teacher experts --teachers choose sessions --teacher run PD days
Teachers, 5	System of Support		Time in school day for teacher initiated collaboration & mentoring
Teachers, 5	System of Support		Higher pay so we don't have to work second job
Teachers, 5	System of Support		Limits on class size (current models not working) -- put "non-teaching" adults back in classroom
Teachers, 5	System of Support		Flex spending towards pull out/stipend days -->extra pay for clubs, innovation, science fair, competition coaching
Teachers, 5	System of Support		Minimize top down initiatives that take teacher time away from lesson prep/teacher designed assessment (away from meeting student needs)
Teachers, 5	System of Support		Provide adequate technology tools for teachers & students (stop buying textbooks!)
Teachers, 5	System of Support		Provide pathways for teacher-lead innovation vs. .principal controlled -time, funds --> support pilots
Teachers, 6	Empowerment		Academic freedom not mandated textbooks
Teachers, 6	Empowerment		Student driven design
Teachers, 6	Empowerment		Planning time for co-teaching

6			
Teachers, 6	Empowerment		First time teachers should be co-teaching for entire year
Teachers, 6	Empowerment		Respect teacher initiative
Teachers, 6	Empowerment		P-cards for teachers
Teachers, 6	Empowerment		Global learners
Teachers, 6	Empowerment		Teacher leave for community service
Teachers, 6	Sch Lev Decis Mkg		Collaborative
Teachers, 6	Sch Lev Decis Mkg		Student input and vision
Teachers, 6	Sch Lev Decis Mkg		Student driven curriculum and choices
Teachers, 6	Sch Lev Decis Mkg		Allow time for implementation of new curriculum
Teachers, 6	Sch Lev Decis Mkg		School budgeting AcFin :(
Teachers, 6	Sch Lev Decis Mkg		Teacher input into programs
Teachers, 6	Sch Lev Decis Mkg		Curriculum choices
Teachers, 6	Sch Lev Decis Mkg		Mandatory opportunity for training in new curriculum
Teachers, 6	System of Support		Evaluate our admin
Teachers, 6	System of Support		More funding for salaries, facilities, repair, etc.
Teachers, 6	System of Support		Qualified mentors who have taught Full time release
Teachers, 6	System of Support		Management as well as leadership
Teachers, 6	System of Support		Arts education and funding
Teachers, 6	System of Support		Keep up with technology
Teachers, 6	System of Support		Research and development think tank by teachers
Teachers, 6	System of Support		Provide cultural literacy/competency training
Teachers, 6	System of Support		Admin should be required to teach
Teachers, 6	System of Support		Vertical alignment
Teachers, 6	System of Support		Common sense measurements