NORTHEAST AND ISLANDS REGION:
A REPORT IDENTIFYING AND ADDRESSING THE EDUCATIONAL NEEDS

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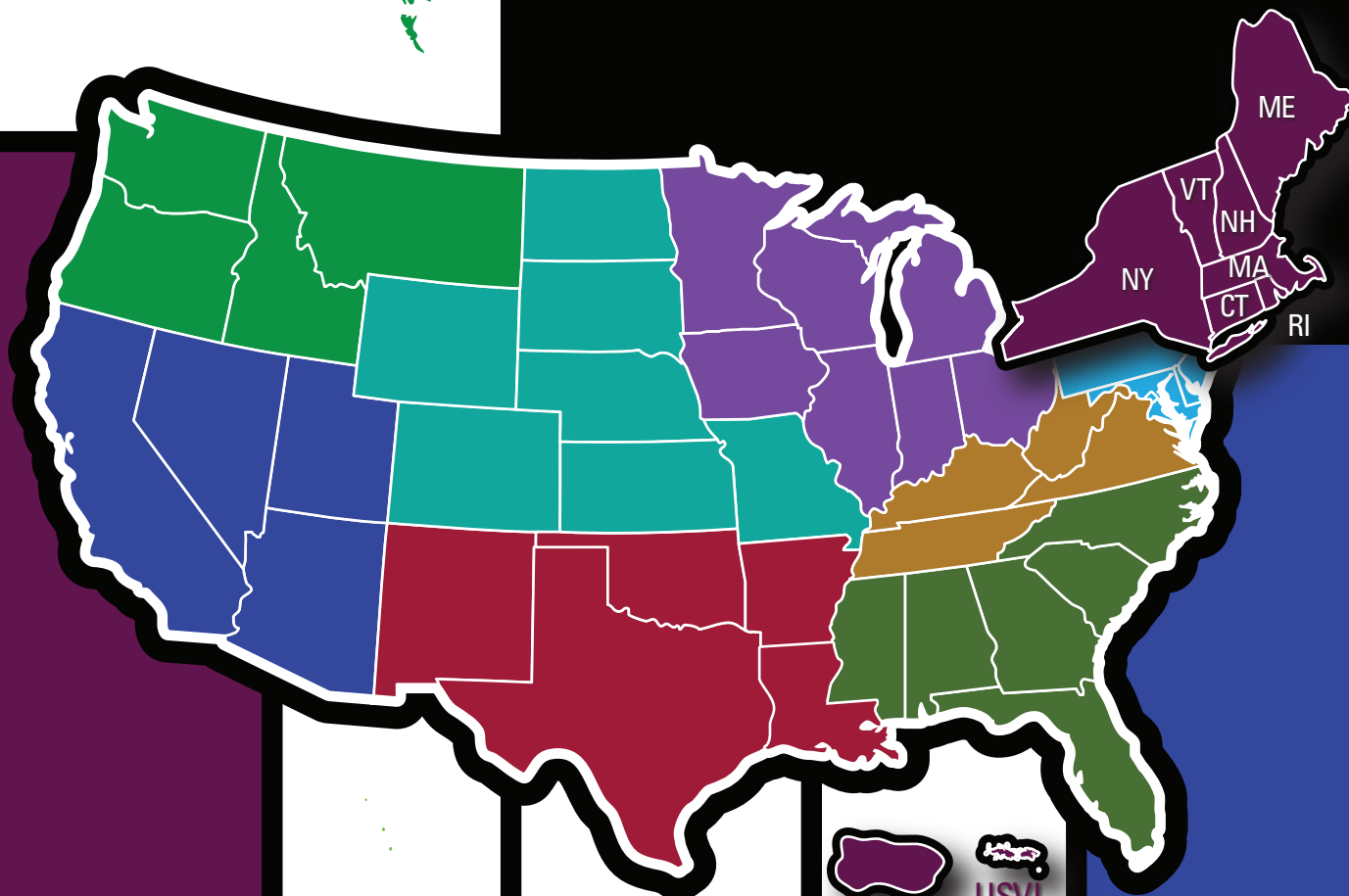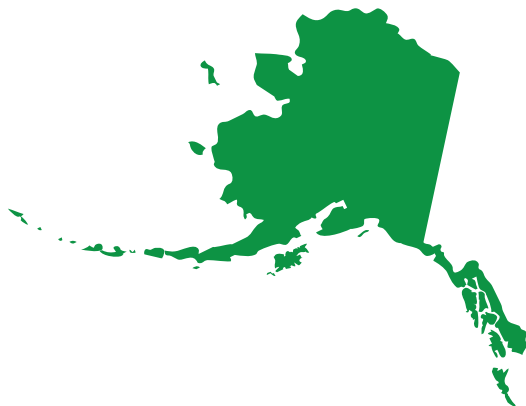
U.S. Department of Education
Regional Advisory Committee
(RAC)

July 2011

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PREFACE

This report discusses the deliberations of the Northeast and Islands Regional Advisory Committee (RAC), one of 10 RACs established by the U.S. Department of Education to solicit information about the educational needs of state and local educators, school officials, business leaders, state education agencies, parents, local communities, and others. The committee's report outlines educational needs across the states, districts, and territories within the Northeast and Islands region. Committee deliberations took place May 23, 2011, through June 23, 2011.

Northeast and Islands RAC members included family members; rural and urban local education agency representatives; practicing educators, such as high school teachers, principals, and administrators; school board members and local school officials; business persons; researchers; and higher education faculty. Members included:

Regional Chair

- LaVerne Terry, Commissioner, U.S. Virgin Islands, Department of Education

Designated Federal Official

- Lori Ahmady, Management & Program Analyst, U.S. Department of Education, Office of Elementary and Secondary Education, Washington, DC

RAC Members

- Heather Brown, Parent, Pittsfield, NH
- Karin Edwards, Director of Pre-K through Middle School Integrated Support for Learning, Montpelier, VT
- Sherri Killins, Commissioner of Early Education and Care, Boston, MA
- Sarah Redfield, Professor of Law at University of New Hampshire School of Law, York, ME
- Irv Richardson, Coordinator for Public Education and School Support, Concord, NH
- Marta Bahamonde Sanchez, Professor at Universidad de Puerto Rico en Ponce, PR
- Barbara Walton-Faria, Middle School Educator, Middletown, RI
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ACKNOWLEDGMENTS

EXECUTIVE SUMMARY

This report discusses the deliberations of the Northeast and Islands (NEI) Regional Advisory Committee (RAC), one of 10 RACs established by the U.S. Department of Education to solicit information about the educational needs of state and local educators, school officials, business leaders, state education agencies, parents, local communities, and others. Committee deliberations took place in Arlington, VA, May 23-24, 2011, and two public meetings by webinar on June 16 and June 23, 2011.

This report represents the work of the NEI RAC, which includes Connecticut, Massachusetts, Maine, New Hampshire, New York, Rhode Island, Vermont, Puerto Rico, and U.S. Virgin Islands. NEI RAC members developed an outreach strategy to elicit input from stakeholders via the RAC website, online surveys using Survey Monkey, personal e-mails, and one-on-one discussions. This strategy consisted of drafting personal e-mail invitations to constituent groups to take the Survey Monkey survey and/or visit the RAC website to leave open-ended comments. Each RAC member revised the e-mail invitation to tailor the message for the intended target constituency group.

The regional needs generated by the outreach strategies and the expertise of the RAC members were synthesized into the following seven educational need areas with proposed strategies for working to reduce each identified need. All public comments have been summarized in Appendix B of this report. The need priorities include the following, presented in hierarchical order, starting with the most important, based on perceived importance as measured by public comment and determined by Northeast and Islands RAC members:

1. Develop instructional leaders.
2. Design and deliver authentic professional development to improve practice.
3. Support content literacy.
4. Develop teacher and administrator capacity to use data for decision-making.
5. Build life-long learning communities.
6. Emphasize cultural competence.
7. Improve teacher preparation.

This report includes a detailed statement for each of the seven needs identified as a priority educational need in the region and strategies and suggestions for addressing these needs.

GLOSSARY

Rural—A territory that is away from an urbanized area or urban cluster

Urban—A territory that is inside an urbanized area and inside a principal city

Suburb—A territory that is outside a principal city and inside an urbanized area

Survey monkey—Online survey application that allows participants to take surveys online remotely and provides a descriptive analysis of the results

Webinar—An online application that provides presentations in real time over the Internet to individuals at different locations

INTRODUCTION

This report represents the regional needs assessment of the Regional Advisory Committee (RAC) for the Northeast and Islands (NEI) region, which includes Connecticut, Massachusetts, Maine, New Hampshire, New York, Rhode Island, Vermont, Puerto Rico, and U.S. Virgin Islands. The Northeast and Islands RAC members conducted outreach activities to obtain input from various constituencies on regional needs and how to address those needs, used statistical data from the Northeast and Islands Regional Profile (Appendix A), and deliberated during three public meetings from May 23 through June 23, 2011.

Legislative Background

There are ten Regional Advisory Committees (RACs) authorized by the Educational Technical Assistance Act of 2002 (20 U.S.C. sections 9601 et. seq.). The RACs are governed by the provisions of the Federal Advisory Committee Act (FACA) (Public Law 92-463). Each RAC also has a charter that defines the RAC's roles and responsibilities.

Regional Background Information

A regional profile provided a descriptive statistical snapshot of the Northeast states and islands. The RAC members used this information, member expertise, and input from constituencies to identify the region's most pressing educational needs. The entire profile can be found in Appendix A but excerpts are presented below that relate to the seven priority need areas the Northeast and Islands RAC identified: leadership; learning; literacy; applying data; collaboration and engagement; cultural competence; and teacher preparation. The following data were considered when identifying all seven of the need areas and recommending potential strategies to address the needs.

Percentage of School Districts by Metro Status. Figure 1 shows the percentage of school districts in the Northeast and Islands Region that are located in urban, suburban and rural areas. The data were used by the NEI members when discussing the need for culturally competent educators, creating multiple opportunities for practicing teachers to continuously refine

instructional strategies, and developing teacher and administrator capacity to use data for decision-making.

Figure 1: Percentage of School Districts by Metro Status
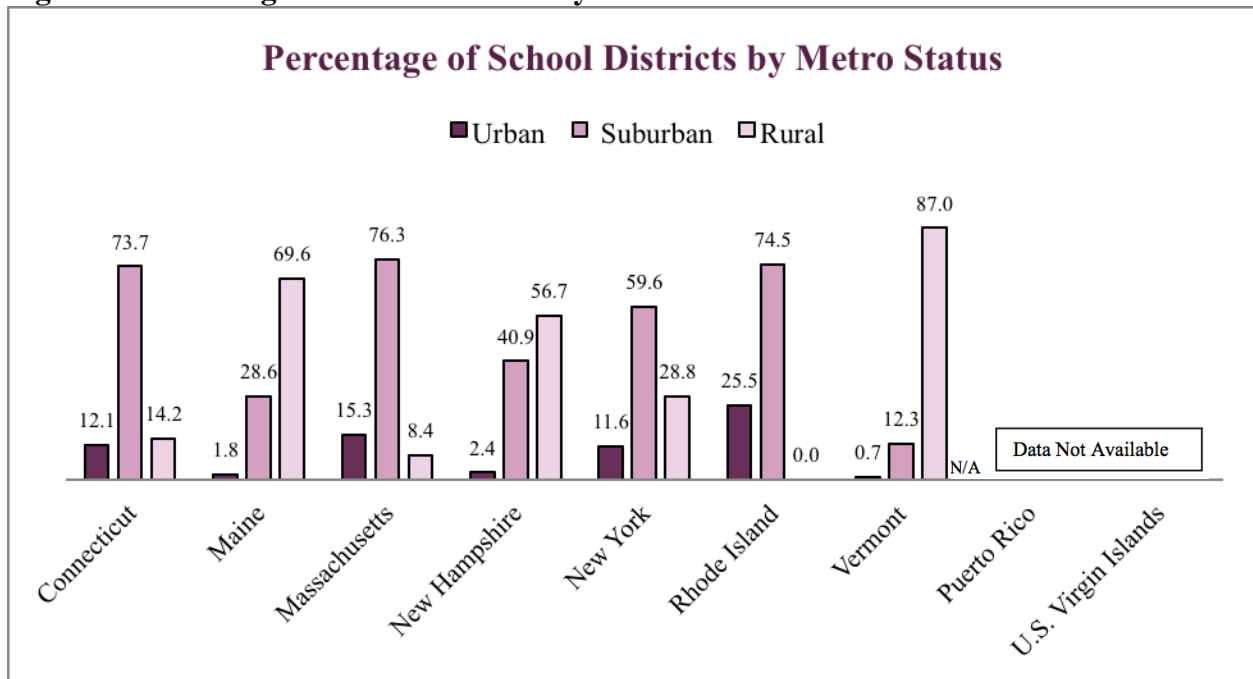
SOURCE: Common Core of Data, 2003-2004.

Selected Student Subgroups. Table 1 displays data, such as the percentage of students receiving free and reduced-price lunches (FRPL), the percentage of students identifying as English language learners (ELL), and the percentage of students considered homeless. Data from this table informed NEI members about the need for developing multiple opportunities for practicing teachers to continuously refine instructional strategies, higher education, and addressing leadership development.

Table 1: Selected Student Subgroups

State	Percent of Students Receiving Free and Reduced-Price Lunch[1]	Percent of Students in ELL/LEP[1]	Percent of Students With an IEP[1]	Number of Migrant Students[2]	Number of Homeless Students[2]
Connecticut	30.2	5.2	12.2	576	2,387
Maine	38.1	N/A	15.9	352	1,300
Massachusetts	30.7	5.1	17.6	407	12,269
New Hampshire	20.5	1.8	15.2	41	2,130
New York	44.7	6.7	16.2	5,619	76,117
Rhode Island	39.8	N/A	19.0	0	1,099
Vermont	30.1	1.6	14.2	396	662
Puerto Rico	N/A	N/A	N/A	0	4,064
U.S. Virgin Islands	N/A	N/A	N/A	N/A	N/A

SOURCES: [1]Common Core of Data, SY2008-2009; [2]Consolidated State Performance Reports: SY2008-2009.

Socioeconomic Indicators. Table 2 reveals data such as the total number of families, the percentage of families below the poverty level and the percentage of families with children

below the poverty level. These data helped NEI members determine the need for collaboration and engagement, cultural competence, and developing teacher and administrator capacity to use data for decision-making.

Table 2: Socioeconomic Indicators

State	Total Number of Families[1]	Percent of Families Below the Poverty Level[1]	Percent of Families With Children Below the Poverty Level[1]	Percent of Children With at Least One Parent With a Postsecondary Degree[2]	Percent of Students Receiving Free and Reduced-Price Lunch[3]
Connecticut	892,549	6.2	10.0	55.7	30.2
Maine	350,860	8.6	14.8	48.0	38.1
Massachusetts	1,574,530	7.0	10.8	59.1	30.7
New Hampshire	339,894	5.0	8.1	58.9	20.5
New York	4,600,572	10.5	15.9	50.5	44.7
Rhode Island	257,013	8.1	13.5	50.7	39.8
Vermont	159,370	6.9	11.9	55.3	30.1
Puerto Rico	911,899	41.4	49.8	N/A	N/A
U.S. Virgin Islands	N/A	N/A	N/A	N/A	N/A

SOURCES: [1]American Community Survey, 2005-2009: U.S. Census Bureau; [2]EPE Research Center, 2011; [3]Common Core of Data, SY2008-2009.

Educational Standards. Table 3 displays data such as high school graduation rate, percentage of students receiving high AP test scores, and the number of credits required to earn a standard diploma. The NEI RAC members used these data to discuss challenges around improving teacher preparation programs, collaboration with higher education, and authentic professional development to improve instruction.

Table 3: Educational Standards

State	High School Graduation Rate, SY2007-2008[1]	Advanced Placement High Test Scores (3 or Above) Per 100 Students in Grades 11 and 12 for 2009[2]	Total Number of Credits Required To Earn Standard Diploma[2]	Alternative Credential for Not Meeting All Standard Requirements[2]	Basis for Alternative Credential[2]	State Has Exit Exam[2]	State Finances Remediation for Students Failing Exit Exams[2]
Connecticut	92.6	26.8	20.0				
Maine	83.0	20.8	16.0	✓	Education Disruption		
Massachusetts	81.2	25.6	-	✓	Local Option	✓	✓
New Hampshire	87.9	15.3	19.8	✓	Local Option		
New York	71.0	30.2	22.0	✓	Disabilities	✓	
Rhode Island	73.0	11.3	20.0	✓	Disabilities		
Vermont	85.5	21.4	20.0				
Puerto Rico	93.3	N/A	N/A	N/A	N/A	N/A	N/A
U.S. Virgin Islands	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SOURCES: [1]EDFacts/Consolidated State Performance Report, 2008-2009; [2]EPE Research Center, 2011.

Meeting Requirements to Establish Standards. Table 4 displays whether states are meeting requirements to establish state standards in the areas of reading, mathematics, and science or have agreed to adopt Common Core State Standards. These data were cited during the NEI RAC discussions about supporting content literacy, developing instructional leaders, higher education,

collaboration and engagement, emphasis on cultural competence, and improving teacher preparation.

Table 4: Meeting Requirements to Establish Standards

State	Reading[1]	Mathematics[1]	Science[1]	Agreed To Adopt Common Core Standards[2]
Connecticut	Yes	Yes	Yes	Yes
Maine	Yes	Yes	Yes	Yes
Massachusetts	Yes	Yes	Yes	Yes
New Hampshire	Yes	Yes	Partial	Yes
New York	Partial	Yes	Yes	Yes
Rhode Island	Yes	Yes	Yes	Yes
Vermont	Yes	Yes	Yes	Yes
Puerto Rico	N/A	N/A	N/A	No
U.S. Virgin Islands	N/A	N/A	N/A	Yes

SOURCES: [1]Education Commission of the States NCLB database, downloaded March 2011; [2]Common Core State Standards, downloaded March 2011.

Professional Development. Table 5 displays whether the Northeast and Islands have formal professional development standards, whether these are financed by the state, and whether the state requires districts to align professional development with local priorities and goals. These data indicated a need for authentic professional development to support teachers' instruction that is tailored to meet individual student's needs. The NEI cited data during the discussion about potential professional development topics such as cultural competence, content literacy, and developing the capacity of instructional leaders, teachers, and administrators to use data for decision-making.

Table 5: Professional Development

State	State Has Formal Professional Development Standards	State Finances Professional Development for All Districts	State Requires Districts To Align Professional Development With Local Priorities and Goals
Connecticut	✓		
Maine	✓		
Massachusetts	✓		✓
New Hampshire	✓		
New York	✓		✓
Rhode Island	✓		✓
Vermont	✓		✓
Puerto Rico	N/A	N/A	N/A
U.S. Virgin Islands	N/A	N/A	N/A

SOURCE: EPE Research Center, 2010.

DATA COLLECTION: PUBLIC MEETINGS

The NEI RAC held three public meetings; the first was a 2-day face-to-face meeting held on May 23 and 24, 2011, in Arlington, Virginia. During that meeting, RAC members identified five regional educational need areas based on the Northeast and Islands Regional Profile (see Appendix A), committee members' expertise and experience, and input received from constituent groups and public comments made at the meeting.

The second meeting was conducted via online webinar on June 16, 2011. The public was invited to listen and submit their comments via the RAC website (www.seiservices.com/rac). At that meeting, committee members reviewed online data received from the RAC website and input from colleagues relevant to the needs identified by the committee and the public. Using all these information resources, the NEI RAC members revised and identified two additional need areas taking the total from five to seven need areas.

The third online meeting occurred on June 23, 2011. Again, members of the public listened but submitted their comments via the RAC website. During the final meeting, RAC members reviewed the second set of data from the RAC website and the Survey Monkey data (see next section). The discussion focused on potential solutions to the seven identified need areas. The ultimate goal was to reach consensus on key educational needs and provide recommendations for addressing the needs.

DATA COLLECTION: OUTREACH STRATEGIES

The NEI RAC members established a priority to contact numerous constituencies including teachers, principals, state and local education administrators, institutions of higher education, local and state boards of education, administrators of federal education programs, elected officials, youth organizations, and parents and business leaders. NEI RAC members developed an outreach strategy to elicit input from stakeholders via the RAC website, online surveys using Survey Monkey, personal e-mails, and one-on-one discussions. This strategy consisted of drafting personal e-mail invitations to constituent groups to take the Survey Monkey survey and/or visit the RAC website to leave open-ended comments. Each RAC member revised the e-mail invitation to tailor the message for the intended target constituency group. Tables 6 and 7 indicate online response data captured from the RAC website comments. The largest group of stakeholders that participated in the survey was librarians (66.6%), followed by teachers (23.8%). The majority of the responses (85.6%) to the website were from Vermont and Massachusetts.

Table 6: Public Comments from RAC Website, Responses by Affiliation

Role	Number	Percent
School Education Agency	0	0
Teacher	5	23.8
School Administrator	1	4.8
Local Education Agency	0	0
Parent	1	4.8
Librarian	14	66.6
Business	0	0
Other	0	0
TOTAL	21	100

Table 7: RAC Website Comments Intended for Particular Locations

Location	Number	Percent
Connecticut	0	0
Maine	0	0
Massachusetts	9	42.8
New Hampshire	0	0
New York	2	9.5
Puerto Rico	0	0
Rhode Island	0	0
Vermont	9	42.8
Virgin Islands	1	4.9
TOTAL	21	100

Tables 8 and 9 indicate online response data captured from Survey Monkey. The largest group of stakeholders that participated in the survey was educators (60%). As was the case on the RAC website comments, Massachusetts and Vermont had the most participation (84%).

Table 8: Members of the Public Participating in Online Survey, Responses by Affiliation

Role	Number	Percent
Educator	356	60
Building-level staff member	26	4
School Board member	6	1
District-level staff member	62	10
Parent	32	5
Business owner or employee	28	5
Student	5	1
State government staff member	15	2
Other	72	12
TOTAL	602	100

Table 9: Online Survey Comments Intended for Particular Locations

Location*	Number	Percent
Connecticut	1	.2
Maine	0	0
Massachusetts	259	47.9
New Hampshire	44	8.1
New York	13	2.4
Puerto Rico	0	0
Rhode Island	23	4.3
Vermont	196	36.2
Virgin Islands	5	.9
TOTAL	541	100

* Respondent could choose more than one location.

NEI RAC members reviewed the comments and found that most were aligned with and validated the RAC assessment of the most pressing needs in the region. A summary of the public comments from the RAC website appears in Appendix B and a summary of the results from Survey Monkey appears in Appendix C.

GOVERNING PRINCIPLES AFFECTING REGIONAL NEEDS

The Northeast and Islands RAC reviewed data from online surveys and public comments posted on the RAC website. Two governing principles that affected all seven needs identified by the RAC emerged from the input. Those principles were (1) the term "learners" encompasses the period from cradle to career; and (2) the ability to integrate, utilize, and develop technology was seen as integral to meeting the needs stated by the NEI RAC.

Learners from the cradle to career. The first cross-cutting theme related to conceptualizing the learner. When the NEI RAC discussed educational needs, students were described as learners from the cradle to career. The committee stressed that the regional education needs were not just important for students from Pre-K through 12th grade, but should be considered from birth through the transition to careers. The RAC also understands that given education's role in maintaining a democratic society, our global economy requires that students obtain the skills required to successfully transition to a career. Education should address the academic and social needs of all learners but also address the need for building problem-solving and critical inquiry skills to aid in career transitions. The NEI RAC believes that it is especially important to devote attention to the needs of minority students, English language learners, and students with special educational needs.

Integrate, utilize, and develop technology. The second cross-cutting challenge that framed all discussions of the NEI RAC was the need to integrate, utilize, and develop technology to address educational needs. Librarians and media specialists voiced the importance of libraries and media centers as key to fighting illiteracy and accessing technology. Technology must be integrated across all aspects of education, including improving infrastructure for ease of data access, designing and maintaining school and/or teacher websites to allow transparency and continuous communication with students and their families, and delivering authentic professional development in ways that are timely and tailored to meet the educators' needs. With more conscious attention to utilizing technology across disciplines and developing technology that improves teaching and learning, the Northeast and Islands region would be able to address many of its educational needs.

EDUCATIONAL NEEDS AND RECOMMENDATIONS FOR ADDRESSING THE NEEDS

NEI RAC members prioritized seven regional needs based on their expertise and input from the region's various constituencies. These seven need areas are described below with proposed recommendations for addressing the needs. The need priorities include the following, presented in hierarchical order based on perceived importance, as measured by public comment and determined by Northeast and Islands RAC members:

1. Develop instructional leaders.

2. Design and deliver authentic professional development to improve practice.
3. Support content literacy.
4. Develop teacher and administrator capacity to use data for decision-making.
5. Build life-long learning communities.
6. Emphasize cultural competence.
7. Improve teacher preparation.

Develop Instructional Leaders
Well-prepared teachers and leaders must have the knowledge and skills to design, implement, and assess multiple learning opportunities and learning strategies based on students' individualized needs. Developing leaders should be directly related to linking the identified needs of educators with improving student learning. Authentic professional development opportunities to build leadership should include teacher induction support, be job-embedded, and support professional learning communities that include teachers and administrators who collaborate to improve instruction.

Recommendations: Potential Strategies for Developing Instructional Leaders
The NEI RAC discussed the following potential strategies to address the challenge of developing instructional leaders. The following summarizes the public comments and the committee's thoughts for meeting this need:

- Equip teachers and leaders to tailor approaches to learning based on the individualized needs of students.
- Focus on various levels of teacher development that include opportunities that extend beyond the classroom to emphasize leadership knowledge and skills.
- Consider participation in meaningful professional development as an integral component of all educators' roles and responsibilities.
- Ensure that educators responsible for students' learning have continuous opportunities to obtain in-depth knowledge of child growth and development, through workshops, onsite trainings, and the use of evidence-based learning tools to provide feedback on instructional practices that impact student learning.
- Use evidence-based classroom-monitoring tools to provide feedback to teachers by instructional leaders.

Design and Deliver Authentic Professional Development to Improve Practice
Teachers need to be experts in content knowledge, assessment, curricula, and methods of instruction to ensure that students experience success, and are exposed to and have a deep understanding of a broad set of ideas and concepts. When professional development opportunities consider the individual needs of the participants and are based on adult learning principles, there is greater ability to ultimately improve student learning. The professional development offered to educators should always include a discussion of theory, application of the content and skill in a real setting, and reflection. To that end, professional development should be continuous and job-embedded.

Recommendations: Strategies to Design and Deliver Authentic Professional Development to Improve Practice
The NEI RAC discussed the following potential strategies to address the challenge of designing and delivering authentic professional development to improve practice. The following summarizes the public comments and the committee's thoughts for meeting this need:

- Increase time for planning and collaboration (e.g., grade level and vertical meetings).
- Support teachers through mentoring programs and an annual review of individualized professional development plan.
- Provide incentives for teacher participation in various growth activities including professional development and specific college programs.
- Identify core competencies and skills for teachers in knowledge of assessment and teaching pedagogy, knowledge of multiple intelligences and differentiated instruction, and evidence of ability to make real connections to topics and the real world.
- Design and implement recruitment strategies that include incentives for teachers who have effectively increased academic achievement.
- Use evidence-based tools such as the National Board Teacher Certification Formative Assessment for observing and providing feedback to teachers on their practice.

Training

- Align professional development systems across pre-service and in-service environments.
- Build stronger links between higher education, the state department of education, and school districts to build professional learning communities that address content, assessment, pedagogy, and standards (Common Core State Standards).
- Devote more funding for training.
- Support and model innovative teacher educator programs at universities.
- Develop a wide spectrum of delivery systems for professional development including Web-based, regional with on-site and on-line personal follow-up, and job-embedded systems.
- Develop methodologies for reviewing and improving teacher preparation programs.
- Create agreements with colleges and universities to research the effectiveness of graduates who enter the education profession.

Support Content Literacy
Content literacy must be promoted across the Pre-K–12 curriculum (e.g. mathematics, reading, science, social studies, art, language, and civics). Educators need to design methods to evaluate literacy and language development. All new federal contracts related to this need should include a component on efficacy. These contracts should also evaluate various programs implemented; identify any changes in practice that have been effective; and whether the task has been completed. Educators also need to support, understand, and appreciate public and public school libraries' role as an integral way to connect families with early literacy initiatives in public schools.

Recommendations: Strategies to Support Content Literacy
The NEI RAC discussed the following potential strategies to address the challenge of supporting content literacy. The following summarizes the public comments and the committee's thoughts for meeting this need:

- Help teachers effectively use technology for instruction, accessing data, information, and communication.
- Utilize public libraries, which work with numerous community organizations, to engage both families and preschool students to build emergent literacy.
- Develop a strong focus on early literacy.
- Identify and replicate action research and evidence-based practice models.
- Develop shared partnerships with Head Start programs, early care centers, and public schools at all levels.
- Provide students with exposure to multiple forms of books and media that promote high interest and personal relevance in content-rich areas.
- Provide teachers of older students (young adolescents and older teens) professional development for effective differentiated instruction to address literacy issues of poor and non–readers in a content rich environment.

Develop Teacher and Administrator Capacity to Use Data for Decision-making
All educators and administrators should know how to gather, synthesize, and interpret information and data to make decisions that impact student learning, practice, and policy. It is important that educators and administrators be data-informed, not data-driven. Whenever possible, tools should be evidence-based and/or research-based.

Recommendations: Strategies to Develop Teacher and Administrator Capacity to Use Data for Decision-Making
The NEI RAC discussed the following potential strategies to address the challenge of developing teacher and administrator capacity to use data for decision-making. The following summarizes the public comments and the committee's thoughts for meeting this need:

Training

- Provide ongoing training, pre-service, and professional development in the collection, analysis, and application of various assessment tools and various kinds of data.
- Create offices for educational research at institutions of higher education that collaborate with local and state departments of education in meaningful and timely ways to ensure that institutions of higher education are effectively preparing educators that make data-driven decisions.
- Work with institutions of higher education to put more emphasis on applying data to the instructional cycle.
- Create and train cross-sector data teams to offer assistance in interpretation and use of data.
- Conduct professional development that focuses on using technology to communicate about and access data.

Analysis/Management

- Provide classroom teachers more time for analysis, interpreting, and discussing data.
- Use existing networks to disseminate data and information regarding the implications of data statewide.
- Invest in more robust, user-friendly data management systems and longitudinal data systems.
- Invest in professional development for educators about using data management and longitudinal data systems.
- Collect anecdotal data on students (as well as test score data) to drive decision-making and evaluate student academic achievement.
- Use objective professionals to facilitate difficult discussions and objectively lead the conversation about scores and trends.
- Make data informed and data driven decisions when creating policy.

Assessments

- Use more common assessments across the NEI region for comparison purposes.
- Create policies that ensure that assessment tools are valid and reliable.
- Use both formative and summative data to guide instruction and decision-making.
- Place less emphasis on testing and more emphasis on learning.

Build Life-Long Learning Communities
Student learning opportunities need to be shared by educational stakeholders to create strong life-long learning communities that build on a foundation of school, student, community, and family engagement and collaboration. This is integral to create open and accessible pathways and smooth transitions that begin at birth.

Recommendations: Strategies to Build Life-Long Learning Communities
The NEI RAC discussed the following potential strategies to address the challenge of building life-long learning communities. The following summarizes the public comments and the committee's thoughts for meeting this need.

Partnerships

- Create strategies and provide the resources for facilitating collaboration and improving communications among agencies, schools, institutions, and the community including doctors, hospitals, early care centers, non-profits, higher education, and similar entities on state and local levels.
- Seek funding to support cross-agency collaboration initiatives.
- Create cross-agency opportunities for training and discussions regarding common needs and goals of agencies and education.
- Encourage and support family education, especially related to literacy, through such activities as parent night and "Family University."
- Develop strategies that focus on approaches to welcoming and engaging families and community members.

- Offer incentives for businesses to become more actively involved in helping educators and schools achieve their goals.

Student Collaboration/ Engagement

- Fund Pre-K programs for all students.
- Increase the number of mental health providers in schools and social service organizations.
- Require community service learning projects for students.
- Develop comprehensive systems to track the academic performance of students. This requires additional financial and technical support for the implementation of statewide longitudinal data systems.
- Increase public awareness of day-to-day success of schools and students to balance the negative images and messages about public schools today.
- Renew the emphasis on play in early education.
- Map or inventory the continuum of support for children from birth-college by region to drive data-informed decisions.
- Create before and after care school programs connected to school curricula and community values.

Emphasize Cultural Competence
The NEI RAC discussed the need to ensure cultural responsiveness to achieve equal opportunities for all students to learn and excel. This includes attention to differences in students' needs in rural and urban areas, instruction that has cultural relevance for the students, education that supports an active citizenry for democracy, sustained work with ELL students and families, and all educators holding uniformly high expectations. The NEI RAC members returned to the notion of students as life-long learners and recruiting teachers who are able to respond to the varying developmental needs and cultural reference points for students as they move from cradle to career.

Recommendations: Strategies to Emphasize Cultural Competence
The NEI RAC discussed the following potential strategies to address the challenge of emphasizing cultural competence. The following summarizes the public comments and the committee's thoughts for meeting this need:

Professional Development

- Develop cultural competence strategies and communication outreach to address cultural needs of the community. For example, conduct community conversations/forums, and establish a cultural competency panel.
- Support field experiences and/or residency programs that provide educators opportunities to work with, and in, a variety of settings while serving various types of families and students.
- Provide specialized professional development for educators working with ELLs and special students and their families.

- Require ongoing professional development on cultural competence including cultural competency training for all educators.
- Support opportunities for teachers to increase their cultural competence (e.g., learn to speak a different language, and volunteer in a local organization that supports a subgroup in the community).

Students

- Provide students access to laptops so that they can participate in online cultural competence training activities.
- Teach Social Studies and civics at all levels.
- Provide cultural competence training and curricula for students.
- Use various approaches to infuse cultural competency into the curriculum (e.g., discussions in schools and classrooms; provide books, toys, and other resources that represent diversity and expose students to other cultures; and use technology to provide students access to educational conferences, lessons and exchanges with students from other cultures).

Educators/Students

- Conduct equity audits to evaluate educators' cultural competence and their ability to deliver culturally responsive pedagogy.
- Provide teachers with updated curriculum materials on their particular subject.
- Adapt tools such as *Quality Benchmarks for Cultural Competence Project* survey for sites to evaluate the competence level of educators.
- Select and fairly compensate teachers for additional skills, training, and experience required of teachers who practice with effective cultural competence.
- Hire specialized and expert staff to improve cultural competence at the school level through onsite coaching.
- Improve oversight by school and district administrators of curricula and teaching practices to ensure that cultural competency is infused in instruction and practice.

Family/Community

- Offer more collaboration opportunities with families.
- Enhance relationships between school and community representatives to address the cultural needs of the students.
- Implement community outreach projects for the students who do not live in the community where the school is located.

Improve Teacher Preparation
Among the many NEI RAC discussions on the challenges of meeting students' needs, teacher preparation figured among the top priorities. Education-accrediting organizations and/or state departments of education should conduct analysis of the different educator and leader preparation pathways to determine the contributions that the institutions make towards recruiting, developing, and sustaining effective, high-quality educators in Pre-K–16 schools. These analyses

should also address the alignment of preparation pathways with Pre-K–12 standards; the extent to which these programs support engagement of community-based services for student success; and the ability of program completers to positively affect student learning and well-being. Educator preparation programs should use these analyses for continuous program renewal.

Recommendations: Strategies to Improve Teacher Preparation
The NEI RAC discussed the following potential strategies to address the challenge of improving teacher preparation. The following summarizes the public comments and the committee's thoughts for meeting this need:

Higher Education/Teacher Education Curriculum

- Revamp teacher preparation programs to include more field experiences, focus less on unrelated core classes, and offer content area degrees in addition to teaching credentials.
- Vertically align curricula to mirror Pre-K through college or other postsecondary learning such as vocational and career training.
- Review the alignment and contribution of higher education to help future teachers understand 21st century education for students and the core competencies and needs of Pre-K–12 education systems.

Programs

- Develop more comprehensive teacher preparation programs to include practices and curriculum that are commonly used in the Northeast and Islands region Pre-K–12 systems (e.g., Professional Learning Communities, understanding of Common Core state data teams).
- Teacher preparation programs should improve their process of screening candidates.
- Use experts from the field to teach in teacher preparation programs.
- Develop low-cost and/or funded teacher preparation programs.
- Increase funding for practicing teachers to access teacher preparation at higher education institutions.

K–12 Schools/Community

- Create linkages or liaison systems between teacher preparations institutions and schools and community agencies to provide ongoing educator support and professional development.
- Provide more professional support for new teachers (e.g., mentoring, job-embedded coaching).
- Build capacity laterally, at the state level, which means connecting schools within a district/state in an effort to broadly develop new ideas, skills, and practices that increase the ability of individuals and organizations to make improvement.
- Establish partnerships with local education agencies and Institutions of Higher Education to identify tools to evaluate the teacher preparation outcomes of strategies used to address the regional needs put forth by this committee.
- Identify and disseminate models of effective, successful Pre-K through higher education partnerships.

CONCLUSION

This report described the needs of the Northeast and Islands region and recommendations for meeting these needs through technical assistance, policy and procedural changes, and/or other types of attention from local, state or federal agencies. These recommendations were based on statements of need from stakeholders and peers and colleagues of the RAC members, throughout the region. The RAC understands and recognizes that the needs will vary among the various regions as each has needs that are both universal and unique. Therefore, the technical assistance must be specifically aligned to the region even as the overarching needs are addressed.

The RAC hopes this report will be useful to the U.S. Department of Education in gaining a better understanding of the educational and educationally-related needs of the region, and in designing strategies to address those needs. Moreover, the RAC hopes these recommendations will assist the Department in focusing its limited technical assistance funds on the areas that were determined to be of highest priority in this report.

APPENDIX A

Northeast & Islands

Regional Profile

NORTHEAST AND ISLANDS REGION
EDUCATIONAL PROFILE

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SCHOOL AND STUDENT DEMOGRAPHICS

Tables 1 through 5 and figure 1 all contain data, such as number of public schools and students; the percentage of schools by urban, suburban and rural metro status; the percentage of public school students by racial characteristics; selected student subgroups, such as percentage of public schools enrolled in English Language Learners (ELL)/Limited English Proficient (LEP) programs; linguistic indicators, such as percentage of students aged 5 through 17 that speaks a language other than English at home; and socioeconomic indicators, such as percentage of households with children below the poverty level. The data can be found below.

Number of Schools. Table 1 displays the number of public schools and students, private schools and charter schools collected in **Connecticut**, **Maine**, **Massachusetts**, **New Hampshire**, **New York**, **Rhode Island**, **Vermont**, **Puerto Rico** and the **U.S. Virgin Islands**. During the School Year (SY) 2008-2009, **New York** had 2,740,805 public school students and 4,690 schools, whereas the **U.S. Virgin Islands** had 15,768 public school students and 33 public schools. **Vermont**, with 150 private schools, had the lowest number during SY2007-2008. **Connecticut** had 423 private schools, and **Vermont** and **Connecticut** had 0 charter schools collected in 2011.

Table 1: Number of Schools

State	Public School Students, SY2008-2009[1]	Public Schools, SY2008 2009[1]	Private Schools, SY2007-2008[2]	Charter Schools Collected, 2011[3]
Connecticut	567,198	1,150	423	22
Maine	192,935	663	200	0
Massachusetts	958,910	1,855	947	67
New Hampshire	197,934	492	312	11
New York	2,740,805	4,690	2,130	188
Rhode Island	145,342	327	226	17
Vermont	92,446	328	150	0
Puerto Rico	503,635	1,511	N/A	N/A
U.S. Virgin Islands	15,768	33	N/A	N/A

SOURCES: [1]Common Core of Data, 2008-2009; [2]U.S. Department of Education, Private School Universe Study, 2007-2008; [3]Center for Education Reform (www.edreform.com), 2011

Percentage of School Districts by Metro Status. Figure 1 shows the percentage of school districts by metro status for the Northeast Region. In **Rhode Island**, 25.5 percent of school districts were located in urban areas, whereas in **Vermont**, 0.7 percent of school districts were located in urban areas. **Massachusetts** had the highest percentage of school districts located in suburban areas (76.3 percent), and **Vermont** had the lowest (12.3 percent). The percentage of school districts located in rural areas was highest (87 percent) in **Vermont**, followed by **Maine** (69.6 percent). This percentage was lowest (0 percent) in **Rhode Island**, with no school districts in that state located in rural areas. A rural area is a territory that is away from an urbanized area or urban cluster. The subcategory of locale may vary based on population size. An urban metro is a territory that is inside an urbanized area and inside a principal city. The subcategory of locale may vary based on population size. A suburb is a territory that is outside a principal city and inside an urbanized area. The subcategory of locale may vary based on population size.[1]

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[1] U.S. Department of Education, NCES's urban-centric locale categories, released in 2006: http://nces.ed.gov/surveys/ruraled/page2.asp. Last accessed on May 5, 2011.

Figure 1: Percentage of School Districts by Metro Status

Percentage of School Districts by Metro Status

■ Urban   ▨ Suburban   ▨ Rural

Connecticut: Urban 12.1, Suburban 73.7, Rural 14.2
Maine: Urban 1.8, Suburban 28.6, Rural 69.6
Massachusetts: Urban 15.3, Suburban 76.3, Rural 8.4
New Hampshire: Urban 2.4, Suburban 40.9, Rural 56.7
New York: Urban 11.6, Suburban 59.6, Rural 28.8
Rhode Island: Urban 25.5, Suburban 74.5, Rural 0.0
Vermont: Urban 0.7, Suburban 12.3, Rural 87.0
Puerto Rico: Data Not Available
U.S. Virgin Islands: Data Not Available

SOURCE: Common Core of Data, 2003-2004

Percentage of Public School Students by Racial Characteristics. Table 2 describes the percentage of public school students by racial characteristics. **Maine** had the highest percentage of American Indian/Alaska Native public school students (0.8 percent), while **Puerto Rico** had none. **New York** (7.7 percent) and **Massachusetts** (5.2 percent), respectively, had the highest percentage of Asian/Pacific Islander students. The percentage of black students was highest in the **U.S. Virgin Islands** (83 percent) and lowest in **Vermont** (1.7 percent). In **Puerto Rico**, 99.8 percent of public school students were Hispanic, and in **Maine** 1.2 percent were Hispanic. **Maine** (93.7 percent) and **Vermont** (93.7 percent) had the highest percentage of white students.

Table 2: Percentage of Public School Students by Racial Characteristics

State	American Indian/Alaska Native	Asian/Pacific Islander	Black, Non Hispanic	Hispanic	White, Non Hispanic	Two or More Races
Connecticut	0.4	4.2	13.9	17.1	64.5	Not Applicable
Maine	0.8	1.6	2.7	1.2	93.7	Not Applicable
Massachusetts	0.3	5.2	8.2	14.3	69.9	2.0
New Hampshire	0.3	2.4	2.1	3.3	91.9	Not Applicable
New York	0.5	7.7	19.3	21.4	51.1	Not Applicable
Rhode Island	0.7	3.2	9.0	18.5	68.6	Not Applicable
Vermont	0.2	1.7	1.7	1.2	94.0	1.5
Puerto Rico	#	#	#	99.8	0.1	Not Applicable
U.S. Virgin Islands	0.1	0.3	83.0	15.3	1.3	Not Applicable

= Rounds to Zero
SOURCE: Common Core of Data SY2008-2009

Selected Student Subgroups. Table 3 contains selected student subgroups, such as percentage of students receiving Free and Reduced Price Lunch (FRPL), percentage of students identifying

as ELLs and number of homeless students. During SY2008-2009, the percentage of students receiving FRPL was highest (44.7 percent) in **New York** and lowest (20.5 percent) in **New Hampshire**. In **Vermont**, 1.6 percent of students identified as ELL, whereas in **New York**, 6.7 percent did the same. In **Rhode Island**, 19 percent of students had an Individualized Education Program (IEP).

Table 3: Selected Student Subgroups

State	Percent of Students Receiving Free and Reduced Price Lunch[1]	Percent of Students in ELL/LEP[1]	Percent of Students With an IEP[1]	Number of Migrant Students[2]	Number of Homeless students[2]
Connecticut	30.2	5.2	12.2	576	2,387
Maine	38.1	N/A	15.9	352	1,300
Massachusetts	30.7	5.1	17.6	407	12,269
New Hampshire	20.5	1.8	15.2	41	2,130
New York	44.7	6.7	16.2	5,619	76,117
Rhode Island	39.8	N/A	19.0	0	1,099
Vermont	30.1	1.6	14.2	396	662
Puerto Rico	N/A	N/A	N/A	0	4,064
U.S. Virgin Islands	N/A	N/A	N/A	N/A	N/A

SOURCES: [1]Common Core of Data, SY2008-2009; [2]Consolidated State Performance Reports: SY2008-2009

Linguistic Indicators. Table 4 displays linguistic indicators, such as the percent of people aged 5 and over who speak a language other than English and the percentage of population aged 5 through 17 that speaks a language other than English at home. In **New York**, 21.3 percent of the population was foreign born, and 5,192,994 spoke a language other than English at home. In **Maine**, 96.6 percent of children had parents who speak English fluently, while in **Rhode Island** it was 83.6 percent. The percentage of the population aged 5 through 17 that speak a language other than English at home was highest (18.3 percent) in **Rhode Island** and lowest (13.1 percent) in **Maine**. In **Connecticut**, 5.2 percent of public school students were in ELL/LEP programs.

Table 4: Linguistic Indicators

State	Percent of Population: Foreign Born[1]	Percent of People Aged 5 and Over Who Speak Language Other Than English[1]	Percent of Children Whose Parents Are Fluent English Speakers[2]	Percent of Population Age 5 17: Speak Language Other Than English at Home[1]	Percent of Public School Students in ELL/LEP[3]
Connecticut	12.8	19.7	86.6	17.0	5.2
Maine	3.3	7.4	96.6	13.1	N/A
Massachusetts	14.1	20.4	85.1	16.5	5.1
New Hampshire	5.2	8.1	95.3	14.6	1.8
New York	21.3	28.5	79.0	17.2	6.7
Rhode Island	12.5	20.5	83.6	18.3	N/A
Vermont	3.7	5.1	96.0	15.0	1.6
Puerto Rico	2.8	95.3	N/A	20.6	N/A
U.S. Virgin Islands	N/A	N/A	N/A	N/A	N/A

SOURCES: [1]American Community Survey, 2005-2009: U.S. Census Bureau; [2]EPE Research Center, 2011; [3]Common Core of Data, SY2008-2009

Socioeconomic Indicators. Table 5 contains socioeconomic indicators, such as percentage of families below the poverty level, percentage of children with at least one parent with a secondary degree and percentage of students receiving FRPL. **New York** had 4,600,572 families, although the percentage of families below the poverty level (41.4 percent) was greatest in **Puerto Rico**. The percentage of families with children below the poverty level (49.5 percent) was also highest in this state. **Massachusetts** had the highest percentage of children with at least one parent with a secondary degree (59.1 percent). In **New Hampshire**, 20.5 percent of students received FRPL, while in **New York**, 44.7 percent received the same.

Table 5: Socioeconomic Indicators

State	Total Number of Families[1]	Percent of Families Below the Poverty Level[1]	Percent of Families With Children Below the Poverty Level[1]	Percent of Children With at Least One Parent With a Postsecondary Degree[2]	Percent of Students Receiving Free and Reduced Price Lunch[3]
Connecticut	892,549	6.2	10.0	55.7	30.2
Maine	350,860	8.6	14.8	48.0	38.1
Massachusetts	1,574,530	7.0	10.8	59.1	30.7
New Hampshire	339,894	5.0	8.1	58.9	20.5
New York	4,600,572	10.5	15.9	50.5	44.7
Rhode Island	257,013	8.1	13.5	50.7	39.8
Vermont	159,370	6.9	11.9	55.3	30.1
Puerto Rico	911,899	41.4	49.8	N/A	N/A
U.S. Virgin Islands	N/A	N/A	N/A	N/A	N/A

SOURCES: [1]American Community Survey, 2005-2009: U.S. Census Bureau; [2]EPE Research Center, 2011; [3]Common Core of Data, SY2008-2009

INDICATORS OF STUDENT ACHIEVEMENT

Tables 6 through 10 and figures 2 and 3 all contain indicators of student achievement, such as Adequate Yearly Progress (AYP) data; percentage of 4th graders who achieved proficiency on the latest National Assessment of Educational Progress (NAEP) math and reading tests; measures of educational achievement, such as high school graduation rate, dropout rates by race and ethnicity; whether states have agreed to adopt common standards; and preschool data, such as percentage of 3- and 4-year-olds enrolled in preschool. The data may be found below.

Adequate Yearly Progress. Table 6 contains AYP data for the Northeast Region. In **Puerto Rico**, 1,401 (93.5 percent) schools failed to make AYP during SY2008-2009, and in **Rhode Island**, 56 (18.9 percent) of schools failed to make AYP during this year. **Massachusetts** had the highest percentage (62.2 percent) of failing schools after **Puerto Rico**, while **New York** had the lowest percentage of schools that failed to make AYP during the above stated year (11.7 percent).

Table 6: Adequate Yearly Progress

State	Number and Percent of Schools That Failed To Make AYP in SY2008-2009
Connecticut	403 (41%)
Maine	223 (35.3%)
Massachusetts	1,078 (62.2%)
New Hampshire	250 (54%)
New York	532 (11.7%)
Rhode Island	56 (18.9%)
Vermont	89 (29%)
Puerto Rico	1,401 (93.5%)
U.S. Virgin Islands	N/A

SOURCE: ED Data Express, State Snapshots, SY2008-2009

National Assessment of Educational Progress 4th Grade Math Test. Figure 2 displays results of the most recent NAEP 4th grade math test administered in the Northeast Region. Among white students, performance was strongest in **Massachusetts**, with 67 percent of white 4th graders achieving proficiency on the test, while in **Maine**, 46 percent of white students were proficient. In **Massachusetts**, 30 percent of black 4th graders achieved proficiency, while 14 percent demonstrated proficiency in **Connecticut**. In **New York**, 25 percent of Hispanic students achieved proficiency on this test.

Figure 2: National Assessment of Educational Progress 4th Grade Math Test: Percentage Proficient or Above
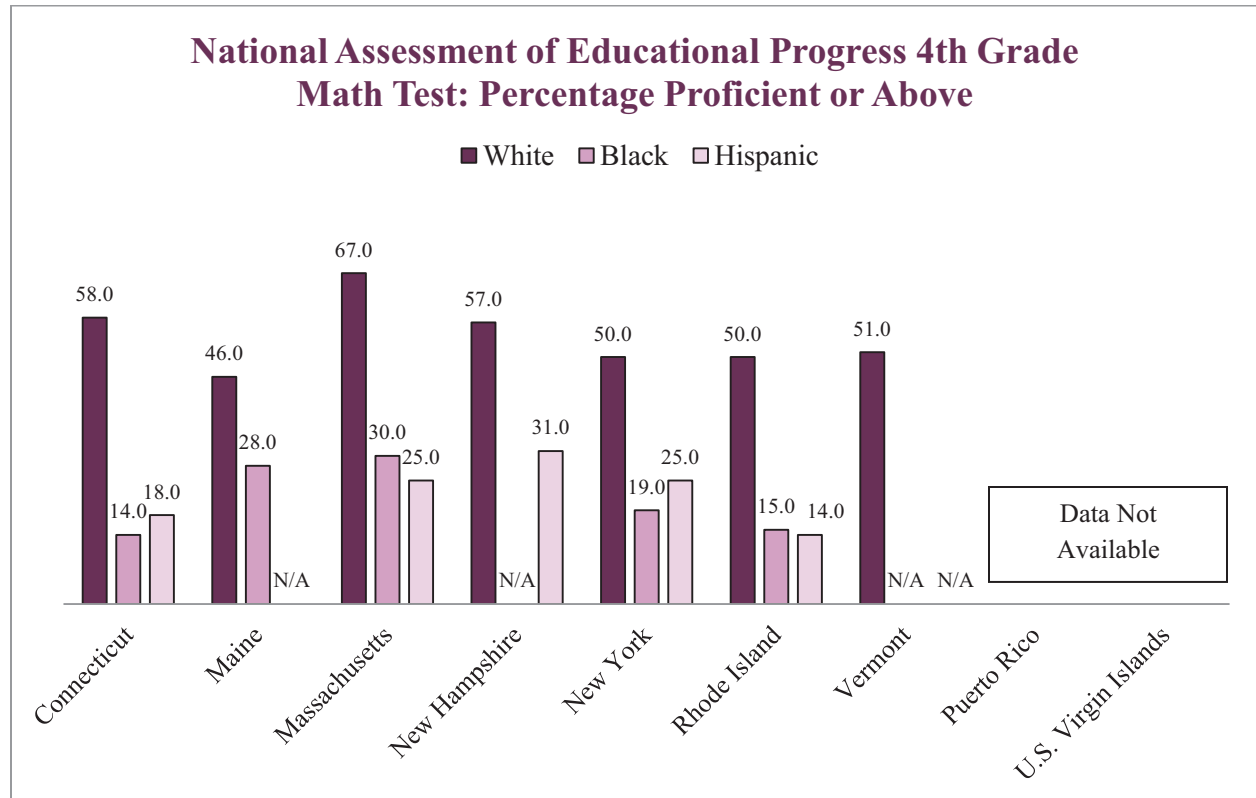
SOURCE: NAEP State Profiles, 2009

National Assessment of Educational Progress 4th Grade Reading Test. Figure 3 displays the results of the most recently administered NAEP 4th grade reading test in the Northeast Region. White students in **Massachusetts** performed the best, with 56 percent considered proficient in reading. In **Maine**, 36 percent were proficient. Among black students, 29 percent achieved proficiency in **Vermont**, and 18 percent in **New York**. Hispanic students in **New Hampshire** had the strongest results, with 30 percent achieving proficiency in reading, while in **Rhode Island**, 14 percent were proficient in this subject.

Figure 3: National Assessment of Educational Progress 4th Grade Reading Test: Percentage Proficient or Above
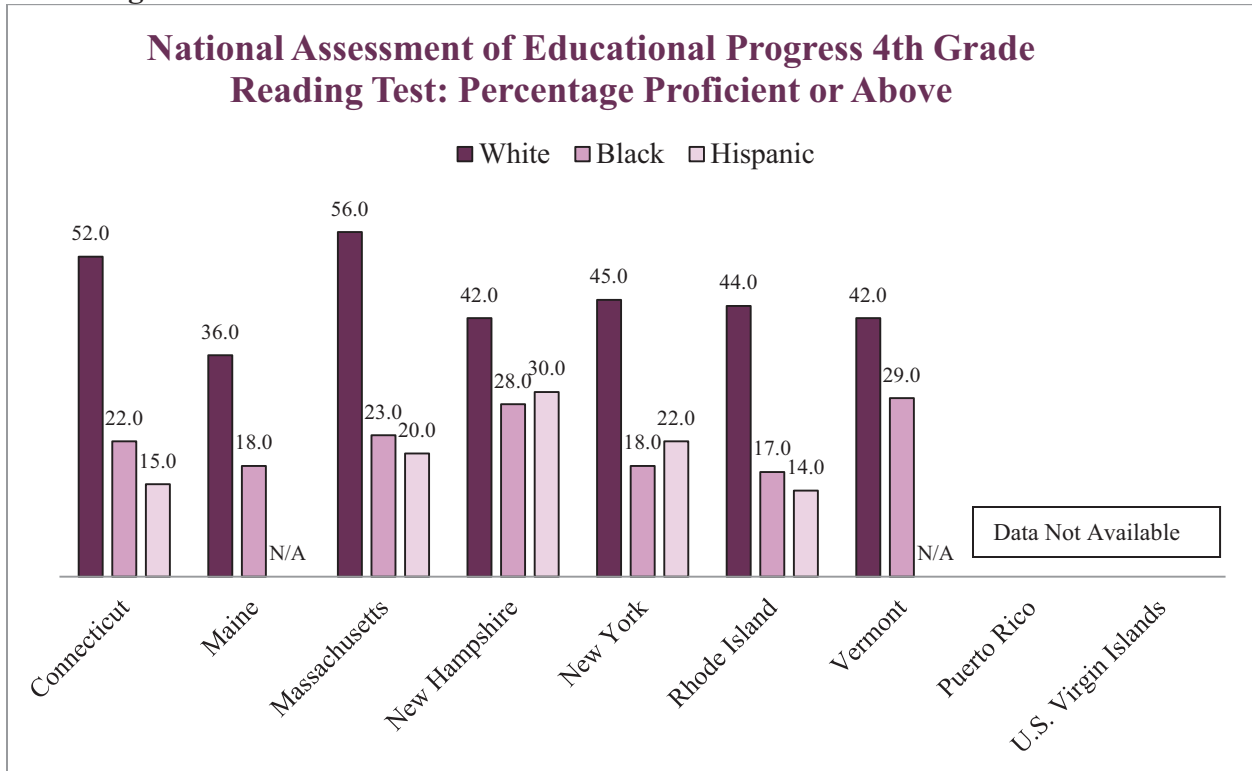
SOURCE: NAEP State Profiles, 2009

Educational Standards. Table 7 describes measures of educational standards, such as high school graduation rates, Advanced Placement (AP) test scores, whether the state has an exit exam and whether it finances remediation for students failing this exam. During SY2007-2008, the high school graduation rate was 93.3 percent in **Puerto Rico** and 71 percent in **New York**. Among the 11th and 12th graders who took AP tests, 30.2 percent in **New York** and 26.8 percent in **Connecticut** scored a 3 or above on these tests. **Connecticut**, **Rhode Island** and **Vermont** required 20 credits to earn a standard diploma, and **Maine** required 16 credits. **Massachusetts** and **New York** required exit exams, and **Massachusetts** financed remediation for students failing these exams.

Table 7: Educational Standards

State	High School Graduation Rate, SY2007 2008[1]	Advanced Placement High Test Scores (3 or Above) Per 100 Students in Grades 11 and 12 for 2009[2]	Total Number of Credits Required To Earn Standard Diploma[2]	Alternative Credential for Not Meeting All Standard Requirements[2]	Basis for Alternative Credential[2]	State Has Exit Exam[2]	State Finances Remediation for Students Failing Exit Exams[2]
Connecticut	92.6	26.8	20.0				
Maine	83.0	20.8	16.0	✓	Education Disruption		
Massachusetts	81.2	25.6	-	✓	Local Option	✓	✓
New Hampshire	87.9	15.3	19.8	✓	Local Option		
New York	71.0	30.2	22.0	✓	Disabilities	✓	
Rhode Island	73.0	11.3	20.0	✓	Disabilities		
Vermont	85.5	21.4	20.0				
Puerto Rico	93.3	N/A	N/A	N/A	N/A	N/A	N/A
U.S. Virgin Islands	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SOURCES: [1]EDFacts/Consolidated State Performance Report, 2008-2009; [2]EPE Research Center, 2011

Dropout Rates by Race/Ethnicity. Table 8 contains the dropout rate by race and ethnicity for the Northeast Region. The overall school dropout rate was highest (7.8 percent) in the **U.S. Virgin Islands** and lowest (2.8 percent) in **Connecticut**. Among American Indian/Alaska Natives, the dropout rate was highest (10.3 percent) in **Rhode Island**. Asian/Pacific Islanders had the lowest dropout rates, with the lowest occurring in **New Hampshire** (1.4 percent). **New York** had the lowest dropout rate among Hispanics (6.1 percent), while **Maine** had the lowest (5.4 percent) dropout rate for black students. The dropout rate for white students was lowest (2.3 percent) in **Massachusetts**. Graduation and dropout rates do not add up to 100 percent, because they are based on different groups of students. Graduates are counted based on a single freshman class, whereas dropouts are calculated based on all students in any year.

Table 8: Dropout Rates by Race/Ethnicity

State	Dropout Rate and Number of Dropouts (#)	American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White
Connecticut	2.8% (4,906)	2.5% (14)	1.5% (84)	6.1% (1,598)	5.6% (1,387)	1.6% (1,823)
Maine	4.4% (2,642)	5.8% (22)	3.7% (31)	7.0% (42)	5.4% (72)	4.3% (2,475)
Massachusetts	3.4% (9,957)	7.5% (62)	2.1% (274)	8.3% (3,171)	5.9% (1,526)	2.3% (4,757)
New Hampshire	3.0% (1,987)	8.3% (15)	1.4% (15)	3.1% (55)	9.6% (97)	2.9% (1,805)
New York	3.9% (34,069)	5.7% (215)	2.4% (1,520)	6.1% (19,606)	6.2% (10,800)	2.4% (10,871)
Rhode Island	5.3% (2,559)	10.3% (32)	4.8% (69)	8.2% (676)	7.8% (341)	4.3% (1,441)
Vermont	N/A	N/A	N/A	N/A	N/A	N/A
Puerto Rico	N/A	N/A	N/A	N/A	N/A	N/A
U.S. Virgin Islands	7.8% (400)	0% (0)	0% (0)	8.5% (50)	7.8% (347)	8.3% (3)

SOURCE: Common Core of Data, SY2007-2008

Meeting Requirements To Establish Standards. Table 9 displays whether states are meeting requirements to establish state standards and if states have agreed to adopt Common Core Standards. **Connecticut**, **Maine**, **Massachusetts**, **Rhode Island** and **Vermont** met requirements to establish state standards in reading, mathematics and science, and have agreed to adopt

common standards. **New Hampshire** partially met requirements for science standards, and **New York** has partially met these for reading. Among the nine states, **Puerto Rico** did not agreed to adopt common core standards.

Table 9: Meeting Requirements To Establish Standards

State	Reading[1]	Mathematics[1]	Science[1]	Agreed To Adopt Common Core Standards[2]
Connecticut	Yes	Yes	Yes	Yes
Maine	Yes	Yes	Yes	Yes
Massachusetts	Yes	Yes	Yes	Yes
New Hampshire	Yes	Yes	Partial	Yes
New York	Partial	Yes	Yes	Yes
Rhode Island	Yes	Yes	Yes	Yes
Vermont	Yes	Yes	Yes	Yes
Puerto Rico	N/A	N/A	N/A	No
U.S. Virgin Islands	N/A	N/A	N/A	Yes

SOURCES: [1]Education Commission of the States NCLB database, downloaded March 2011; [2]Common Core State Standards, downloaded March 2011

Preschool. Table 10 contains preschool data, such as percentage of 3- and 4-year-olds enrolled in preschool and whether the state provides or funds programs for children not meeting school-readiness standards. In **Connecticut**, 62.8 percent of 3- and 4-year-olds were enrolled in preschool, and in **Maine**, 39.4 percent were enrolled. **New York** and **Vermont** provided readiness interventions for children not meeting school-readiness standards.

Table 10: Preschool

State	Preschool Enrollment (Percent of 3 and 4 Year-Olds Enrolled in Preschool)	Readiness Interventions: State Provides or Funds Programs for Children Not Meeting School Readiness Expectations (2010-2011)
Connecticut	62.8	
Maine	39.4	
Massachusetts	61.2	
New Hampshire	51.3	
New York	58.3	✓
Rhode Island	51.3	
Vermont	52.5	✓
Puerto Rico	N/A	N/A
U.S. Virgin Islands	N/A	N/A

SOURCE: EPE Research Center, 2011

TEACHER PREPARATION, QUALIFICATIONS AND CERTIFICATIONS

Tables 11 through 16 all display teacher preparation, qualifications and certification data, such as number of teachers; average teacher salary; teacher quality indicators, such as percentage of classes taught by highly qualified teachers; initial licensure requirements; evaluation of teacher performance criteria; teacher performance and incentive measures; and professional development criteria.

Number of Teachers and Teacher Salaries. Table 11 shows the number of teachers, average teacher salary and teacher pay-parity for 2008. During SY2008-2009, **New York** had the greatest number of teachers (217,944). Average teacher salaries during this year were highest ($69,118) and lowest in **Maine** ($44,731). Teacher pay-parity (i.e., teacher earnings as a percent of salaries in comparable occupations) was lowest in **Maine** (83.3 percent), equal to that of comparable professions (100 percent) in **New York**, and exceeded (116.4 percent) salaries in comparable professions in **Rhode Island**.

Table 11: Number of Teachers and Teacher Salaries

State	Number of Teachers[1]	Average Teacher Salary (SY2008-2009)[2]	Pay Parity (Teacher Earnings as a Percent of Salaries in Comparable Occupations) (2008)[3]
Connecticut	48,463	$63,152	92.3
Maine	15,912	$44,731	83.3
Massachusetts	70,398	$66,712	91.7
New Hampshire	15,661	$49,872	96.0
New York	217,944	$69,118	100.0
Rhode Island	11,356	$58,407	116.4
Vermont	8,766	$47,884	90.0
Puerto Rico	39,356	N/A	N/A
U.S. Virgin Islands	1,331	N/A	N/A

SOURCES: [1]Common Core of Data, SY2008-2009; [2]NEA's Rankings of the States 2009 and Estimates of School Statistics 2010 Report; [3]EPE Research Center, 2010

Teacher Quality Indicators. Table 12 shows teacher quality indicators, such as the percentage of classes taught by highly qualified teachers and the number of National Board for Professional Teaching Standards (NBPTS) certified teachers as a percentage of all teachers. According to the U.S. Department of Education (ED), teachers considered as highly qualified must have a bachelor's degree, full state certification or licensure and must prove that they know each subject they teach.[2] In **New Hampshire**, 99.2 percent of classes were taught by highly qualified teachers and in **Puerto Rico**, 80.6 percent were taught by the same. In **Rhode Island**, 3.7 percent of teachers were NBPTS certified.

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[2] U.S. Department of Education: http://www2.ed.gov/nclb/methods/teachers/hqtflexibility.html. Last accessed on May 5, 2011.

Table 12: Teacher Quality Indicators

State	Percent of Core Classes Taught by Highly Qualified Teachers[1]	National Board Certified Teachers as a Percent of All Teachers[2]
Connecticut	99.1	0.3
Maine	96.5	1.3
Massachusetts	96.5	0.7
New Hampshire	99.2	0.1
New York	97.2	0.5
Rhode Island	97.1	3.7
Vermont	93.8	1.4
Puerto Rico	80.6	0.0
U.S. Virgin Islands	N/A	0.07

SOURCES: [1]Consolidated State Performance Reports: SY2008-2009; [2]National Board for Professional Teaching Standards, April 2011

Teaching Profession. Table 13 contains teaching profession data, such as initial licensure requirements for all prospective teachers during 2009-2010, and whether the state requires substantial formal coursework in subject areas taught. **Maine** and **Massachusetts** required all new teachers to participate in state-funded induction programs, and **Connecticut**, **New Hampshire** and **New York** required substantial formal coursework in subject areas taught. Only **New York** required prospective teachers to pass written tests in subject-specific pedagogy. **New Hampshire** required 15 weeks of student teaching during, while **Massachusetts** required between 150 and 300 hours of the same.

Table 13: Teaching Profession

State	Initial Licensure Requirements for All Prospective Teachers (2009-2010)						
	All New Teachers Are Required To Participate in a State Funded Induction Program	State Requires Substantial Formal Coursework in Subject Area(s) Taught	Prospective Teachers Must Pass Written Tests			State Requires Clinical Experiences During Teacher Training	
			Basic Skills	Subject Specific Knowledge	Subject Specific Pedagogy	Student-Teaching (Weeks)	Other Clinical Experiences (Hours)
Connecticut		✓	✓	✓		10	
Maine	✓		✓	✓			
Massachusetts	✓		✓	✓		150-300 hours	
New Hampshire		✓	✓	✓		15	
New York		✓	✓	✓	✓	8	100
Rhode Island			✓			12	
Vermont			✓	✓		12	60
Puerto Rico	N/A	N/A	N/A	N/A	N/A	N/A	N/A
U.S. Virgin Islands	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: EPE Research Center, 2010

Evaluation of Teacher Performance. Table 14 displays evaluation of teacher performance measures, such as whether teacher evaluation is tied to student achievement and if states require evaluators to receive formal training. **Connecticut**, **Maine**, **Massachusetts**, **New York** and **Vermont** required all teacher performance to be formally evaluated. In **New York**, teacher evaluation was tied to student achievement and evaluation occurred on an annual basis. In

Connecticut, **Massachusetts**, **New York** and **Vermont**, all evaluators were required to receive formal training.

Table 14: Evaluation of Teacher Performance

State	State Requires All Teachers' Performance To Be Formally Evaluated	Teacher Evaluation Is Tied to Student Achievement	Teacher Evaluation Occurs on an Annual Basis	State Requires All Evaluators To Receive Formal Training
Connecticut	✓			✓
Maine	✓			
Massachusetts	✓			✓
New Hampshire				
New York	✓	✓	✓	✓
Rhode Island				
Vermont	✓			✓
Puerto Rico	N/A	N/A	N/A	N/A
U.S. Virgin Islands	N/A	N/A	N/A	N/A

SOURCE: EPE Research Center, 2010 (SY2009-2010)

Teacher Performance Incentives. Table 15 shows teacher performance incentive measures, such as if states have pay-for-performance programs rewarding teachers for raising student achievement, provide financial incentives for teachers to earn NBPTS certification, and if states provide incentives for teachers to work in hard-to-staff assignments. **Connecticut** formally recognized differentiated roles for teachers, while Maine, Massachusetts, New York, Rhode Island and Vermont provided financial incentives for teachers to earn NBPTS certification. Massachusetts and New York provided incentives to teachers who work in targeted schools, and Massachusetts also provided incentives to principals who work in targeted schools.

Table 15: Teacher Performance Incentives

State	Has Pay for-Performance Program or Pilot Rewarding Teachers for Raising Student Achievement	Formally Recognizes Differentiated Roles for Teachers	Provides Incentives or Rewards to Teachers for Taking on Differentiated Roles	Provides Financial Incentives for Teachers To Earn National Board Certification	Provides Incentives to Teachers Who Work in Targeted Hard-To-Staff Assignments		Provides Incentives for National-Board-Certified Teachers To Work in Targeted Schools	Provides Incentives to Principals Who Work in Targeted Schools
					Targeted Schools	Hard To-Staff Teaching Assignment Areas		
Connecticut		✓						
Maine				✓				
Massachusetts				✓	✓			✓
New Hampshire								
New York				✓	✓	✓	✓	
Rhode Island				✓			✓	
Vermont				✓			✓	
Puerto Rico	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
U.S. Virgin Islands	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: EPE Research Center, 2010

Professional Development. Table 16 contains professional development criteria, such as whether states have formal professional development standards and if districts are required to align professional development with local priorities and goals. Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island and Vermont had formal professional development standards, and Massachusetts, New York, Rhode Island and Vermont required districts to align professional development with local priorities and goals. No state financed professional development for all districts.

Table 16: Professional Development

State	State Has Formal Professional Development Standards	State Finances Professional Development for All Districts	State Requires Districts To Align Professional Development With Local Priorities and Goals
Connecticut	✓		
Maine	✓		
Massachusetts	✓		✓
New Hampshire	✓		
New York	✓		✓
Rhode Island	✓		✓
Vermont	✓		✓
Puerto Rico	N/A	N/A	N/A
U.S. Virgin Islands	N/A	N/A	N/A
SOURCE: EPE Research Center, 2010			

MEASURES OF SCHOOL FINANCE

Tables 17 through 19 contain measures of school finance data, such as adjusted per-pupil spending and source of funding, school finance measures such as the wealth-neutrality score and McLoone Index, and U.S. Department of Education funding by grant.

Adjusted Spending Per Student and Source of Funding. Table 17 shows adjusted spending per student and source of funding for the Northeast Region. In 2008, per-pupil expenditures (PPE) were highest ($17,050) in Vermont and lowest ($12,559) in Massachusetts, after adjusting for regional cost differences. The percentage of students in districts with PPE at or above the U.S. average was 100 percent in Connecticut, New York and Rhode Island, and 69.1 percent in New Hampshire during this year. The spending index, defined as per-pupil spending levels weighted by the degree to which districts meet or approach the national average for expenditures (adjusted for cost and student need), was 100 in Connecticut, Massachusetts, New York, and Rhode Island. In 2008, Vermont spent the largest percentage of its total taxable resources on education (5.5 percent) and Massachusetts spent the least (3.8 percent).

Table 17: Adjusted Spending Per Student and Source of Funding

State	Per Pupil Expenditures (PPE), Adjusted for Regional Cost Differences (2008)	Percent of Students in Districts With PPE at or Above U.S. Average (2008)	Spending Index (2008)[1]	Percent of Total Taxable Resources Spent on Education (2008)
Connecticut	$13,283	100.0	100.0	4.2
Maine	$14,087	76.4	97.0	4.8
Massachusetts	$12,559	99.6	100.0	3.8
New Hampshire	$12,840	69.1	97.1	4.1
New York	$15,012	100.0	100.0	4.3
Rhode Island	$14,310	100.0	100.0	4.3
Vermont	$17,050	88.9	98.8	5.5
Puerto Rico	N/A	N/A	N/A	N/A
U.S. Virgin Islands	N/A	N/A	N/A	N/A

SOURCES: EPE Research Center, 2011; [1]Per-pupil spending levels weighted by the degree to which districts meet or approach the national average for expenditures (cost and student need adjusted)

School Finance. Table 18 displays measures of school finance, such as the Wealth-Neutrality Score, McLoone Index, Coefficient of Variation and Restricted Range. In 2008, the wealth-neutrality score, defined as the relationship between district funding and local property wealth was lowest for Massachusetts, indicated a more equitable distribution of funding across districts than in the other states. The McLoone Index (i.e., the actual spending as a percentage of amount needed to bring all students to the median level) was highest (97.7 percent) in New York and lowest (83.7 percent) in Vermont. The coefficient of variation (i.e., the amount of disparity in spending across districts) was lowest in Rhode Island, indicating a greater equity in spending across all districts. Finally, the restricted range (i.e., the difference in per-pupil spending levels at the 95th and 5th percentiles of spending) was highest in Vermont and lowest in Rhode Island, indicating greater equity in per-pupil spending levels in that state.

Table 18: School Finance

State	Wealth-Neutrality Score (2008)[1]	McLoone Index (2008)[2]	Coefficient of Variation (2008)[3]	Restricted Range (2008)[4]
Connecticut	0.025	90.6	0.135	$5,549
Maine	0.110	87.3	0.200	$5,782
Massachusetts	0.023	88.6	0.196	$7,400
New Hampshire	0.148	87.2	0.197	$6,001
New York	0.104	97.7	0.144	$6,381
Rhode Island	0.122	90.1	0.128	$4,596
Vermont	0.123	83.7	0.223	$7,911
Puerto Rico	N/A	N/A	N/A	N/A
U.S. Virgin Islands	N/A	N/A	N/A	N/A

SOURCES: EPE Research Center, 2011; [1]Relationship between district funding and local property wealth (negative value indicates higher funding for poorer districts); [2]Actual spending as percent of amount needed to bring all students to median level; [3]Amount of disparity in spending across districts (lower value indicates greater equity); [4]Difference in per-pupil spending levels at the 95th and 5th percentiles

U.S. Department of Education Funding by Grant. Table 19 contains U.S. Department of Education grant funding by state such as Special Education grants, Title I grants, Education Technology grants, School Improvement grants, Migrant State Agency grants, and Rural and Low Income Schools grants for the Northeast Region.

Table 19: U.S. Department of Education Funding by Grant

State	Language Acquisition State Grants[1]	State Agency Grant-Migrant[1]	Special Education Grants[1]	ESEA Title I Grants to Local Educational Agencies[1]	Improving Teacher Quality Grants[1]	Education Technology Grants[1]	Rural and Low Income Schools[1]	Small Rural School Achievement Grant[1]	Race to the Top Grant[2]	Statewide Longitudinal Data Systems Grant[3]	School Improvement Grant[1]	Safe and Supportive School Grants[4]
Connecticut	$5,701,587	$0	$126,363,618	$115,561,983	$26,679,875	$1,984,680	$0	$1,173,363	$0	$4,438,130	$3,803,038	$0
Maine	$825,861	$1,087,100	$52,004,668	$51,524,961	$13,987,032	$1,294,335	$1,964,394	$1,720,839	$0	$10,542,231	$1,856,061	$0
Massachusetts	$11,645,852	$1,657,791	$269,786,890	$233,353,571	$51,793,550	$4,257,827	$47,084	$1,391,504	$250,000,000	$18,966,194	$8,118,865	$0
New Hampshire	$750,591	$146,208	$45,102,737	$38,198,000	$13,987,032	$1,294,335	$780,568	$1,274,452	$0	$3,176,272	$1,332,132	$0
New York	$51,902,229	$9,707,220	$721,466,166	$1,226,786,099	$227,484,226	$21,781,418	$1,292,159	$1,932,639	$700,000,000	$27,515,288	$41,336,141	$0
Rhode Island	$1,658,700	$0	$41,560,894	$52,978,454	$13,987,032	$1,294,335	$0	$66,043	$75,000,000	$4,667,933	$1,794,239	$0
Vermont	$500,000	$624,430	$24,803,013	$32,862,110	$13,987,032	$1,294,335	$0	$0	$0	$0	$1,166,815	$0
Puerto Rico	$3,231,835	$0	$105,695,291	$510,525,233	$92,534,113	$9,664,865	$0	$0	$0	$0	$18,176,296	$0
U.S. Virgin Islands	$52,416	$0	$8,874,264	$12,799,164	$4,347,931	$450,225	$118,303	$0	$0	$0	$439,796	$0

SOURCES: U.S. Department of Education FY2008 budget; [2]Ed.gov Race to the Top Fund; [3]U.S. Department of Education, Statewide Longitudinal Data Systems Grant Program, 2006-2009; [4]Ed.gov Safe and Supportive School Grants

APPENDIX B

Public Comments

APPENDIX B: RAC WEBSITE COMMENTS

Role	State	User Comments
Parent	MA	I am a parent and pediatrician (with special interest in learning and behavioral issues) [location deleted]. I am happy to see the attention given to data-gathering and stakeholder involvement in this process. My personal viewpoint on our regional educational needs center on the need to further individualize our curriculum for all students but especially those who may be real special needs learner but whose needs are not currently recognized as federally identified disabilities. There are many gifted and twice exceptionsal (meaning gifted and another learning difference) students in our schools who are not receiving a free and appropriate education and because they are not failing or diagnosed via very limited tools they are floundering. I first started working with special learners when I began developing my expertise in ADHD and learning differences almost 20 years ago, long before I became a parent. The tools we currently have to identify ADHD are very sketchy and many of the neediest kids with dysgraphia, dyslexia or dyscalculia are falling through the cracks because they don't fail "quickly or obviously enough". This becomes a much bigger issue with kids who are gifted and have an learning disability because they will underperform but compensate because of their giftedness. I end up seeing them for behavior, anxiety or depression, or general somatic complaints because they are kids for whom school should work but is not working at all. As a parent of two profoundly gifted boys, I have worked with MA teachers to find ways to teach my children in the classroom. Unfortunately, the general answer is "they have to get used to not learning", "they have to wait for the other kids to catch up to them", "we are not set up to teach kids who learn as much and as quickly as your boys". I want to emphasize that I have two boys who are currently 6 years apart in grades and the quotes were repeated 6 years later as I went through the same issues with my younger boy. Both boys are NOT behavioral problems in the classroom so they do not garner attention from the teacher. In fact, teachers typically say "you don't know what you are talking about...your son is happy and getting 100s on all his tests and is just FINE..." but they do not listen to the fact that the boys cry about school every day at home. Boys who do not act up in the classroom and have no identifiable behavioral or learning disability obviously do not deserve appropriate education in my state...that is very sad. Whether it be on a national, regional or state basis, we need to work to individualize curriculum for whomever needs it. If it is a child who needs more visual learning because he has central auditory processing disorder or a child who just learns really fast, that child deserves a teacher who can either teach him in a differentiated classroom or a teacher who knows how and has the

Role	State	User Comments
Comment continued from previous page		resources for help outside the classroom. We made great strides decades ago in mainstreaming alot of kids with different learning needs but today we seem to have mainstreamed ourselves to mediocrity or even failure. We need to stop considering the needs of "students" as a group and start considering that EACH student has a need to learn in the way that he or she learns best. We need to give proper training to our teachers to recognize learning needs (both under and over achievers) and to deliver the education in the way that learning is optimized on an individual level. Our brains are not group machines-they are individual learning machines. We will continue to fail until we teach children and not systems. Thank you.
Librarian	VT	The public library effectively engages in providing early literacy parent education and works with community partners to do so. With training and materials provided by an Early Literacy Initiative grant from the Winnie Belle Learned Fund [location and district deleted]. We provided parenting classes that focused on early literacy while highlighting resources at the public library. This was an extremely successful endeavor and as a consequence many of the teen parents and their children have utilized the library. We just attended the graduation of 10 of the participants from the program - each young woman finally received their high school diploma (against all odds). This is a fine example of a community caring and working together to improve the literacy of all. Public libraries truly help to change lives
School Administrator	NH	Thank you for the opportunity to attend today's RAC webinar (6/16/11). I was particularly interested in the discussion on literacy and agree that literacy in each content area is very important. I hope that this will also include research literacy in each of the disciplines - in my district we focus on ensuring that every student has an assured opportunity at each grade level grades 2 through 8 to scaffold research and ICT skills over time. In grades 9-12 assured opportunities to learn the specific research methodologies of various disciplines is provided (Science - grade 9, History - grade 10, English - Grade 11 and a senior capstone project employing research skills in an area of personal interest). In this way, we ensure our students are college and career ready, as well as prepared for a lifetime of information problem-solving and critical thinking. There was also discussion regarding the role of higher education in providing support and assistance to the preK-12 educational community (other than through the preparation of pre-service teachers or the provision of continuing education). I would like to recommend a model that our district has successfully employed in the area of Action Research and Evidence-Based Practice. For almost nine years we have worked with a research mentor [location deleted] in the use of action research to inform and improve practice. Initially the researcher mentored a group of school library media specialists and technology integrationists in the use of action research with

Role	State	User Comments
Comment continued from previous page		a requirement that the research question be grounded in educational theory. Over time, this group has in turn mentored other teachers and administrators in the process to the point where it has transformed practice in our organization.
Librarian	MA	Being a Children's Librarian, I see first-hand how much happens in every child before they enter school. I love watching two year olds come out of their shell and start participating in all of our songs and rhymes in storytime or listening to a family read aloud in our picture book area. I am also always willing to help any parent who wants advice on how to interact with their baby and make connections with new parents through our baby storytimes and providing them with resources on early sign language, literacy, and encouraging their child to grow and become school ready by the time the enter the school system. Public libraries are the first stop on the way to building strong students and citizens of the future. It is very clear from the research that those first few years can impact the ability and amount of learning a child achieves in his or her school career and in life. Public libraries, with one in almost every town in our state and many more across the country, are in a unique position to work with both parents and kids before they reach school to build emergent literacy and start them with school readiness skills such as listening, social interaction, motor skills and so many others. Public libraries also work across community organizations to provide resources far beyond the physical walls of our library building. Additionally, when families enter the school system, collaborations with the schools, such as what we have in our town, allows for learning all year long since we have a strong summer reading program in which all student s are encourage to participate through the schools. Public libraries provide an important and necessary start to a child's academic life and beyond.
Librarian	VT	Hi: In our small rural community having literacy programs is a must at our library. Parents enjoy and look forward to the quality time that we provide for them and their children. Each Friday morning we start with a story, we take extra time for children to interact by asking questions,and sharing their own stories or details about life around them. We sometimes provide short puppet plays and songs with hand motions. We then proceed with craft time. This is a time where Moms, Dads, Aunts, Uncles, Grandparents and (yes) even Great Grandparents spend about 1 hour to 1 1/2 hour with their children. Our goal is to help them develop positive attitudes about reading and books. Quality time interacting with fine and gross motor skills, eye hand coordination, learning to interact with other peers starting from birth to preschool age. I have seen children make huge accomplishments with skills that have helped prepare them for preschool. Some children are not accepted in a local Early Childhood program because they are on target

Role	State	User Comments
Comment continued from previous page		with what the screening processes entails. So these families depend on the library to provide their children with programs that encourage and enhance their children's world and at the same time increases their childrens literacy, listening, following directions, and language skills.
Librarian	VT	To Whom It May Concern: I am a librarian in a small mountain town [location deleted]. We have many and varied needs in our community. We need more resources so that we can bring story hours, songs and finger plays to local daycares. I currently go once a month to 2 different day cares. I wish I could do more. Several times since I have been going, the parents have come into the library after and even come to story time on Fridays when they have a day off.
Librarian	MA	As a Library Media Specialist I feel that this very important role is too often being overlooked and under funded. Many districts have been firing school librarians or are no longer funding their school libraries especially at the elementary school level. Certified librarians are able to offer so much to students and teachers. Not only do they help find books and materials needed for class projects as well as for entertainment, but they are able to teach how to use today's technology to find these materials. Since most library card catalogs are now computerized this is a new skill for many adults as well as students. Once a student is able to use a card catalog, a huge range of materials are available to them locally as well as from libraries across the state. Technology and the Internet have also changed the method of doing research. Many students can Google a topic but few know how to evaluate and choose the most appropriate cites. Librarians teach students how to navigate these new technologies. Children need access to quality books regularly in order to develop a love of reading. How can this happen when libraries are closed or are unable to buy new books due to cuts in funding? Although volunteers are well meaning, they cannot be expected to provide the level of knowledge, service, and teaching that a trained professional provides. Please help fight for our school library programs as a great number of students do not have access to the public libraries. Thank you [name, title, school deleted].
Teacher	MA	If we, as a nation, are serious about education and choose to remain a presence in the world economy, we must fund our schools and school libraries. Research shows a direct correlation between student test scores and active, functioning school libraries. Please refer to the linked articles below. City and state budgets are thin, and often the first cuts are to libraries. In my school district, [district deleted], we have lost (and have still not replaced) all of our elementary librarians! The very basis of reading occurs in elementary school and our students are not supported and encouraged through library programming and certified librarians! In my own school, [school deleted], I have had a zero budget for two years and expect the same for the foreseeable future. Today, I weeded a book about air from 1974! It had few pictures and little relevance for our students

Role	State	User Comments
Comment continued from previous page		today, but I had to hesitate - I had nothing to replace it with, nor will I for who knows how long. I discarded it none-the-less. I hope I don't come to regret that decision. I implore you, for the sake of our nation's well-being, please fund schools and school libraries. Take the time to peruse the data and know that our very greatness and stability is reliant upon an educated populous -gone are the days of a person's survival dependent upon the three Rs. Today, we need technology, critical thinking, problem-solving and collaboration for student success. Students must be able to read a myriad of formats and read critically to sift through the chaff. Without strong schools, the fiscal disparity between the well-off and the working poor will continue to increase, as will the financial burden on the government to support those who cannot support themselves. It is much more cost effective and better for the overall health of our nation to fund libraries and schools. Please help us help our children and their futures! [name, title, school, website links deleted]
Librarian	VT	Public libraries are perhaps the most important link to early childhood education as the basis of susscessful lifelong learning. Babies and young children who are read to develope a love of the spoken and written word and interest in reading. Parents who read to their children are sewing the seeds of future readers. Libraries are the great equalizers in our society. Access to free books is key to our democracy.
Teacher	MA	I am actually a school library teacher, so I fill the role of both teacher and librarian for our children. As the DOE considers what to designate as "important" in children's education, I certainly hope that libraries of all sorts, both public and school-based, will be among the items near the top of the list. Regarding school libraries: -Multiple studies have affirmed a clear link between school library programs and student achievement when those libraries are staffed by an experienced school librarian. See this document for synopses of the studies: **http://listbuilder.scholastic.com/content/stores/LibraryStore/pages/images/SLW3.pdf** -Students in schools with good school libraries learn more, get better grades, and score higher on standardized tests than their peers without libraries. -School librarians are important instructional partners or consultants in supporting and expanding existing curriculum, and in supporting teachers with books, computer resources, and lots more. -School libraries aren't just for books. If staffed with certified, trained librarians, electronic resources can be disseminated throughout the school, and for student use at home, thereby also helping to prepare students for work life in a global economy. -Since students spend most of each day in the school, providing opportunities for reading material at a variety of reading levels, in a variety of formats, right where they are, contributes to literacy efforts at all stages of a student's life. -Student academic achievement is significantly enhanced by the confluence of the profesional (the librarian), the place (the physical space), and the program (in

Role	State	User Comments
Comment continued from previous page		conjunction with the school curriculum and the other staff members). Regarding public libraries: · Public libraries exist (bricks and mortar) in almost every community and are primed to connect with parents before their children start school, serving as the parent's first teacher. In fact, children's librarians reach and work with families and children in over 17,000 public libraries and 99,000 school libraries across the nation. · Children's librarians are positioned to work with families across all socioeconomic statuses and cultural backgrounds. · With the help of well-funded public libraries and pre-kindergarten programs, children's librarians are positioned to reach children before they start school and help develop their early literacy skills. Reading is an essential life skill and learning to read begins at birth, before school. -Children's librarians are motivators and help children develop their love of lifelong learning. · The public library effectively engages in providing early literacy parent education and works with community partners to do so. * Public libraries have early education resources and materials that will assist parents in becoming effective teachers for their children right from birth.
Teacher	MA	I'm a teacher AND a librarian, a teacher-librarian I am currently working as a library assistant, but actively looking for a position as a teacher-librarian. I would like to make a few comments. 1. We stress the importance of reading, the current trend seems to be to have students learn to read before they are developmentally ready to. I have first graders who can decode words, know their phonics inside out - and have absolutely no comprehension. They cannot retell the story they have just read. In schools without librarians, these children will not have access to the high quality children's and young adult literature available to them. Classroom teachers cannot be expected to have complete libraries in their classrooms - it's a waste of space, money and resources. 2. The proper use of social media and technology use (21st Century skills) and often taught by teacher-librarians as part of the library curriculum. Not all families have access to technology at home, the school library is the students only access, therefore it is important to make sure all schools (not just high school) have access to technology and a budget that enables the school to support all students across all social and economic levels. The recent escaped of some of our elected officials demonstrate how important it is to teach from an early age the responsible use of technology and social media. 3. Collaboration - teacher-librarians are masters of collaboration. This collaboration allows students in grades kindergarten through 12 use and practice sills in a real world manner. We not only collaborate with teachers and other school staff, we collaborate with the public libraries, historical societies, local governments, and community. 4. Students in all grades who have access to a teacher-librarian and a school library that is properly funded have higher test scores than those that don't. And to hell with test scores - students who have access to a well funded, stocked and supported school library and librarian have a better education.

Role	State	User Comments
Parent	MA	To Whom It May Concern, I recommend outreach to parents to make them aware of the existance of the "Gifted and Talented" population. My personal experience began when my son came home from school regularly in tears beginning in kindergarten because he was bored and without peers in his classrooms. My son's needs were denied and minimized until I found the NAGC, learned about outside testing, and presented the school with WISC-IV results when my son was in 4th grade. Then, he was allowed to take more advanced ELA and math work in the 5th grade. The label "Gifted" was never spoken by any teacher until an end-of-the-year parent-teacher conference, just prior to my son graduating from elementary school and about to move on to the middle school. It was then that a teacher spoke the word "gifted", as if she was now allowed to talk about a secret I needed to uncover on my own. He was the teacher's assitant throughout elementary school, leaving the classroom to do odd jobs, tutoring other students in his classroom...Since ability grouping is not practiced, he felt intellectually and socially isolated, because, while friendly and sociable, he was not given the opportunity to spend sufficient time with intellectual peers. As a parent, my concerns were minimized by other parents who were put off or ignorant of the terms "Gifted and Talented." If [location deleted] had programs to educate the public about high potential learners, identify this population, and then serve it appropriately, the secret would be out in the open and parents could better support their children both at home and in school. Thank you, [name deleted].
Teacher	MA	First, to clarify, I am an elementary school librarian. However, since I spend the majority of my day in direct instruction of students, I have classified myself in the role of "teacher" for the purposes of this response. Second, I would like to ask for your support for school libraries in upcoming education legislation reauthorization. As summarized in this report, **http://www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf**, an effective school library with a full-time, state-certified librarian and adequate funding for books and materials has been shown to have a positive impact on student achievement. School librarians are not there simply to check books in and out, but rather fill multiple roles--teacher, instructional partner, information specialist, and program administrator--ensuring that both students and staff are effective, ethical users of information and ideas. School libraries reduce the achievement gap by providing all students with access to both print and electronic resources and a foundation in the 21st century skills of critical thinking, communication, collaboration, and creativity, regardless of their socio-economic status. More details on school libraries and ESEA can be found here: **http://www.ala.org/ala/aboutala/offices/ogr/issuebriefs/esea.pdf**.

Role	State	User Comments
Comment continued from previous page		Finally, to summarize, all schools need--and all students deserve--high-quality school library programs. Ignoring them, marginalizing them, and/or eliminating their funding does a great disservice to our children and the future of our country. If you want a literate, innovative citizenry, then school libraries are your best investment. Thank you, [Name, title, school, website links deleted].
Librarian	VT	Libraries are important for everyone, but they are essential in the lives of young children. At the [name deleted] Library in [location deleted], we teach early literacy skills as well as math and science skills to young children and provide support for thier parents through programming, learning centers, and materials available for borrowing. We work with local childcare providers, preschools, elementary, middle, and high schools whether public or private. Our services are free and available to all regradless of socioeconomic status or cultural background. Libraries are the perfect place for young children to learn the skills they need to succeed in school, for parents to learn how to support their precious offspring in their learning, and for everyone to become (and enjoy being)life long learners. Please include libraries in your report because they are essential partners of early education.
Librarian	VT	our library has been so instrumental, in its small way, in bringing the love of reading to children in our community. last night a former story hour parent commented that [location deleted] story hour was such a happy time for her and her kids for several years. she feels it was THE reason her kids love to read so much today.
Librarian	VT	Dear Sirs, I have been an educator in an elementary school before I became a children's librarian. When I worked as an educator, I suspected that the library/school connection was a positive thing, but as a children's librarian, I now see the true value of a well-run children's program. Not only do I wholeheartedly support the role of public libraries and children's librarians, but I would encourage the youth librarians in this specialized area to receive extra training to make sure that they perform all duties as well as their position requires. I also feel that this group of professional people should be recognized for their dedication and be licensed and paid at a scale similar to their colleagues in the field of public education. My storytime runs once a week, and I usually work with about 25 preschoolers and twenty parents. The oldest children in the group are encouraged to come up front and help me sing our routine songs with me to the audience. They are socializing at such an early age, performing in front of 40 people in a non-stressful situation: only if they want to, and with mother's proud and encouraging smile just a glance away! Even the shyest child eventually comes up and performs! The babies sit in their parents' laps, and we sing plenty of nursery action songs. This is a great opportunity to model what we want our parents to do: sing, hug, learn new songs and stories, listen, and so forth. Parents also have opportunities (after the structured part of

Role	State	User Comments
Comment continued from previous page		our time together) to talk to each other, forming support networks, voicing concerns, offering advice, and sharing community resources. The parent networking piece is so strong. Parents are encouraged to use the children's room bulletin board and have opportunity to announce events for parents and children. This is probably the parents' first occasion to watch their child interact with other children of the same age group. Each week, we learn an ASL sign, which is a common practice with many teachers in our elementary school. Children learn to sit, listen, share arts and crafts materials, learn about personal space, and learn the love and respect of books. These are all important socializing skills for happy, successful participation in elementary school. Our library reaches people from diverse socioeconomic levels, who come together through their love of their children and a time to celebrate books together. I am honored to have regular visitors from India who know very little English, as well as children who come with aunts, care givers or grandparents. Some children have severe disabilities and are accepted by all others with open arms. In a million tiny ways, the library is an essential part of our democracy and the first line of education. There are not many other places that provide this kind of atmosphere for the very young on a weekly basis, and the time when this kind of program is not available would be sad for the soul of our community.
Librarian	VT	For many of the children in our rural area, the first exposure to books is story hour at the public library. Our small library (1450 square feet) provides story hour to 15 to 20 babies and toddlers each Wednesday and library services to hundreds of families each month. We have also provided story hour outreach at the [location deleted], a popular service! Coming up soon is the summer reading program which will serve babies and toddlers in the morning, the younger elementary group in the late afternoon and older elementary group in the early evening. We are hoping to provide more young adult services beyond just books, but currently we don't have the funds. Thank you for all you do.
Librarian	VT	Public libraries nationwide and particularly in [location deleted] are on the forefront of early childhood literacy initiatives. Public libraries serve a unique role as they are present in almost all communities, serve anyone who comes to them, and are easily approachable. Story hours and informal discussions with parents help teach parents important skills in helping their children on the path to literacy, and public storyhours and childcare support help provide many children with their first literacy skills. In my work at the [name deleted] Library in [location deleted], I have partnered with the [name deleted] Headstart program and provided kids with positive reading experiences and skills which they need before they enter kindergarten. Thank you for recognizing the important role that public libraries play in early education.

Role	State	User Comments
Librarian	VT	There is nothing more important than getting books into young children's hands. Kids love stories and libraries, whether school or public, are the perfect place for children to find out all about the things they are curious about. Libraries are the best things invented!!
Librarian	NY	The school library media center is a sophisticated 21st century learning environment that enables students to engage meaningfully with a wide variety of information. The library media center facility helps to foster academic inquiry and improves student achievement by providing instructional materials aligned with the curriculum. As we live in the digital age, information literacy has become a global common standard. This is especially true for today's students, who now more than ever, must be equipped to access, use, and evaluate information competently in both print and electronic formats. Effective school libraries are much more than books. They are learning hubs, each with a full range of print and electronic resources that support student achievement. School library media centers are true places of opportunity where all students can strive for and achieve success. The library media center, its staff, and its resources are a valuable asset to any school community.
Librarian	MA	Data indicates that a well-staffed school library can make a significant difference in student achievement. Library programs support literacy by providing important access to reading materials, curriculum materials at a variety of reading levels, and materials in a variety of formats. Modern library programs also provide students in the 21st century with access to and education about technology, both as a source of information and a means of creating new products. Here in [location deleted] there are no standards or benchmarks to guide library programs. This has produced serious inequities in library services to students in our state.
Librarian	NY	Low performing schools benefit from the literacy expertise of the school librarian who promotes reading as a foundational skill for learning, personal growth, and enjoyment. School librarians promote reading as it relates to multiple formats such as pictures, video, and print thus raising the reading and comprehension skills of all students including low performing students. School librarians understand that all students are innately creative, curious, and motivated. The school librarian advances these characteristics through innovative reading strategies and the implementation of a set of library learning standards that develop students who think, create, share, and generate knowledge. Research repeatedly shows that a well-funded and fully staffed school library program with a state-licensed school librarian is an integral component of a students education. Across the United States, studies have demonstrated that students in schools with strong school library programs learn more, get better grades, and score higher on standardized test scores than their peers in schools without such resources. In January 2009, the Department of

Role	State	User Comments
Comment continued from previous page		Education released the Second Evaluation of the Improving Literacy Through School Libraries Program, which indicated that students attending schools participating in this program are performing higher on state reading tests than students in schools that do not take part in the program. Additionally, the study stated that in schools that participated in the program in 2003-04, the percentage of students who met or exceeded the proficiency requirements on state reading assessments increased by an extra 2.7 percentage points over the increase observed among nonparticipating schools during the same time period. School librarians are teachers who know the schools curriculum and effective techniques necessary to cross disciplines and integrate information and technology literacy. They are an integral part of a world-class, 21st century education. Yet, Obamas education policy and federal legislation has neglected to support the role of school librarians and, as a result, too many of our nations schools do not have school librarians or well-funded school libraries. Assessing the best tools and resources "including educators of all kinds" and discovering new ways to utilize them is the answer to improving Americas education system and building a better future for us all. The school library learning standards (AASL Standards for the 21st Century Learner) are rigorous and prepare students for success in college and the workforce by focusing on student self-assessment, dispositions, responsibilities, and skills that require higher levels of thinking, reflection, relevance, and curriculum context. The school library learning standards move learners beyond the one-word answer and teaching to the test by requiring learners to actively engage in critical thinking to gain and share knowledge. The delivery for this sharing is via traditional as well as social learning tools that encourage electronic communication and interaction. Teacher competencies are strengthened through collaboration with school librarians, who model new technologies, effective and safe use of the Internet, integrated curriculum, and information utilization. Copyright 2011 American Association of School Librarians, All rights reserved.
School Administrator	U.S. Virgin Islands	The is greter need for training in terms of integration of cutting edge technology in our classrooms. Additionally with all the changes in Special Education especially as it pertains to inclusion there must be intensive training og administrators beginning yesterday! It is that long overdue. Also with the issues one face daily in terms of same sex dating and bullying there is a need to address these issues as well. If testing and test scores meam so much how do we get parents to buy in? In fact how do we get parents more involved in school life?

Role	State	User Comments
Teacher	MA	The needs of this region are many - we can boast of some of the highest-performing schools in the nation, but we also have huge performance gaps, many of them related to race and class. We need quality, teacher-led professional development programs to promote study, research, and sharing of best practices. We have a strong network of school-university partnership programs in [location deleted] that are making a huge difference in teachers' professional lives and students' opportunities - I am referring to the eleven National Writing Project sites in New England, the eight in New York, and three more in the islands. Unfortunately, all federal funding for NWP was recently eliminated from the federal budget, and the network, and consequently teachers and students, will suffer. One of the greatest needs in our region and nationwide is to restore this vital, proved professional development communit [name and email address deleted].

APPENDIX C

Online Survey Data

Northeast Region Advice to Secretary Duncan

SurveyMonkey

1. 1. From what role perspective are you responding to the survey?

		Response Percent	Response Count
Educator		**65.8%**	**356**
Building-level staff member		4.8%	26
School board member		1.1%	6
District-level staff member		11.5%	62
Parent		5.9%	32
Business owner or employee		5.2%	28
student		0.9%	5
State government staff member		2.8%	15
Other		13.3%	72
		answered question	**541**
		skipped question	**2**

2. In what state or territory do you work?

		Response Percent	Response Count
Connecticut		0.2%	1
Maine		0.0%	0
Massachusetts		**47.9%**	**259**
New Hampshire		8.1%	44
New York		2.4%	13
Puerto Rico		0.0%	0
Rhode Island		4.3%	23
Vermont		36.2%	196
Virgin Islands		0.9%	5
	answered question		541
	skipped question		2

3. How would you characterize the geographic perspective you are using to respond to this survey?

		Response Percent	Response Count
Urban		21.9%	118
Rural		**40.1%**	**216**
Suburban		21.9%	118
Statewide		10.8%	58
Regional		5.2%	28
	answered question		538
	skipped question		5

4. Please rate the importance of the following educational need within our Northeast region. CULTURAL COMPETENCE. We need to ensure that educators have multicultural competence to achieve equal opportunities for all students to learn and excel. This includes attention to differences in rural and urban areas, cultural relevance, education for democracy, sustained work with English as a Second Language families, the needs of American Indian students,instruction and uniformly high expectations.

		Response Percent	Response Count
Extremely Important		35.1%	189
Very Important		**37.7%**	**203**
Somewhat Important		25.4%	137
Not Important		1.9%	10
		answered question	539
		skipped question	4

5. What strategies would you recommend for meeting the above need?

	Response Count
	331
answered question	331
skipped question	212

6. Please rate the importance of the following educational need within our Northeast region. INSTRUCTION. Educators need to be experts in content knowledge, assessment, curriculum and methods of instruction to ensure students are successful learners and have a deep understanding and are exposed to a broad set of ideas and concepts. These concepts and ideas should be aligned horizontally and vertically with Pre-K-12 common state standards. Learning for educators should be based on adult learning principles and include opportunities for theory, application and reflection.

		Response Percent	Response Count
Extremely Important		**62.2%**	**335**
Very Important		31.4%	169
Somewhat Important		6.1%	33
Not Important		0.4%	2
		answered question	539
		skipped question	4

7. What strategies would you recommend for meeting the above need?

	Response Count
	342
answered question	342
skipped question	201

8. Please rate the importance of the following educational need within our Northeast region. EDUCATOR PREPARATION. Well-prepared educators and other leaders should be equipped to provide multiple opportunities and methods of learning based on the individualized needs of students. Continuum of providers, educators, and leadership development should include educator induction, field work, practice-based, real-time support and professional learning communities which extend to health and human services and community based partners. These opportunities should be considered a core responsibility and may be provided through higher education, community based organizations, professional development, and as directed through individual development plans. Professional learning should be relevant and coordinated to the needs of students.

		Response Percent	Response Count
Extremely Important		**69.0%**	**370**
Very Important		26.7%	143
Somewhat Important		3.7%	20
Not Important		0.6%	3
		answered question	536
		skipped question	7

9. What strategies would you recommend for meeting the above need?

	Response Count
	306
answered question	306
skipped question	237

10. Please rate the importance of the following educational need within our Northeast region. COLLABORATION/ENGAGEMENT. Student learning opportunities need to be shared by educational stakeholders, including community-based supports and health and human service providers, to create strong life-long learning communities built on a foundation of school, student, community and family engagement and collaboration. This is key in order to create open and accessible pathways and smooth transitions that begin at birth.

		Response Percent	Response Count
Extremely Important		**46.7%**	**250**
Very Important		41.1%	220
Somewhat Important		10.5%	56
Not Important		1.7%	9
		answered question	535
		skipped question	8

11. What strategies would you recommend for meeting the above need?

	Response Count
	263
answered question	263
skipped question	280

12. Please rate the importance of the following educational need within our Northeast region. Educators at all levels need to be able to gather, synthesize, and interpret information (data) that they use to make decisions that positively impact student learning, practice, and policy.

		Response Percent	Response Count
Extremely Important		**52.5%**	**281**
Very Important		37.2%	199
Somewhat Important		9.3%	50
Not Important		0.9%	5
	answered question		535
	skipped question		8

13. What strategies would you recommend for meeting the above need?

	Response Count
	288
answered question	288
skipped question	255

14. What additional educational needs do you believe we have in our region?

	Response Count
	280
answered question	280
skipped question	263

15. Please use the space below for any other comments or suggestions that you would like to make to the Regional Advisory Committee.

	Response Count
	144
answered question	144
skipped question	399

Q5. What strategies would you recommend for meeting the above need?			
1	offering continuing ed in areas of need		Jun 13, 2011 7:30 PM
2	Preservice teachers need experiences in a variety of contexts to gain competencies in the above. Reading about these issues is not the same as engaging in teaching experiences with them.		Jun 13, 2011 5:36 PM
3	Professional Development; Community conversations/forums/panels/etc.; Involving families and children in the work; deepened understanding of cultural values; establishing a cultural competence council or some other coalition to keep the issue front and center		Jun 13, 2011 4:10 PM
4	additional training for teachers		Jun 13, 2011 2:01 PM
5	Honest discussions and workshops that involve teachers, school staff, and students. Cultural sensitivity is too often a 2 hour, meaningless workshop that staff go through without any real investment. Involve students in the discussion, have frank discussions about stereotypes people have about eachother.		Jun 13, 2011 1:04 PM
6	early childhood services for students who are ELL		Jun 13, 2011 12:19 PM
7	professional development that bridges preservice course work/internships and inservice/coaching.		Jun 13, 2011 10:54 AM
8	Exposure, first and foremost. People have to interact with people from other cultures in order to begin to understand and appreciate differences. Groups like Wheelock's Multi-Lingual Action Council do an excellent job of bringing people togethers and celebrating differences		Jun 13, 2011 10:43 AM
9	Utilizing online and video/audio conferencing tools to connect with others (students, professionals) outside of the school, city, state, and country.		Jun 13, 2011 9:13 AM
10	More pre-service training for teachers, and meaningful professional development for teachers already in the field. We have more and more ESL students, but not a lot of support in how to provide for their needs.		Jun 12, 2011 7:10 PM
11	teacher and adminstrator training		Jun 12, 2011 11:27 AM
12	All teachers need some training and exposure to the techniques of working with ESL students & families. There needs to be support systems available in the schools for those populations as well.		Jun 12, 2011 9:35 AM
13	Training for staff with ideas and learning community strategies.		Jun 11, 2011 9:45 PM
14	become educated		Jun 11, 2011 1:02 PM
15	Positive attitude toward all cultures when talking with kids. Teach empathy, honesty, and respect no matter what the school demographics are. Role playing. Exposure through literature, current events, and multimedia.		Jun 11, 2011 12:08 PM
16	- Making sure social studies education gets more attention in K-6 education. Due to NCLB, more schools are focusing almost exclusively on Math and Reading.		Jun 11, 2011 10:14 AM
17	Every student has a laptop computer so that they can participate in on-line educational conferences and exchanges with students from other states & countries.		Jun 11, 2011 10:07 AM

	Q5. What strategies would you recommend for meeting the above need?	
18	A program to train staff if it is necessary. Take a survey first and see what they need training in.	Jun 11, 2011 9:32 AM
19	professional development opportunities provided by districts based on specific district needs	Jun 11, 2011 8:55 AM
20	Through workshops that would educate attendees.	Jun 11, 2011 8:17 AM
21	Better ratio between ESL and students Teacher education programs need to be more inclusive of these issues.	Jun 11, 2011 7:49 AM
22	Site based inservice consultant that taylor fits an insevice to the cultural background of ones district. Say twice a year.	Jun 11, 2011 7:36 AM
23	inclusion in program of studies for students in college studying to become educators AND on-going staff development for those already teaching, done as part of the yearly contract. Educators need to be fairly compensated for their time to acquire those skills, not expected to volunteer their time after the working day is over. Panning and staff development time should be an integral part of EVERY school day.	Jun 11, 2011 7:17 AM
24	Diversity Trainings and follow through	Jun 10, 2011 12:00 PM
25	immersion	Jun 10, 2011 11:23 AM
26	funding for addtional training	Jun 10, 2011 9:59 AM
27	Professional development to support culturally competent organizations/schools, family engagement, as well as culturally competent teaching practices.	Jun 9, 2011 10:18 PM
28	Toys, books, representative people to expose young children to a variety of cultures.	Jun 9, 2011 8:26 PM
29	training for direct care staff with practical tips on how to help children and their familes classroom resources	Jun 9, 2011 10:12 AM
30	Training, intentional self reflection, understanding family perspectives work,	Jun 9, 2011 9:29 AM
31	Student teaching and learning experiences need to happen in multi-cultural environments	Jun 9, 2011 8:46 AM
32	Better Recruitment with colleges, job fairs, ...	Jun 8, 2011 10:54 PM
33	Updating curriculum materials, such as books, materials, games, etc. to reflect a variety of cultural backgrounds and ethnicity. Offering more collaboration with families, requiring families to be involved with requiring volunteering, investigating local community, and using families as resources. Offering counseling for children to work through challenges and feelings to better adjust to a new culture.	Jun 8, 2011 10:22 PM
34	free resouces abaible to Englis as a Second langage families and new comer students	Jun 8, 2011 8:49 PM
35	Adapt the NAEYC-Mailman Quality Benchmarks for Cultural Competence Project survey for sites. Once administered, create a sitebased action plan over three years. Implement plan as best can.	Jun 8, 2011 8:11 PM

	Q5. What strategies would you recommend for meeting the above need?	
36	Intercultural and inter-regional exchanges of arts, particularly performing arts; and cultural competence focii in professional development in all geo-regions and socio-economic strata.	Jun 8, 2011 7:01 PM
37	Resources for teaching young children who are learning two languages	Jun 8, 2011 6:00 PM
38	Partnerships with international and regional schools and universities.	Jun 8, 2011 4:58 PM
39	Staff who are bi-lingual; instructional materials & curricula that is diverse; deliberate & sustained efforts to involve parents in school activities.	Jun 8, 2011 3:30 PM
40	A class addressing family and community relations; presentation and discussion in multiple classes re: "cultural competence"; assessments that provide hands-on and practical experiences. Exposure to diverse populations through practicum experiences.	Jun 8, 2011 3:12 PM
41	ESL services available even in small, rural schools. PD for staff.	Jun 8, 2011 3:09 PM
42	Training staff to incorporate other cultures into their curriculum	Jun 8, 2011 2:54 PM
43	ongoing trainings consideration during hiring	Jun 8, 2011 2:14 PM
44	Cultural competence can be addressed through teacher training and by providing supports to train individuals from different cultures to become teachers.	Jun 8, 2011 1:59 PM
45	ESOL	Jun 8, 2011 1:27 PM
46	Open discussion and connection to students in each class tp share idea and perspectives on what is culture	Jun 8, 2011 11:26 AM
47	Training teachers in scientifically researched methods and practices that are proven to work with all populations.	Jun 8, 2011 10:49 AM
48	10+ hours of free or affordable training in up-to-date methodology on why DLL is important and the BEST ways to incorporate this into Early Education and K - 12 Education. Also, new, up-to-date trainings and higher ed coursework in what it means to truly understand and value the nuances of all cultures.	Jun 8, 2011 10:08 AM
49	Including more course work for our candidates in order to become aware of the cultural differences faced within the public schools. More sites that would help our candidates during their field experiences get experience working with diverse groups.	Jun 8, 2011 9:22 AM
50	Town hall meetings, webinars, seminars, workshops all related to the stated goals above.	Jun 8, 2011 9:08 AM
51	Hiring SLPs with ELL certification	Jun 8, 2011 8:41 AM
52	Professional Development Opportunities for children from different cultural perspectives to work together.	Jun 8, 2011 8:12 AM
53	Opportunities for educators to educate themselves and offer parent ed for those families that they serve. Learning about the culture of the community one serves would assist in parent ed. Working with other programs in the community to discuss their successes and struggles would be an asset to all.	Jun 8, 2011 6:27 AM

Q5. What strategies would you recommend for meeting the above need?		
54	Pre-service and in-service training, mentoring and coaching, extended focused dialog	Jun 7, 2011 11:45 PM
55	staff development and resources for educators that live in rural areas	Jun 7, 2011 9:40 PM
56	Requiring Educators to have training in cultural sensitivity and meeting the needs of the ESL student/family; opportunities to meet with families in thier home environment, parent/educator collaboration expectations and identified best practices; parent literature/resources avaiable in family's primary lanaguge, Free ESL classes for parents	Jun 7, 2011 8:46 PM
57	Providing multi-cultural materials, trainings.	Jun 7, 2011 8:16 PM
58	Educators need training on this subject, perhaps make it count towards the required MA EEC Professional Development hours.	Jun 7, 2011 7:46 PM
59	provide more opportunities to all students (especial persons come from the English as a Second Language families and low income families) to get higher education and training.	Jun 7, 2011 7:31 PM
60	would have to include visiting groups to come to rural white areas or travel to other more multicultural areas	Jun 7, 2011 6:47 PM
61	the whole nation needs to embrace and value diversity - this is huge	Jun 7, 2011 6:46 PM
62	Learning about the community and its needs.	Jun 7, 2011 6:20 PM
63	1. For students, multiple out of school experiences geared toward working with people from a variety of cultural perspectives. 2. Enhanced relationships between schools and community representatives to address the cultural needs of the students.	Jun 7, 2011 4:59 PM
64	We need trained EL teachers in early learning environments, such as Head Start and private/public Child Care settings. Family EL literacy centers would be helpful too.	Jun 7, 2011 4:58 PM
65	Providing trainings and/or workshops on multicultural issues even if they aren't a part of the region to help promote future acceptance and understanding in the children about other people who may be different. It's an important character development piece.	Jun 7, 2011 4:04 PM
66	On going professional development	Jun 7, 2011 3:23 PM
67	Diversity training	Jun 7, 2011 2:54 PM
68	training	Jun 7, 2011 2:43 PM
69	Professional development and trainings for educators on teaching students from diverse ethnic, social, and economic backgrounds and teaching ELL students to maintain high expectations for all students. Provide release time for educators to participate in the trainings and professional development opportunities.	Jun 7, 2011 1:57 PM
70	Education for educators including second language aquisition, working with ESL students and families, and cultural perspectives.	Jun 7, 2011 1:52 PM
71	Ongoing professional development	Jun 7, 2011 1:44 PM

	Q5. What strategies would you recommend for meeting the above need?	
72	Recognizing and teaching about differences; Striving to hire educators/administrators from diverse backgrounds.	Jun 7, 2011 12:56 PM
73	There is a very small population of need.	Jun 7, 2011 12:05 PM
74	Training to broaden and expand knowledge base in regards to recognizing needs and accessing resources	Jun 7, 2011 11:31 AM
75	Prepare and hire bi-cultural faculty Ensure new teachers receive instruction on how to manage global classrooms Ensure that literacy-language development is a priority in teacher preparation	Jun 7, 2011 11:18 AM
76	Build cultural competence into all curricula, and promote community-wide events.	Jun 7, 2011 10:53 AM
77	examples of exemplary practice	Jun 7, 2011 10:29 AM
78	English immersion programs for families offered together with their children	Jun 7, 2011 9:56 AM
79	Increase in global awareness competencies and experiences for all students in a continuum pre- k - 12.	Jun 7, 2011 9:50 AM
80	sufficient trainings; mentoring; debriefing or reflection opportunities; ongoing observations by appropriately trained staff and consultants to provide what is needed not what is the current flavor of the month approach; inclusion of community members in development of any programs/agenda/etc	Jun 7, 2011 9:12 AM
81	consistent and quality professional development for all school staff-- teachers, administrators, community partners working in the school. This needs to be part theoretical and research-based, and part practical-- no one will use this if it is not directly applicable to their work.	Jun 7, 2011 8:43 AM
82	identifying the languages of the area,especially new immigrants; expanding English as a second language and finding translators fluent in these languages	Jun 7, 2011 8:40 AM
83	Education to make people aware that such needs exist - we are in a predominantly white area.	Jun 7, 2011 7:50 AM
84	More training for staff on working with ESL children	Jun 7, 2011 7:50 AM
85	training for ed providers	Jun 7, 2011 7:39 AM
86	More cultural education opportunities	Jun 7, 2011 7:09 AM
87	small group training include person center focus role playing, etc. with the small groups	Jun 6, 2011 9:43 PM
88	More programs to choose from at the college level, more intense classes targeted to cultural competence and English as a Second Language , more translators in our region	Jun 6, 2011 9:12 PM
89	Having a workforce that is actually reflective of the constituents. Diversifying the teaching workforce at all levels.	Jun 6, 2011 3:53 PM

Q5.	**What strategies would you recommend for meeting the above need?**	
90	Understanding how education is viewed and respected in different cultures. Understanding how to involve families of different cultures in their children's education. Strong training in working with dual and tri-language families. Small group trainings within communities works well for preschool level full day centers.	Jun 6, 2011 3:31 PM
91	Professional Development for educators in cultural relevance, ed for democracy, and DLL which includes presentation of new information plus on-site follow-up assistance with implementation of improvements to practice. Policy work to ensure equal access to professional development in rural areas.	Jun 6, 2011 3:19 PM
92	hiring staff who represent the community	Jun 6, 2011 3:03 PM
93	I think that many of us could still use trainings around sensitivity to children living in poverty, children under stress and environmentall factors.	Jun 6, 2011 2:43 PM
94	I would like to see more trainings provided, but not just in person because most training are extremely far away, and fill up too quickly. It would be nice to have things available on line that I can watch with my staff as a group.	Jun 6, 2011 2:14 PM
95	Ongoing trainings for ALL community support workers.	Jun 6, 2011 1:45 PM
96	Teachers need better training to meet the needs of the diverse populations attending school.	Jun 6, 2011 1:08 PM
97	Rural areas NEED transportation help.	Jun 6, 2011 1:07 PM
98	I think there needs to be a more unified (like QRIS) systym to align practices to so that educators can strice to teach equally, and be trained in	Jun 6, 2011 12:39 PM
99	Statewide Diversity Summit for representatives of all Teacher Training Institutions and School Districts. Goal: Increase the knowledge base of educators on successful strategies for increasing cultural competence. Encourage community college population, reflective of cultural diversity, to enter the teaching field and attain Bachelor degrees.	Jun 6, 2011 12:38 PM
100	Employ people who have experience with relevant teaching experince.	Jun 6, 2011 12:26 PM
101	Helping parents with young children learn how to advocate for their child's needs prior to entering public school and encourage involvement with early education and care.	Jun 6, 2011 12:23 PM
102	Offer one day conferences in the state.	Jun 6, 2011 12:20 PM
103	Teaching about different cultures, including religious holidays. Grants to create non-stereotypical curriculum, field trips to change preconceptions/biases of cultures, and to invite speakers, and workshop presentations for children, families, AND teachers.	Jun 6, 2011 12:17 PM
104	training with on-site follow up	Jun 6, 2011 12:16 PM
105	good quality professional development periodic meetings and/or focus groups	Jun 6, 2011 11:59 AM
106	education, consultation with professionals who understand any new culture coming to the area. Training for school personnel (from secretaries to principals)	Jun 6, 2011 11:46 AM

Q5. What strategies would you recommend for meeting the above need?		
107	Cultural awareness training in Ruby Payne's work on the culture of poverty. In our region understanding and appreciating the perspective of families who come from poverty as a cultural over several generations is important as by comparison many teachers would be viewed by these families as affluent.	Jun 6, 2011 11:20 AM
108	Collaboration with ELL teacher	Jun 6, 2011 11:17 AM
109	Continuous parent and early educator/child care provider training and support by experts in the field.	Jun 6, 2011 11:12 AM
110	More important that we develop methods of continuing to honor the various cultures we have in our schools and how they blend into a common culture of success we need in our schools	Jun 6, 2011 10:53 AM
111	Emphasize importance from start and throughout. Offer trainings. Provide opportunity for real/regular discussion. Involve families/community leaders in these trainings/continued PD.	Jun 6, 2011 10:52 AM
112	English as a Second Language training	Jun 6, 2011 10:42 AM
113	understanding cultural differences, understanding the cultural of class and how class affects our interactions and approach to education, understanding different cultures' approach to education	Jun 6, 2011 10:41 AM
114	Mentoring would work the best. Trainings are also helpful but should be followed up with mentoring.	Jun 6, 2011 10:38 AM
115	support for ESL children in the preschool setting, more support for teachers understanding families and children living in poverty.	Jun 6, 2011 10:34 AM
116	Outreach to communities.	Jun 6, 2011 10:33 AM
117	Current best practices for Duel Language Learners including instruction in both home language and English at the earliest ages.	Jun 6, 2011 10:32 AM
118	Funding for support (i.e. to hire staff) and training fro exisiting staff.	Jun 6, 2011 10:27 AM
119	local training available for educators	Jun 6, 2011 10:25 AM
120	Technical assistance in diversity training.	Jun 6, 2011 9:59 AM
121	A diversity workshop - including LBGTQ, people in poverty, etc	Jun 6, 2011 9:47 AM
122	Workshops to heighten awareness.Trainings,etc.	Jun 6, 2011 9:44 AM
123	Most school districts are basically forced to hire on the low end of the pay scale. This means that, for better or worse, newly educated teachers are being injected into even the best school district in record numbers. (This is my observation as a parent.) If you don't already, you should work with institutions to incorporate cultural competence into their curriculum. I do think cultural competence is handled pretty well in my district.	Jun 6, 2011 9:19 AM
124	Provide speakers or perhaps exchanges with educators from similar situations	Jun 6, 2011 9:18 AM
125	In Vermont we need to consider Cultural diversity but more importantly economic and educational diversity.	Jun 6, 2011 8:59 AM

	Q5. What strategies would you recommend for meeting the above need?	
126	more pd for educators to understand the new data and research on teaching our youngest dual language learners	Jun 6, 2011 8:58 AM
127	Very few ELL learners and multicultural families in this area	Jun 6, 2011 8:53 AM
128	Provide trainings to educators to help them become more familiar with various cultural differences and to obtain teaching strategies and skills to work with these diverse cultures.	Jun 6, 2011 8:38 AM
129	education around family cultures-	Jun 6, 2011 8:31 AM
130	Project based learning where students form different cultures work together.	Jun 6, 2011 8:23 AM
131	Having the resources/staff that can speak other languages.	Jun 6, 2011 8:21 AM
132	I think home-school coordinators could bridge some of the gaps. Provision of opportunities for teachers to experience different cultural traditions and lifestyle, through Inservices, exchanges, and planned sabbaticals. Quite frankly, the educated/less educated gap is tremendous as it translates into defining expectations in the schools.	Jun 6, 2011 8:19 AM
133	Teach courses in English only. Students must learn English communication skills and must learn outside their culture to be successful in the United States Business world.	Jun 6, 2011 8:15 AM
134	give the facts about cultural inequities regarding early years and family practices. Mix it up with Ruby Paines research, keep the perspective taking to a minimum.	Jun 6, 2011 7:45 AM
135	Sustained trainings/workshops that offer PDP's or CEU. Highly qualified trainers who have expertise in this area.	Jun 6, 2011 7:41 AM
136	Additional trainings in cultural competencies	Jun 6, 2011 7:41 AM
137	education	Jun 6, 2011 7:30 AM
138	providing professional development opporunities which address characteristics of both rural and Urban communities	Jun 6, 2011 7:19 AM
139	More information and training on helping families with English as a Second Language families.	Jun 6, 2011 7:15 AM
140	Professional development	Jun 6, 2011 7:15 AM
141	Make sure that those doing the training are culturally diverse themselves. Include people who have received services, including ELL families.	Jun 6, 2011 6:43 AM
142	This is difficult when the community is highly homogenous.	Jun 5, 2011 9:32 PM
143	Education of teachers and a school-wide sensitivity to these issues	Jun 5, 2011 9:17 PM
144	More workshops for staff members on engaging families and more targeted school wide plans to engage families in their child's education through a variety of types of programs.	Jun 5, 2011 5:18 PM

Q5. What strategies would you recommend for meeting the above need?

145	Professional development in ESL which includes a cultural sensitivity or awareness piece. It is important for educators to understand that different cultures have different academic needs.	Jun 5, 2011 4:22 PM
146	integrate geography (ha-ha! bring back geography!), music and art into the literacy program, use fine literature and folktales from other countries also	Jun 5, 2011 2:26 PM
147	Ensure that socio-economic diversity is also condiered in PD, research, and practice.	Jun 5, 2011 9:11 AM
148	by celebrating cultural differences, greater variety of foods served at the school cafeteria, recruiting and hiring a greater diversity of school employees, in literature class, reading/discussing/working with culturally diverse documents, etc	Jun 5, 2011 7:38 AM
149	Closely work with our ELL teachers. Strong contact with parents. Read about different cultures	Jun 5, 2011 6:52 AM
150	Educator training, opportunities to see multicultural programs in operation, guidance in how to acknowledge family background importance while honoring our families' desire for their children to master English while with us.	Jun 4, 2011 11:59 PM
151	Classroom visits, discussions with veteran, exemplary teachers, parent panels, a classroom-like setting in which participants have read journal articles written by multicultural educators such as Delpit.	Jun 4, 2011 11:48 AM
152	professional development for teachers and staff	Jun 4, 2011 10:14 AM
153	Improved oversight by school and district administrators of curricula and teaching practices. My boss should know if my curriculum addresses socio-economic and cultural issues, and know if my lessons and ways of teaching respect such issues.	Jun 4, 2011 10:13 AM
154	Professional development for teachers. Highly qualified teachers working with students.	Jun 4, 2011 8:26 AM
155	Teachers need support and training in how to work with: ELL students, students from poverty, students with dysfunctional familes and with setting learning goals with students.	Jun 4, 2011 8:04 AM
156	Training and staff development	Jun 4, 2011 6:06 AM
157	Differentiated instruction, Project presentations	Jun 3, 2011 11:10 PM
158	I am biased about this question. My mother's family migrated from Portugal, 1950. They came to America to pursue a better life. Most specifically, my Grandfather wanted a better life for his daughters. There were no translators to make their life easier in the classrooms. They learned because they had to. I think that it is wonderful that there are now translators in the classroom to help the children. BUT, I feel like it is an expected privilege instead of a blessing. My Uncle, was an illiterate until the age of 50 when he went to school and learned for himself. MY STRAGITY IS TO TEACH THE CHILDREN ENGLISH AS A SECOND LANGUAGE INSTEAD OF INTERPRETING.	Jun 3, 2011 9:52 PM
159	Cultural competence must also include an appreciation of each student as member of a family, neighborhood and community.	Jun 3, 2011 9:16 PM

	Q5. What strategies would you recommend for meeting the above need?	
160	Professional Development	Jun 3, 2011 8:45 PM
161	ESL teachers	Jun 3, 2011 8:00 PM
162	workshops that showcase different cultures and how we, as educators, can utilize their traditions/norms within our plans.	Jun 3, 2011 7:42 PM
163	Time for educators to get involved in the communities of their students and work side by side with the students, parents and other community members.	Jun 3, 2011 7:21 PM
164	Equal opportunities for PD in this area	Jun 3, 2011 6:48 PM
165	More equitable distribution of state aid to districts; freedom from onerous mandates that come from the state without funding to pay for them; attention to cultural differences when writing curriculum and hiring staff; concurrent attention to English language acquisition in ELL students.	Jun 3, 2011 6:25 PM
166	Rural teaching is unique. Teachers and principals need to be recruited and developed from among the people who live in rural places in order to have the understanding to work effectively under these conditions.	Jun 3, 2011 5:40 PM
167	provide materials to the educators, such a family child care providers to enhance diversity	Jun 3, 2011 5:20 PM
168	Teachers or any individuals who are involved with educating youth about diverse topics should have taken some type of education in them first. It should also be noted that educators should take refresher courses every year or every other year just to keep the knowledge updated as well as current.	Jun 3, 2011 4:50 PM
169	Using the information we gather about our families in more proactive ways to design support and instructional supports for children and families.	Jun 3, 2011 4:26 PM
170	Curriculum which celebrates diversity is important. Support for students struggling needs to embrace home and school. The US has 25% of our children living in poverty. If you take out African Americans and Latinos, we are # 1 on testing. With so many of our children in poverty, it will be difficult to achieve high expectations. Policy needs to embrace the families in order to get them out of stressful poverty.	Jun 3, 2011 4:19 PM
171	Hire and seek out more American Indian educators, and more people of color, to teach in our schools.	Jun 3, 2011 4:07 PM
172	Professional Development in ELL and Curriculum Development,Formative Assessment, having culturally diverse staff, to name a few.	Jun 3, 2011 4:03 PM
173	we service many families that english as a second language.Lierature that goes home needs to be in those languages	Jun 3, 2011 4:00 PM
174	More courses and training hours available that would meet both the educator's competence and training requirements in these areas.	Jun 3, 2011 3:38 PM
175	Conference time, current examples of good educational models and practices in a city school system and support for after school programs.	Jun 3, 2011 2:48 PM
176	Exchange programs.	Jun 3, 2011 2:39 PM

	Q5. What strategies would you recommend for meeting the above need?	
177	Very difficult to recruit multi-cultural educators to rural areas.	Jun 3, 2011 2:29 PM
178	Training for educators. Specialists who will come into the classroom and teach to the children.	Jun 3, 2011 2:23 PM
179	we should require that all public teacher education programs require that their student teachers teach in a variety of locations as part of their training.	Jun 3, 2011 2:15 PM
180	Free PD provided during district inservice days.	Jun 3, 2011 1:55 PM
181	DLL training that shows the interface between DLLs and special needs	Jun 3, 2011 1:54 PM
182	Get information directly from stakeholders; one size does NOT fit all.	Jun 3, 2011 1:53 PM
183	targeted professional development for both administrators and teachers that explains the relationship between culture and achievement and how to use that knowledge to change curriculum and school environment	Jun 3, 2011 1:42 PM
184	enhanced social studies curric. with accountability assesssments	Jun 3, 2011 1:17 PM
185	parent involvement and cultural exchange activities for families and educators, translators and workshops	Jun 3, 2011 12:23 PM
186	Language enrichment training and diversity training for educators at all levels	Jun 3, 2011 12:04 PM
187	Continued professional development in the SIOP model and sheltering instruction in English	Jun 3, 2011 11:48 AM
188	Local training based on the needs of the community, funds to offer ESOL classes for family members	Jun 3, 2011 11:47 AM
189	I would develop and support training for educators in the field. I would also develop DVDs and training materials and write into grants and other required funding documents use of a cultural competency checklist.	Jun 3, 2011 11:35 AM
190	Professional development training Books and materials for children	Jun 3, 2011 11:30 AM
191	PD on "Best Practices" for working with various subgroups of our populations.	Jun 3, 2011 11:29 AM
192	Professional inservice training/ peer training with students	Jun 3, 2011 11:25 AM
193	Workshop on cultural differences would help our area . We do not have a huge diverse student body. We had a ELL Teacher who just this year was RIF'D and we will not have anyone here except only for consultation.	Jun 3, 2011 11:19 AM
194	training and mentoring	Jun 3, 2011 11:13 AM
195	I feel the emphasis in training folks - teachers, principals, etc. - should be on accepting that there ARE differences and that we all need to be open to different values and styles. Teaching about each culture would be great - but that is an impossible task. An open attitude among the adults is key and would trickle down to the kids - and might even address some of the bullying issues.	Jun 3, 2011 11:11 AM
196	Staff training, professional development opportunities, visits to other communities, teacher exchange programs	Jun 3, 2011 10:41 AM

	Q5. What strategies would you recommend for meeting the above need?	
197	Help with purchasing a translation materials for those programs that do not have staff that speak the languages of the children enrolled.	Jun 3, 2011 9:46 AM
198	stress on student-centered teaching strategies	Jun 3, 2011 9:44 AM
199	Continued and extended opportunities for students offered on and off campus.	Jun 3, 2011 9:39 AM
200	Although the families in our are not highly deversified, it is important to to inform and educate teachers and families about other cultures. Workshops, seminars and family days including families that are not in our immediate area could serve as an eye opener to opening a whole new world of great cultural experiences for children.	Jun 3, 2011 9:30 AM
201	Having teachers that have some experience in that area or belong or come from other communities, countries or different backgrounds.	Jun 3, 2011 8:59 AM
202	Funding for trips, speakers, and multi-cultural activities.	Jun 3, 2011 8:56 AM
203	Pre-school education in puboic schools with home-school training for parenting	Jun 3, 2011 8:45 AM
204	Incorporate related coursework/ensure that it is required coursework for all educators. In addition, require this type of coursework to be completed annually.	Jun 3, 2011 8:19 AM
205	Expanding educational opportunities and professional development for educators along with more extensive parental involvement.	Jun 3, 2011 8:13 AM
206	Appropriate trainings for working with young children and their families from diverse backgrounds	Jun 3, 2011 8:00 AM
207	Recruitment of teachers has to change - we have to aggressively go after the best and brightest of under-represented groups and draw them to teaching - expand TFA and other programs	Jun 3, 2011 7:49 AM
208	on going relevant professional development; multi language personnel housed in all school buildings and the funding to implement both.	Jun 3, 2011 7:09 AM
209	Training, coaching, mentoring	Jun 3, 2011 5:36 AM
210	Using technology to develop cross-cultural relationships and to facilitate joint project based learning opportunities.	Jun 3, 2011 5:11 AM
211	All pre-service teachers must have ample training in second language acquisition, cultural differences and differentiated and modifications in instruction that contextualize and make content comprehensible. Only 3 states in the country require this, while this population is the fastest growing in the entire nation. Higher Ed has to also do a better job preparing ESL teachers with the specific reading techniques that are effective with ELLs. Programs should address all four language skills with an emphasis on reading which is a high level language skill and one of the greatest indicators of academic success.	Jun 3, 2011 12:28 AM
212	Required relevant coursework, including observation and practicum component, in college teacher preparation programs. Required inservice workshops and subsidized credit coursework.	Jun 2, 2011 10:23 PM
213	Education	Jun 2, 2011 10:13 PM

Q5. What strategies would you recommend for meeting the above need?		
214	Liberal Arts undergraduate studies, inservice professional development re: cultural competence, including poverty/wealth cultural frameworks, world language instruction K-12, explicit commitment to literacy, numeracy and high standards as civil rights	Jun 2, 2011 9:21 PM
215	Offering professional development focused on types of activities a teacher could do with his/her children which would expose the children to the differences that exist throughout the United States. Offer professional development that offers insight into the types of communication needs of families from different backgrounds and cultures.	Jun 2, 2011 9:06 PM
216	Parents as Partners; reviewing successful SAMSHA grants related to engaging parents in high-risk areas.	Jun 2, 2011 8:58 PM
217	Exposure to multicultural events for students and staff, not limited to your local community	Jun 2, 2011 8:20 PM
218	Panels or webinairs which involve families to get true cultural perspectives Opportunities to share best practices and a resource or website to house them Topic should also address different family perspectives on disabilities	Jun 2, 2011 7:59 PM
219	professional development opportunities focusing on dual language learners, variety within cultural mores and expectations related to family life, education and gender roles, basic democracy and how it manifests itself in communities	Jun 2, 2011 7:42 PM
220	Professional development	Jun 2, 2011 7:31 PM
221	Adequate training for educators	Jun 2, 2011 6:57 PM
222	School-home connections and collaboration relevant, valuable,professional development providing libraries and access to books for low income families	Jun 2, 2011 6:46 PM
223	Opportunities for educators to connect with colleagues in other districts to research, learn together, collaborate, share best practices, etc.	Jun 2, 2011 6:36 PM
224	to meet high expectations we must pay are staff the requirment amount for all the education we except teacher to meet.	Jun 2, 2011 6:34 PM
225	Ongoing ELL training through DESE for all grade level educators. Our district send a dieff+erent cohort to this training on a quarterly basis. As the fiscal picture becomes more contrained the funding for this PD has become a drain on the funds available for training. There are no avenues for grant funding or other sources of funding to support these activities.	Jun 2, 2011 5:58 PM
226	Collaborative study and research in teacher-led groups across school districts - using the National Writing Project model.	Jun 2, 2011 5:56 PM
227	More opportunities to receive the 4 ELL categories.	Jun 2, 2011 5:43 PM
228	Teacher education in diversity, ELL, and classroom management	Jun 2, 2011 5:32 PM
229	We have a less than 5% population of non-white students. We meet their needs as individuals, but also provide ELL as needed. We try to help with this population on a more regional basis since our numbers in any one area are extremely low.	Jun 2, 2011 5:26 PM

	Q5. What strategies would you recommend for meeting the above need?	
230	Updated teacher education programs. mandated DL experiences with a wide of cultures	Jun 2, 2011 5:25 PM
231	Become familiar with the students and their families - culture, way of living. Provide the opportunity for families and students to express and share about their cultures. Incorporate what they share in the classroom and modify the techniques used to teach throughout the year. This will make the students feel as part of the classroom, school and help them develop connections across the community.	Jun 2, 2011 5:16 PM
232	Working with institutions of higher ed, to ensure that our workforce is understands these crucial prespectives from the begining- part of their education. We also need to enlist parents and community leaders from all sectors to assist us in developing culturally relevant programs, curriculums	Jun 2, 2011 5:05 PM
233	Not applying the same formulas to rural and urban areas. Geography and accessibility must be accounted for. More money for professional development for educators.	Jun 2, 2011 5:04 PM
234	Perhaps a PDA in Spanish language. Perhaps seeing that all homes have a computer and parents are able to send and receive emails from the teacher on a regular basis.	Jun 2, 2011 5:03 PM
235	Workshop series with case studies or participant case studies	Jun 2, 2011 5:02 PM
236	I think that CC combined with work with ESL families is extremely important. These children are being left behind and we need to help families to help them and themselces through, for example, adult literacy programs, understanding the culture of schools but also being respectful of other cultures and using their strengths to help the education of their children.	Jun 2, 2011 4:57 PM
237	This need can be addressed through mentorship and training. Unfortunately a one day training will not make someone culturally competent. Educators need exposure to other cultures in order to effectively educate a multicultural population.	Jun 2, 2011 4:55 PM
238	Universal access; cross community and cultural professional development	Jun 2, 2011 4:49 PM
239	Exposing all children to as many cultural events/ holidays, languages, as possible through literature, classroom activities, and classroom design/environment/equipment.	Jun 2, 2011 4:27 PM
240	Outreach to children and families from early childhood on, to engage and empower parents of all backgrounds to become involved in children's education and to help address any language related barriers.	Jun 2, 2011 4:23 PM
241	Hire multi-cultural and multi-lingual staff, seek out trainings on this issue.	Jun 2, 2011 4:18 PM
242	These are all social studies-related understandings, skills and affinities. Social studies funding and emphasis has been adversely impacted by the focus on math and literacy skills and the sciences.	Jun 2, 2011 4:14 PM
243	Workshops on multicultural competence	Jun 2, 2011 4:14 PM

	Q5. What strategies would you recommend for meeting the above need?	
244	We live in a multi-cultural world and our young learners will need skills to connect with others who are within reach of a few keystrokes. Better Tech access needed in all schools.	Jun 2, 2011 4:03 PM
245	smaller class size to help children who struggle academically or whose first langugae isn't English.	Jun 2, 2011 4:02 PM
246	Getting to know the student individually, having time to offer individual attention	Jun 2, 2011 3:57 PM
247	We need to realize that being culturally competent is not just about language differences.	Jun 2, 2011 3:55 PM
248	meeting with families communication with cultural groups	Jun 2, 2011 3:51 PM
249	I am a FCC P/E who not only cares for multicultural children in my home, but we go out to many programs offered in my city that are totally based on socialization and interaction among children from multicultural backgrounds.	Jun 2, 2011 3:45 PM
250	Increased trainings for staff working with students who are dual language learners.	Jun 2, 2011 3:41 PM
251	More PD for all Educators (in school, out-of-school, infant/toddler, etc.) and exchange programs. Nothing removes cultural barriers more than experiencing those cultures first hand.	Jun 2, 2011 3:39 PM
252	I would have liked a button between "very" and "somewhat." Cultural differences are more local than regional. I recommend targeted, site-specific cultural orientation for new hires. I also recommend an online training in general considerations when working with multicultural populations.	Jun 2, 2011 3:38 PM
253	Incorporate cross-cultural perspectives into school work at all levels beginning in preschool. Children should be taught to recognize any signs of bias and should be given the tools to address the situation. Even very young children can understand if something is not fair. College-level students, especially those entering the field of education, should have more specific anti-bias training that includes practice in responding to potential discriminatory situations. With practice and understanding of the issues, responses can become automatic and will feel natural and less contrived.	Jun 2, 2011 3:36 PM
254	attend professional development that addresses cultural diversity: take courses on cultural diversity; engage papents in discussions about their culture and how it impacts their family life; speak with professionals with different cultural experiences, as a way to broaden own experience and teaching abilities; read books on cultural diversity, including books that deal with educational issues	Jun 2, 2011 3:33 PM
255	Offer Category training to pre-service teachers. Create multimedia presentations to sit on the web that highlight multicultural teaching in action.	Jun 2, 2011 3:33 PM
256	Well trained personnel	Jun 2, 2011 3:31 PM
257	educating teachers and admin.	Jun 2, 2011 3:28 PM
258	Lots of GOOD training for educators!	Jun 2, 2011 3:24 PM

	Q5. What strategies would you recommend for meeting the above need?	
259	Anti-Defamation League's A World of Difference online course for educators "Making diversity Count" athttp://www.adl.org/education/mdc/ Make it mandatory for every single educator, administrator and school personnel.	Jun 2, 2011 3:20 PM
260	I believe that basic respect for differences as well as events that teach and exposure you to different ethnicities or moral codes is important. Also setting up a feeling of mutual respect for everyone is vital.	Jun 2, 2011 3:19 PM
261	teacher training and preparation to work with ELL. development of more supportive and inclusive educational environments supporting ell within schools and other educational settings (child care).	Jun 2, 2011 3:19 PM
262	Using literature, even at the picture book level for young children, could be very effective IF teachers then use it to prompt discussions around diveristy and cultural, etc differences. Also, professional development for teachers, specifically around vocabulary instruction. Research shows us that many students who don't achieve in the content area are lacking the necessary vocabulary.	Jun 2, 2011 3:19 PM
263	None. They came here they need to learn the language not waste tax payers dollars trying to accommodate everyone. Simple rules for EVERYONE!!!! No matter what color you are or how you talk. People will catch on quick if they want to succeed. We can accommodate all holidays and show respect to everyone to learn about each other. It's all about mutual respect.	Jun 2, 2011 3:13 PM
264	Children of all ages need opportunities to play, work, and study together. We cannot keep separating our children. Children may live in different areas, but we need to mix up groups in a natural way.	Jun 2, 2011 3:08 PM
265	Additional Experiential Training would be beneficial.	Jun 2, 2011 3:08 PM
266	It is important for cutural differences but need to have English as a primary langauge which all citizen should learn and use-for cultural importance keep custom and langauge for home use. Stop and have people living in the US to use the English language.	Jun 2, 2011 3:08 PM
267	understanding poverty - professional development	Jun 2, 2011 3:06 PM
268	To have family envolement daily. Take classes to lean multicultural what familys like to do or how the raise there familys	Jun 2, 2011 3:04 PM
269	Trainings both online and in groups	Jun 2, 2011 2:59 PM
270	Continued writing and conversations about how we differ and how we are similar.	Jun 2, 2011 2:55 PM
271	increased access to ESOL classes for educators, parents.	Jun 2, 2011 2:51 PM
272	Too often I see this area as lowering the bar. We must train professionals to be culturally competent but hold students accountable with high expectations. Children will succeed if adults believe they can.	Jun 2, 2011 2:51 PM
273	Trainings	Jun 2, 2011 2:45 PM
274	Trainings, discussions, parent panels.	Jun 2, 2011 2:44 PM

Q5.	What strategies would you recommend for meeting the above need?	
275	Increase communication provided for afterschool communities to help support efforts of our school time partners.	Jun 2, 2011 2:43 PM
276	Explicit training for all educators and administrators	Jun 2, 2011 2:42 PM
277	Workshops to educate teachers as to the differences and how to meet those differences.	Jun 2, 2011 2:42 PM
278	Hiring the different types of people if historically a school hires the same type of people then a change needs to occur. EX: Hiring a 2 different types of people builds a better team versus 2 of the same.	Jun 2, 2011 2:42 PM
279	Offering English as a Second Language for Families programs at no cost....or even with financial incentives	Jun 2, 2011 2:41 PM
280	Professional development for staff serving ESL families.	Jun 2, 2011 2:40 PM
281	Opportunities for teachers to meet together Opportunities for teachers to job swap in other more diverse schools	Jun 2, 2011 2:35 PM
282	Exchange programs among states. Visits by groups of kids to other schools and states. Workshops that feature specific cultures. Linking up of teachers in various states to exchange student work and Skype with other classes/	Jun 2, 2011 2:34 PM
283	Trainings, time for reflection and follow up meetings to discuss implementation	Jun 2, 2011 2:33 PM
284	Until we have figured out how to address the issues within our own communities, poverty, drug use, familial patterns of failure, truancy... I believe that the issues related to cultural competency take a back seat to these issues.	Jun 2, 2011 2:28 PM
285	Make course work mandatory for teachers.	Jun 2, 2011 2:27 PM
286	The most effective practice I have engaged in is bringing community and staff members together around books, videos or present issues for discussions.	Jun 2, 2011 2:27 PM
287	Training in the customs of different cultures.	Jun 2, 2011 2:26 PM
288	Teaching ECE in children's native languages as well as providing English instruction	Jun 2, 2011 2:26 PM
289	I think we should have educators who are not only bi-lingual but bi-cultural.	Jun 2, 2011 2:26 PM
290	training staff embracing different cultures not outlawing them as done with holidays	Jun 2, 2011 2:26 PM
291	both online courses with video, case studies and other sources that can be uses with facilitators	Jun 2, 2011 2:24 PM
292	Training	Jun 2, 2011 2:23 PM
293	Since we are so homogenous, we encourage teachers to travel during the summer and take leaves of absence to teach in foreign countries.	Jun 2, 2011 2:15 PM
294	Being mindful of the needs of the area - avoiding the one size fits all -	Jun 2, 2011 1:59 PM

Q5. What strategies would you recommend for meeting the above need?		
295	As a rural community there is little diversity or need for ESL services. My recommendation would be that any socioeconomic, special education, or cultural difference not be used as an excuse by educators as to why students can't learn and start actively reflecting on their professional practice and the effect their practice has on student learning. NO MORE UNFUNDED FEDERAL OR STATE MANDATES THAT SIMPLY THROW MONEY AT THE PROBLEM!!!	Jun 2, 2011 1:59 PM
296	Opportunities for staff, students and parents to experience someone else walk.	Jun 2, 2011 1:49 PM
297	Address the differences between rural poverty and urban poverty. Address cultural competence as it pertains to high poverty areas with all the spill over effects etc.	Jun 2, 2011 1:42 PM
298	First, a discussion with educators of about the need for this to be a priority. Second, long-term working groups representing regional areas discussing how to accomplish this.	Jun 2, 2011 1:41 PM
299	Hire teachers who have a broad cultural experience. Teach the values of diversity and tolerance. Make this goal an explicit part of the school curriculum. Incorporate this goal into the long range plan of the school. Incorporate this into the day to day life of the school. Make this a cross-curricular effort.	Jun 2, 2011 1:38 PM
300	offer training on cultural competence through ESA's or develop the basics for cultural competence and similar to Mandated reporter training, insure that all staff have this refresher training yearly.	Jun 2, 2011 1:35 PM
301	train additional eel teachers	Jun 2, 2011 1:34 PM
302	Teacher training programs	Jun 2, 2011 1:34 PM
303	Equity audits	Jun 2, 2011 1:34 PM
304	Diversity in hiring, cultural awareness and study in preparation programs, experience and travel.	Jun 2, 2011 1:28 PM
305	Combination of readings, direct experience, and seminaring.	Jun 2, 2011 12:26 PM
306	More attention to differences in family culture, individualize education to students needs while maintaining the same high level of expectations.	Jun 2, 2011 11:54 AM
307	Cultures differ in views on hygeine, outdoor play, interactions w/ authority figures, eye contact and a variety of other areas that can directly influence a teachers interactions with both children and families. It is important that teachers receive awareness training from cultural interpreters to conteract any stigma that may result from a lack of awareness about differences.	Jun 2, 2011 11:46 AM
308	Requirement for new teacher training.	Jun 2, 2011 11:45 AM
309	Add course related to this topic to undergraduated programs and graduate course, as well.	Jun 2, 2011 11:07 AM
310	the individuals volunteer/work in these environments	Jun 2, 2011 11:06 AM
311	inservice training and other ongoing collegial opportunities for educators to spend time with folks from different cultures and to share their stories over time.	Jun 2, 2011 10:52 AM

Q5. What strategies would you recommend for meeting the above need?		
312	Given the goal of positioning graduates in a global economy, we should approach language acquistion as two-way blingual in all cases. It's not just about English, all of our students should be fluent in English and at least one other language upon graduation.	Jun 2, 2011 10:45 AM
313	Western Massachusetts Writing Project together with the National Writing Project has developed a strong PD component on cultural competence for its ELL Initiative programming.	Jun 2, 2011 10:39 AM
314	Organizations need to hire people who speak the language of the children and are a part of or understand the various cultures from which childen come. Educators must have ongoing training in best practices and in cultural compentency.	Jun 2, 2011 10:38 AM
315	I am not an educator but agree with the above	Jun 2, 2011 9:47 AM
316	On site coaching and mentoring for early education and care programs--centers, family child care and public school preschool.	Jun 2, 2011 9:35 AM
317	Increase quality and annual requirement of professional development hours for cultural competence. Should be mandatory for all levels of educators from teaching staff up to and including all levels of administration. There should also be a universal way to assess quality and participation in these trainings.	Jun 2, 2011 9:11 AM
318	Make it a course requirement for licensure.	Jun 2, 2011 8:53 AM
319	Families need to be a part of decision making regarding curriculum, assessment, hiring and policies that affect families. Teachers and administrators need to be reflective of cultures served, and/or aware of cultural differences in family styles, child rearing practices, and developmental norms. Programs must be appropriate for cultures being served, this will look differently in different communities.	Jun 2, 2011 8:41 AM
320	Include families from diverse perspectives when planning.	Jun 2, 2011 7:38 AM
321	Extra time Access to technology A lesson plan data base with lessons that meet the needs of ESL students as well as the content GSE	Jun 1, 2011 4:51 PM
322	Important to help teachers see how to bring cultural relevance into the classroom through direct PD opportunities.	Jun 1, 2011 2:10 PM
323	Cultural Sensitivity Training Orientation to Department's High Expectations for All Create opportunities for students to have access to extended learning opportunities to provide intervention, enrichment, and acceleration in order to prepare them for entry into a modern, competitive global workforce.	Jun 1, 2011 1:29 PM
324	These areas need to be incorporated in the pre-service college preparation programs. Once hired, teachers need to engage in ongoing professional development on these issues.	Jun 1, 2011 12:55 PM
325	Program that cause an exchange of educational ideas and experiences across geographical regions.	Jun 1, 2011 11:59 AM

	Q5. What strategies would you recommend for meeting the above need?	
326	Collaboration with resources such as NSBA and RIASC, as well as local representatives of the various cultural and socio-economic groups; targeting parents of birth-age 3 youngsters regarding vocabulary, social-emotional growth of youngsters; meeting with the teachers to determine what is working with their students and how to remedy the challenging behaviors	Jun 1, 2011 9:59 AM
327	Professional Development- Cultural Sensitivity, Parent Outreach, Community Wide Programming and Knowledge of the Available Supports, Working with Translators, Parent Sensitivity Training, How to talk with Parents who might have a difficult time understanding the language used by teachers to describe performance, understanding state and district testing and how to explain to parents exactly where the student is academically, homework support for parents who wish to help their child, etc.	Jun 1, 2011 9:03 AM
328	Multicultural and socioeconomic sensitivity education for all educators and educational leaders	Jun 1, 2011 8:21 AM
329	Differenciation - providing students with appropriate texts & supports so they are successful	Jun 1, 2011 6:53 AM
330	Assisting teachers in acquiring spanish language skills; Providing professional development in understand the cultural barriers that students from proverty face in public schools due to their lack of expected interpersonal relationship skills.	Jun 1, 2011 6:45 AM
331	exposure to diverse communities during pre-service	Jun 1, 2011 5:49 AM

	Q7. What strategies would you recommend for meeting the above need?	
1	providing ongoing training in specific areas	Jun 13, 2011 7:30 PM
2	My own research suggests that how educators perceive themselves is more important than their content knowledge, and yet we know that content knowledge is critically important. Preservice teachers indicate in focus groups at our University concerns with classroom management, planning learning experiences, and the day-to-day aspects of classroom life, and are not getting these experiences in order to "see" themselves as teachers which renders the content knowledge less helpful because they aren't using it. Strong mentor teachers that can help preservice teachers marry the content knowledge with the pedagogical knowledge to actually see the pedagogical content knowledge in practice is crucial.	Jun 13, 2011 5:36 PM
3	free course work for educators (classroom teachers, early childhood educators, Out of School Time providers); provide time for educators to work collaboratively and participate in communities of practice to discuss their approaches and reflect on their work; graduate level coursework offered at a discount;	Jun 13, 2011 4:10 PM
4	additional training for teachers	Jun 13, 2011 2:01 PM
5	increased planning time	Jun 13, 2011 12:19 PM
6	aligning professional development systems across preservice and inservice	Jun 13, 2011 10:54 AM
7	Additional training. The Assessment training conducted by Associated Early Care and Education was well received but was only for preschool educators. Our program has 2 preschool classrooms but we also have 3 infant-toddler rooms. There has been no additional training provided for infant-toddler educators.	Jun 13, 2011 10:43 AM
8	Optional and required ongoing online and f2f regional professional development opportunities re: Common Core Standards, 21st century skills and learning, and how they connect to content areas.	Jun 13, 2011 9:13 AM
9	Meaningful professional development opportunities, and paid time for professional collaboration.	Jun 12, 2011 7:10 PM
10	More state run instruction and collaboration within schools.	Jun 12, 2011 11:27 AM
11	Educators need to be given the opportunity to have PD in the latest info regarding the above areas, and time in the schedule to have Professional Learning Communities.	Jun 12, 2011 9:35 AM
12	Training for staff and for those in college preparing to be in the field of Education.	Jun 11, 2011 9:45 PM
13	become educated	Jun 11, 2011 1:02 PM
14	Incentives for teachers to continue to study the best practices of their profession, reflect, and share with colleagues.	Jun 11, 2011 12:08 PM
15	curriculum meetings/workshops where teachers have time to work together to make sure this is happening.	Jun 11, 2011 10:15 AM

Q7.	What strategies would you recommend for meeting the above need?	
16	- You need to attract individuals of the highest caliber in order to achieve all of these tasks. Unfortunately, many talented young people chose to go into education because they can not afford to be teachers. Teachers need more financial incentives, such as greater loan forgiveness. - More training in Critical Friends Groups...perhaps it is made free through the Department of Education	Jun 11, 2011 10:14 AM
17	Hiring teachers whose degrees are in the field in which they teach is # 1. (No more math teachers teaching English, for example.) Real knowledge of the developmental needs of the students we teach so that lesson plans are geared to dev. need as well as educational.	Jun 11, 2011 10:07 AM
18	Pay them so that you get very knowledgeable, motivated individuals.	Jun 11, 2011 9:32 AM
19	Teacher education programs should be reexamined and based on a common set of standards and the expectations for meeting coursework requirements should be increased. Currently teacher education programs vary too much from program to program.	Jun 11, 2011 8:55 AM
20	Better opportunities for teachers to be able to take leaves to increase their knowledge.	Jun 11, 2011 7:49 AM
21	Active administration that takes a leadeship role to guide staff collaboratively to look at these issues and, sets up staff development experiences to promote educator growth.	Jun 11, 2011 7:36 AM
22	see comment above	Jun 11, 2011 7:17 AM
23	require ealy childhood associate degree for every teacher... then the candidate can move onto the level they seek... Why do we ignore the foundational theories for educators?	Jun 10, 2011 11:23 AM
24	Continuing ed. opportunities through UVM, State Dept. of Ed. and other local agencies. Encourage educators of different grades to communicate.	Jun 9, 2011 8:26 PM
25	training for teachers at all levels with stipends or $ inentives to pay for their time or classroom coverage	Jun 9, 2011 10:12 AM
26	I would suggest that these are true for all professionals working with young children, including infants and toddlers	Jun 9, 2011 9:29 AM
27	While the above mentioned is the foundation to a quality educator, it is as important to stress social skills and 21st century skills.	Jun 9, 2011 8:46 AM
28	Continual offering of workshops and classes in this area, offered on line as well as live classes/trainings.	Jun 8, 2011 10:54 PM
29	Teachers are required to earn a Master's degree and take extensive testing to earn their teaching certificate, as well as required to continue with professional development to keep their license active. Teachers AND children do not need more standards and more guidelines. Teachers already prove their knowledge and methods will the required preparatory steps. In the previous question you asked how to address multicultural competence; well by creating common standards you're expecting all children to be the same, and this is contradictory!	Jun 8, 2011 10:22 PM
30	assesment to meet progress I will recomendet in al areas. For teachers and students.	Jun 8, 2011 8:49 PM

Q7. What strategies would you recommend for meeting the above need?		
31	Content specific teachers as early as second grade. Elementary educators can not be masters of all content and as a whole are strong in literacy and weak in mathematics.	Jun 8, 2011 8:14 PM
32	While the above is important, equally important is the human rapport between staff and children. Using the Pearson CLASS observation tools helps track areas of improvement that can then be addressed by professional Development. Professional development paired with on-site support is the best way to increase teacher competence overall. One really doesn't work without the other.	Jun 8, 2011 8:11 PM
33	Build better links between higher education, the state department of education, and school districts to provide professional learning communities that address content, assessment, pedagogy, and standards. This needs money to make it happen.	Jun 8, 2011 4:58 PM
34	I agree that it is extremely important to have educators who are experts in content knowledge, curriculum and instructional methods. However,I am deeply disturbed by the growing reliance on testing and "common standards." My strong belief is that children grow individually, and at their own self-directed pace. Assessment methods, horizontal and vertical sets of standards, testing in general -- all should be secondary to the nurturing and development of individual education.	Jun 8, 2011 3:30 PM
35	Match program mission, goals, and objectives with all of the above. Beyond state standards, alignment with national standards for teacher education such as NAEYC or INTASC, etc. is crucial. From there developing a rubric to ensure items within all standards are aligned with specific courses, course objectives, and assessments. Developing a tiered approach in which beginning principles are introduced as assessed at the introductory level and providing more advanced core knowledge, paired with higher level assessments and reflection. Have a system in place in for which students are assured that core information and assessments are presented regardless of the instructor. In addition to critiquing and evaluating course objectives with standrds, evaluating assessments to ensure each objective is measured. Use a tiered approach for assessment as well in which beginning students may be required to merely learn and explain principles moving to critiquing and evaluating performance and hands-on application.	Jun 8, 2011 3:12 PM
36	Embedded PD. Chances for grades levels to meet with each other to promote vertical alignment.	Jun 8, 2011 3:09 PM
37	Training staff on the common core standards	Jun 8, 2011 2:54 PM
38	ongoing trainings hiring educators with specific competencies	Jun 8, 2011 2:14 PM
39	Instruction for teachers should one of the top priorities and should begin with early education providers, particularly in reference to assessment and methods of instruction.	Jun 8, 2011 1:59 PM
40	Standards need to be in place to recruit educators with the knowledge of assessment and teaching pedagogues but with the experience to be able to make real connection to topics	Jun 8, 2011 11:26 AM

	Q7. What strategies would you recommend for meeting the above need?	
41	There needs to be a clear distinction between early childhood and elementary education. We need to make sure that schools are ready for all children rather than fitting children into one mold for schools. I am so concerned that we are robbing young children of their childhood.	Jun 8, 2011 10:59 AM
42	The above statement contains many significant components and each needs to be addressed within a district-wide (a state-wide?) instructional plan. Every teacher doesn;t need to know and be an expert in everything. We need to break this down and create an effective plan for doing all of it while each person effectively makes their contribution. We need a system of checks and balances that will reveal what is not working and then we need to make a change. We need a strong leader who is grounded in current scientifically-based research to drive this bus!	Jun 8, 2011 10:49 AM
43	While assessment and results are very important in education, I think it is far more valuable to ensure that all potential and existing educators are trained to present lessons to children in MULTIPLE formats that take into account multiple intelligences and multiple learning styles. Young children first and foremost need to feel safe socially and emotionally. Beyond that, Inspiring students to learn should be the top priority. Without inspiration, very little information actually is learned. Finding teachers who have learned to spark a child's thirst for learning is far more important than testing a teacher's ability to memorize the periodic chart.	Jun 8, 2011 10:08 AM
44	More regional workshops that address the issues of common state standards.	Jun 8, 2011 9:22 AM
45	We need to devote resources specifically to the early education workforce (educators for children 0-5). Professional Development, including coaching/mentoring and assessment training, should be an integral part of all early education programs.	Jun 8, 2011 9:09 AM
46	Strengthening teacher training programs, offering tuition remission or reimbursements for more education and training, better systems of teacher evaluation.	Jun 8, 2011 9:08 AM
47	Support innovative teacher educator programs at universities.	Jun 8, 2011 8:12 AM
48	While I agree the concepts should align they must not be rigid and without flexibility for learning styles. The concepts and ideas need to be integrated and assessed on success as well as reviewed. Some years one approach may work, other years maybe not so much.	Jun 8, 2011 6:27 AM
49	This is important at all levels - however particular attention needs to be paid to the professional development for k-3 teachers and principals who often do not have specific training in early childhood education and child development. Strategies would include teacher focus groups and professional development opportunities with specific emphasis on what we have learned from recent brain development research and supporting learning through play through intentional teaching.	Jun 7, 2011 11:45 PM
50	staff development but also follow through with mentor-ships to assist in the implementation of new ideas, content and curriculum, etc....	Jun 7, 2011 9:40 PM
51	Annual review of Individualized Professional Development Plan	Jun 7, 2011 8:46 PM
52	not only with Pre-K-12, please conside about infant/toddler/young preschool.	Jun 7, 2011 7:31 PM

	Q7. What strategies would you recommend for meeting the above need?	
53	Yes they should know curriculum and have content knowledge. I think we already require teachers to earn CEUs - a certian number of continuing ed. units every year. This is sufficient.	Jun 7, 2011 6:47 PM
54	teaching educators to develop curriculum that integrates all areas of learning in meaningful ways and involves all learners in active, hands-on learning about things that are important and relevant to their lives	Jun 7, 2011 6:46 PM
55	Web based informational trainings and regional face to face trainings	Jun 7, 2011 6:25 PM
56	On going trainings, aligning with state frame works	Jun 7, 2011 6:20 PM
57	Project based learning, brain research based instruction, differentiation	Jun 7, 2011 6:05 PM
58	In the schools with which I work, there appears to be expert level content knowledge. There is less than acceptable knowledge regarding methods of assessment and instruction. Schools need to provide students with multiple methodologies for learning and demonstrating competence. The schools with which I have worked have used ONLY reading and writing for learning and assessing competence, thereby limiting what is learned by all students and putting at significant disadvantage students with other learning styles and students with disabilities regarding both learning and competency assessment.. I recommend: 1. Engaging Boards of Education, Superintendents and school leaders in intensive retraining 2. Using learning principles that include opportunities for theory, application and reflection, teach educators to provide learning opportunities for students that include multiple modalities for learning theory, practicing application and engaging in reflection. 3. Engaging institutions of higher education in intensive curriculum revision	Jun 7, 2011 4:59 PM
59	The construct of this question is tricky. There is no Pre-K CCSS at this time. Learning for educators should be based on child development so that it can be applied to the classroom population. Excellent Adult learners are not always excellent communicators to students. Reflective practice is alwyas important so that a teacher's program changes with the students. Reflective practice and research in the classroom should be part of the cycle for long term employment. Teacher training should include classrooom time every semester in some form, student teaching, mentoring programs. I like the plumber professional development career ladder - study, practice, paid job internship, extended residence.	Jun 7, 2011 4:58 PM
60	Anyone who teaches should have a strong base of knowledge and be an expert in the field. Continued education is vital to keep current with new concepts and ideas. This seems to be already in place.	Jun 7, 2011 4:04 PM
61	Workshops, Seminars, undergraduate and graduate courses that relate.	Jun 7, 2011 3:26 PM
62	Established Professional Learning Communities that meet regularly.	Jun 7, 2011 3:23 PM
63	quality curricular work, supervision and evaluation, establishing a common language when talking about instruction, peer coaches, coaching experts, mentors	Jun 7, 2011 2:54 PM
64	continuing education requirements	Jun 7, 2011 2:43 PM
65	variety of setting and times, mixed groups of educators,not all from the same building and tow so ideas can be shared	Jun 7, 2011 1:52 PM

	Q7. What strategies would you recommend for meeting the above need?	
66	Ongoing professional development, particularly around the use of technology in instruction.	Jun 7, 2011 1:44 PM
67	I think education/training needs to boosted for paraprofessionals and commom time NEEDS to be allotted for teachers, paras, and specialists to collaborate weekly.	Jun 7, 2011 1:07 PM
68	Workshops on technology, best practices in teaching methods, and common core standards.	Jun 7, 2011 12:56 PM
69	Regularly scheduled teaming and networking opportunities	Jun 7, 2011 11:31 AM
70	Align training and professional development with QRIS and licensing requirements as well as with good evidenced based pedagogy	Jun 7, 2011 11:18 AM
71	Common Core; SBAC	Jun 7, 2011 10:53 AM
72	examples of exemplary practioners	Jun 7, 2011 10:29 AM
73	Indepth understanding and implementation of the research of Effective Instructional Practices and Professional Learning Communities. Build capacity within each district based on an ongoing process of professional development in this area with real-life application.	Jun 7, 2011 9:50 AM
74	More professional development for teachers outside the normal school year. It's not allabout content knowledge - it's also about being able to effectivle TEACH/SHARE that knowledge.	Jun 7, 2011 9:31 AM
75	actually working one-to-one with learners in the classroom/learning setting under supervision of prepared experts and not simply focusing on classroom management, which seems to be the goal of present edcuational prep programs	Jun 7, 2011 9:12 AM
76	Contact local quality non-profits who are experts in a particular field to give professional development to teachers. For instance, orgs that focus specifically on one content-- mathematics, civics, creative writing, etc. Since non-profits work on a shoe-string budget, these trainings should be paid for (at least half) by government/Dept. of Ed grants.	Jun 7, 2011 8:43 AM
77	learning more about assessing children who have English as their second language	Jun 7, 2011 8:40 AM
78	Evaluation of teachers in the classroom both new an veteran by peers rather than just some hot shot white collar who thinks they know what right because he/she read a book and got a degree. I do give credit to those people as well but I don't believe they can truely evaluate fully with out actual classroom practice themselves.	Jun 7, 2011 7:09 AM
79	Excellence in pre service training. better access to staff development opportunities from experts: e.g: BOCES offer excellent training opportunities Excellence in mentoring and coaching at the classroom level	Jun 6, 2011 9:43 PM
80	Professional Learning Communites- teachers coming together on a regular basis to study current topics relevant to their content areas and best practice- ie. fomrative assessment	Jun 6, 2011 9:12 PM
81	Multi level group networking and training opportunities, mentoring	Jun 6, 2011 5:18 PM

Q7.	What strategies would you recommend for meeting the above need?	
82	Dedicated training again in small groups within communities. Perhaps initiating alliances with local public school communities to allow early educators to learn and plan alongside elementary educators.	Jun 6, 2011 3:31 PM
83	Professional Development for educators which includes presentation of new information plus on-site follow-up assistance with implementation of improvements to practice. Convene communities of practice so educators can work together (PreK-3) to improve practice. Policy work to ensure equal access to professional development in rural areas.	Jun 6, 2011 3:19 PM
84	I think too many times we talk the talk but not alot of walkng going on. We tend to still teach the way we learn best.	Jun 6, 2011 2:43 PM
85	More training Time to collaborate with colleagues	Jun 6, 2011 2:16 PM
86	I would like to see more trainings provided, but not just in person because most training are extremely far away, and fill up too quickly. It would be nice to have things available on line that I can watch with my staff as a group.	Jun 6, 2011 2:14 PM
87	Intensive required ongoing training for educators. Evaluation of educators to insure they are continuously improving.	Jun 6, 2011 1:45 PM
88	trainings locally with the school district tie ins	Jun 6, 2011 1:09 PM
89	Do NOT implement lots of new ideas and new programs without funding for multiple years of implementation. What is needed should come from educators in the throngs of education not from the people not teaching.	Jun 6, 2011 1:07 PM
90	National Board Teacher Certification Formative Assessment Pracitces	Jun 6, 2011 12:41 PM
91	training and testing for competance of the trainers before they train staff atlarge	Jun 6, 2011 12:39 PM
92	Professional Development: Create clear, developmentally appropriate, Curriculum Guidelines and teaching/learning strategies for each grade level. Provide encouragement for sharing of successful teaching and continually adjusted assessment strategies.	Jun 6, 2011 12:38 PM
93	College courses and relevant evperience.	Jun 6, 2011 12:26 PM
94	Maintain high standards of professional development after degree attainment and experiential learning.	Jun 6, 2011 12:23 PM
95	I think we should offer a variety of courses plus a network to communicate with other educators in the same environment about what they are doing, using and teaching.	Jun 6, 2011 12:20 PM
96	I would recommend strategies that ensure that teachers (and state/federal level) recognize multiple intelligences, and differentiated instruction. I would also recommend strategies that ensure that teachers (and people at state/federal level) recognize that children need curriculum that is meaningful, taps into students' emotions, not standardized material that teaches to the test.	Jun 6, 2011 12:17 PM
97	regional training with on-site or on-line personal follow up. This should be tied to professional development goals and should have a strong insentive base	Jun 6, 2011 12:16 PM

	Q7. What strategies would you recommend for meeting the above need?	
98	in after school most of educators struggle to be a help with HW because the way they learned to do something is different than the way kids learn now. I would love to see a state wide innitiative for schools and after schools to collaborate and learn from each other and learn current teaching methods.	Jun 6, 2011 12:00 PM
99	university courses for credit or CEUs for pedagogy. university credit courses for content knowledge. regional curriculum development meetings. Use of regional resource centers	Jun 6, 2011 11:59 AM
100	Effective leadership and communication is essential, otherwise we head back into our compartments. Professional learning communities can also help.	Jun 6, 2011 11:46 AM
101	Strategies- Scholarships or reduced fees, and shared training among agencies. Otherwise, in our region it is difficult for workers in childcare and preschool settings to achieve advanced degrees because of: high educational cost/low wages, expense of gas and time away from work/family to locations typically 1 hr. or more away from where courses are being offered. There is not enough coordination among agencies offering educational workshops/courses for cross training and credits towards associate and or bachelor degrees.	Jun 6, 2011 11:20 AM
102	Teaming with Elementary General Educators	Jun 6, 2011 11:17 AM
103	see above	Jun 6, 2011 11:12 AM
104	The research shows that instructors need to be skillful in basic instructional techniques and routines that help students toward success. Teachers that are skilled instructors and good state and local guidelines to follow...	Jun 6, 2011 10:53 AM
105	Training followed by mentoring. Also, staffing needs to be adequate to allow for this.	Jun 6, 2011 10:38 AM
106	training for community partners (teachers / providers) working with preschool population. Child development, methods of instruction, curriculum dveleopment.	Jun 6, 2011 10:34 AM
107	Continued professional development.	Jun 6, 2011 10:33 AM
108	required teacher training in content areas	Jun 6, 2011 10:32 AM
109	Funding for staff training and resources as well as technology to support new systems (computers, printers etc)	Jun 6, 2011 10:27 AM
110	streamline assesment & curriculum requirements. Educators do not have enough time or money available to be trained in multiple disiplines, and work full time in the classrooms.	Jun 6, 2011 10:25 AM
111	integrate Pre- k standards with K-12 standards	Jun 6, 2011 10:16 AM
112	Mentoring programs for teachers. Funding for college courses in ECE for teachers Collaboration with public schools for alignment info.	Jun 6, 2011 9:59 AM
113	time and support to focus on areas of challenge for the individual educator	Jun 6, 2011 9:47 AM
114	The same as above.	Jun 6, 2011 9:44 AM

Q7.	**What strategies would you recommend for meeting the above need?**	
115	I think that this is a bit much to put on any one educator. If you mean the entire team, teachers, special ed teachers, speech therapy, social workers, etc., combined, then yes. I don't believe a teacher needs to be an "expert" in content knowledge for everything s/he teaches. Especially given that curriculum changes frequently. Experts aren't always the best teachers. As far as keeping teaching staff at any institution on top of the newest methods for teaching and assessment--offering training at reasonable prices and at convenient times is good. I listened to a presentation one day from teachers who had trained in a new reading program for children with special needs. They were able to do so only after receiving a grant from a local organization because the school and Town apparently couldn't afford it--Really?	Jun 6, 2011 9:19 AM
116	Providing relevant workshops/conferences -- being sure to survey those in the field as to their needs.	Jun 6, 2011 9:18 AM
117	Mentoring, not just classes, bring someon who can watch and guide teachers.	Jun 6, 2011 9:16 AM
118	Ensuring that colleges that prepare teachers do the job they are paid to do.	Jun 6, 2011 9:13 AM
119	Trainings, ongoing research and resources and curriculum that are aligned with standards	Jun 6, 2011 8:59 AM
120	Follow the Massachusetts model that is being developed for connecting educators with higher ed, other districts in network meetings, seminars and trainings.	Jun 6, 2011 8:58 AM
121	aligned curriculum, comprehensive assessment systems, structures for data collection for analysis across grades, time for professional development embedded within the school day-	Jun 6, 2011 8:53 AM
122	There appears to be a division between early childhood and K-12. There is a lack of training for K-12 regarding what occurs in the Pre-K years for education, and often trainings within school districts incorporate mostly K-12 subjects. We can not be aligned if we are not aware of the work occurring across the full spectrum, and receiving training that will support this knowledge.	Jun 6, 2011 8:38 AM
123	recommendations for assessments for early ed	Jun 6, 2011 8:31 AM
124	Social constructivism as the basis of instruction	Jun 6, 2011 8:23 AM
125	going to all workshops to get new information	Jun 6, 2011 8:21 AM
126	THis is such a broad question that it is hard to level a valid response. Somehow, we need to translate the value and importance of a broad and deep educational experience to parents, community, and to the children, as well as to teachers and administration; how that looks, how it can be implemented, what it yields to the world at large.	Jun 6, 2011 8:19 AM
127	Conduct regular, truthful performance evaluations of educators to focus on training needs.	Jun 6, 2011 8:15 AM
128	following principals outlined in Art of Changing the Brain, district wide and grouped by ages taught. Keep district educators in like groups think small and local rather that big groups Include Tools of Mind training for all age groups	Jun 6, 2011 7:45 AM

	Q7. What strategies would you recommend for meeting the above need?	
129	Most early care and education providers do not understand what "alignment" means. There must be guidance given to ensure that all educators understand what alignment truly means. It is not giving a child a book. It would be wonderful for both EEC/DESE to work together to present an overview so that everyone hears the same message. It is also important for district to understand the role that early educators must take in alignment of the Pre-K-12 state standards. They must work together. Mentor coaches could be another way to offer ongoing support for educators both within districts and early education programs	Jun 6, 2011 7:41 AM
130	education	Jun 6, 2011 7:30 AM
131	Be sure higher ed programs are supporting this knowledge	Jun 6, 2011 7:29 AM
132	Vermont does a good job of addressing this professional development need	Jun 6, 2011 7:19 AM
133	More state-wide opportunities for affordable courses and learning opportunities.	Jun 6, 2011 7:15 AM
134	Funding and support for building administrators	Jun 6, 2011 7:15 AM
135	Financial support, release time, and eight days a week	Jun 6, 2011 6:44 AM
136	It is a lot to ask of people who watch multiple children at a time and often alone to achieve these things and not get the pay to off set all the education.	Jun 5, 2011 10:54 PM
137	All schools of higher education must teach education majors HOW to teach math - it isn't enough to know math if you don't know how to teach it! Also, we need an induction period of three years with new teachers working alongside veteran teachers which will cost more, but will result in better teaching. We need to provide more time during the school day and school year for teachers to work collaboratively in lesson studies, and doing clinical rounds with master teachers. Time away from classrooms is more than made up for in improved instruction.	Jun 5, 2011 9:32 PM
138	High quality embedded professional development	Jun 5, 2011 9:17 PM
139	mentor program	Jun 5, 2011 7:58 PM
140	Job Embedded professional development like coaching.	Jun 5, 2011 6:42 PM
141	Engage early childhood educators in PD on content knowledge standards and SBRR curriculum and assessments.	Jun 5, 2011 5:18 PM
142	Professional development that provides educators with the most up-to-date information available assessment, and curriculum.	Jun 5, 2011 4:22 PM
143	Those are important concepts that have been inflated out of proportion by administration. It becomes "make work" for administrators. I am very tired of all of the time I waste in "looking at data" for the b'zillionth time! Once was enough--I understand! A good teacher will do what it takes to surpass the standards so all you need is to have the test. Then have models and resources available for teachers whose kids aren't meeting the standards.	Jun 5, 2011 2:26 PM

	Q7. What strategies would you recommend for meeting the above need?	
144	I am personally and professionally very leery of "aligned" standards. My experience is that these alignments actually decrease expectations for our more talented students and reduce teaching to the application of rote teaching methods and materials. Of course I believe our teachers need to be well trained but to include teacher competency and curriculum alignment in the same question is ill advised and makes me somewhat suspicious of the predetermined nature of this questionnaire.	Jun 5, 2011 12:22 PM
145	Systemic professional development.	Jun 5, 2011 9:29 AM
146	PD must include job embedded practice, coaching and opportunites for reflection.	Jun 5, 2011 9:11 AM
147	have this emphasized and required in teacher education programs and as a pre-requisition for teacher licensure	Jun 5, 2011 7:38 AM
148	Work monthly with district's Vertical Team on Social Studies. Other teams are concerned with other content areas.	Jun 5, 2011 6:52 AM
149	Training must come from solid grounding in how young children learn and dev. approp. practice. Must address part-time programs where children may attend preschool only 2 half-days/week as well as full-time daycare where educators have the entire day to cover the multiplicity of concepts and ideas children should be exposed to. And please don't forget how extremely important it is for educators to support the social and emotional needs of young children -- doing that well cannot always be quantified.	Jun 4, 2011 11:59 PM
150	More opportunities in rural areas	Jun 4, 2011 3:27 PM
151	Additional money for professional development to allow educator to take graduate classes in their field. Currently, in my district only permanent teachers get stipends. I'd like to take a course to further advance my knowledge in my field, but I can't afford it. Also, more PD time devoted to reading and discussing texts related to our field with our content area teachers - like a content-specific book club. More opportunities for visiting the classrooms of exemplary teachers.	Jun 4, 2011 11:48 AM
152	Again, supervisors should be equally proficient -- or at least be able to recognize and fairly judge such knowledge and skills in the teachers, and supervisor accordingly. In addition, districts need to make sure that funds are available for truly appropriate and challenging professional development programs that hone the knowledge and skills of teachers, whether it be required attendance at AP seminars or summer course work at respected colleges and universities,	Jun 4, 2011 10:13 AM
153	Professional development.	Jun 4, 2011 8:26 AM
154	Common learning and training time with teachers to developleaning experiences that involve the common core standards along with opportunities to reflect on activities and curriculum implementation.	Jun 4, 2011 8:04 AM
155	PIC course work inservice	Jun 4, 2011 6:06 AM
156	PD In house, require master of ed after several years of teaching	Jun 3, 2011 11:10 PM
157	Place a teacher in their typical demographic area. I believe that educators need to be educated in social/emotion well being of children. How can they be taught if they have "issues and no trust"?	Jun 3, 2011 9:52 PM

Q7. What strategies would you recommend for meeting the above need?		
158	The use of master teachers to model and transfer skills to less experienced teachers. Increased opportunities for districts, schools, departments, teachers or individual classes to pilot innovative instructional methods or to address content areas not in the standard syllabus or curriculum.	Jun 3, 2011 9:16 PM
159	Make everyone keep up with courses. Many seasoned teachers at my school do not want to take courses because they don't "need to" and their teaching is stagnant.	Jun 3, 2011 8:45 PM
160	good professional development opportunities	Jun 3, 2011 8:00 PM
161	workshops and trainings available more locally (currently have to drive 30 miles to training, not reasonable when it runs from 6-9 at night and I have children of my own to care for, nevermind the sleep I am losing just to commute.	Jun 3, 2011 7:42 PM
162	Educators should have more time to collaborate and work together during the normal work day. They should have time to do Lesson Study and collaborate on developing lessons, implementing the lessons, refining the lessons, and assessing the lessons. Educators also need time to work with small groups of students that need extra support and this should be mandatory for the students.	Jun 3, 2011 7:21 PM
163	Same as above as well as a system that regulates this enforced at all levels	Jun 3, 2011 6:48 PM
164	Attention to these needs must be paid in hiring teachers. Additionally, teachers must be afforded the opportunity for ongoing and meaningful professional development. They should also be included in any alignment with state standards instead of being given top-down direction.	Jun 3, 2011 6:25 PM
165	Professional Development funds should be increased for all teachers. As teachers demonstrate mastery through processes such as National Board Certification or other evaluation criteria, or through leadership, they should have increasing autonomy in the use of their professional development funds.	Jun 3, 2011 5:40 PM
166	State Based standards; opportunities for professional staff intellectual and practitioner discourse; embedded professional development	Jun 3, 2011 5:35 PM
167	In early education it is very important for the educator to be qualified with social and emotional well being of the child. This is my opinion for family child cares. In Center and Public or Private institutions that consider themselves as a school, they should be experts in the grades they are teaching. Family Child Care is not a school setting and should be unique in that way.	Jun 3, 2011 5:20 PM
168	In order to keep educators as experts they need to continue their eductaion just as students do. A good educator reflects on their mistakes and focuses on how to make it better.	Jun 3, 2011 4:50 PM
169	Statewide collaboration (NE-wide?) of PD opportunities; schools can't necessarily afford the training they need...but if pooled together; also a statewide network of curriculum coaches	Jun 3, 2011 4:26 PM
170	We all need to be learners. Embedded professional development works well. Best Practices in Math is an example of this.	Jun 3, 2011 4:19 PM
171	Certification requirements, interlevel planning and dialogue,rich curriculum offered, project-based learning	Jun 3, 2011 4:03 PM

	Q7. What strategies would you recommend for meeting the above need?	
172	more money is needed to help the Educators to be the experts the state is requireing us to be	Jun 3, 2011 4:00 PM
173	On hands workshops and trainings Also brain storming among the educators.	Jun 3, 2011 3:38 PM
174	Living, teaching and learning opportunities for all teachers at different levels.	Jun 3, 2011 2:48 PM
175	Differentiated instruction is only one mean of addressing the individual learning needs of students. I would suggest that all teachers implement many of the strategies associated with D.I.	Jun 3, 2011 2:44 PM
176	Systemic K-12 planning, strong and focused professional develope; use of PLC model for continuoous school improvement.	Jun 3, 2011 2:29 PM
177	For early childhood educators- to be giving the same training opiniton as a grade school teacher.	Jun 3, 2011 2:23 PM
178	we need to make sure that we recruit strong students to become teachers. Many of my weakest students (who do not even really like school) are education majors. These students need to also be trained in addressing the needs of students who are performing above grade level.	Jun 3, 2011 2:15 PM
179	More focus on pedagogy - teachers need to know how to effectively implement research-based instructional strategies - content is important but pedagological skills are even more so.	Jun 3, 2011 2:09 PM
180	More of a collaborative effort between districts so that we are not all reinventing the wheel 12 different times.	Jun 3, 2011 1:55 PM
181	Address pay inequities: private pre-K providers cannot live on their wages.	Jun 3, 2011 1:53 PM
182	1--the connections among formative assessments, cumulative assessments, and instruction 2--TRAINED PRESENTERS for PD that know androgogy--not just teachers who present	Jun 3, 2011 1:42 PM
183	I am a bit confused as to why we would use adult learning principles to teach children given that we know children learn differently...	Jun 3, 2011 1:20 PM
184	Currently in process	Jun 3, 2011 1:17 PM
185	The answer to this is in each school district. How to pay for, and implement a way of measuring the success or failure of programs used now to alignment horizontally and vertically with Pre-K-12 is the question.	Jun 3, 2011 12:39 PM
186	Workshops to assist staff in curriculum development based on standards	Jun 3, 2011 12:23 PM
187	continued development of courses available to educators at all levels, multiple locations and times at a resonable cost or provided by grants. Training the trainers courses as well	Jun 3, 2011 12:04 PM
188	Continue to provide professional development with a focus on pedagogical content knowledge	Jun 3, 2011 11:48 AM
189	School/District wide frameworks for teaching that are consistently implemented.	Jun 3, 2011 11:47 AM

Q7.	What strategies would you recommend for meeting the above need?	
190	Local training based on needs of the community, funding for training that allows both PreK and elementary teachers to be in joint trainings	Jun 3, 2011 11:47 AM
191	wide variety of training opportunities for staff available, including on site trainings, webinars, coaching/mentoring, and readings.	Jun 3, 2011 11:37 AM
192	Most of the field is trained by adjunct instructors at community colleges and two year schools. I would develop training for these adjuncts. There are many who could as part of their criteria to teach need to complete on line learning or conferences in adult learning and cultural competence.	Jun 3, 2011 11:35 AM
193	If purchased assessment programs are to be used, small school need financial assistance to be able to afford them.	Jun 3, 2011 11:30 AM
194	We need embedded PD that starts as a course and then has 3-4 times per year follow-up in classrooms.	Jun 3, 2011 11:29 AM
195	Multidimensional and through a variety of media. Adult learners have so many demands on their time and flexibility is critical. Inservice, online classes, webinars, blogs, classes with peers, etc. are all possibilities.	Jun 3, 2011 11:25 AM
196	workshops /coursework for anyone that works in a school for both #5 and 6. Not just teachers : Para, Custodians, cafeteria workers,bus drivers	Jun 3, 2011 11:19 AM
197	professional development including on line, face to face, and coaching/mentoring	Jun 3, 2011 11:13 AM
198	In my experience K-5 this is covered. Once kids hit middle school the teachers know content, but do not use methods of instruction that are positive and aimed towards success. It becomes harsh, disrespectful and in fact I think the teachers are bullies. A fair, kind, knowledgeable teacher, who actually likes the kids, has been the exception rather than the rule.	Jun 3, 2011 11:11 AM
199	Educators need to be exposed to good schools, good teachers. Teachers should have an opportunity to learn their craft from excellent teachers.	Jun 3, 2011 11:03 AM
200	Educators need a stronger understand of how children grow and how they learn.	Jun 3, 2011 10:55 AM
201	Professional development On site teacher coaches Strong evaluation system	Jun 3, 2011 10:41 AM
202	Small groups of center staff and family childhood providers with 15-20 miles and at night.	Jun 3, 2011 10:24 AM
203	More easily accessable trainings for eduacators on cirriculum and standards.	Jun 3, 2011 9:46 AM
204	Thorough overhaul of preparation, induction, in-service learning, evaluation, based on Common Core and known determinants of effective instruction	Jun 3, 2011 9:44 AM
205	Promote team work and collaboration on all of these fronts. If educators are not vested in the endeavors, the academic areas listed will suffer.	Jun 3, 2011 9:39 AM
206	Focus on assessments to guide the needs of curriculum on a regular basis.	Jun 3, 2011 9:36 AM
207	Continuing education at low or no cost is an important key to getting the messages across.	Jun 3, 2011 9:30 AM

Q7.	What strategies would you recommend for meeting the above need?	
208	MORE REQUIRED PROFESSIONAL DEVELOPMENT AND PROFESSIONAL EVEALUATIONS	Jun 3, 2011 9:04 AM
209	Continued education for teachers	Jun 3, 2011 8:59 AM
210	I find most of my colleagues take it upon themselves to remain with curent and best practice. But daily scheduling to allow for collaboration would add to this.	Jun 3, 2011 8:56 AM
211	National/State certification for instructors	Jun 3, 2011 8:45 AM
212	Statewide leadership and alignment of these objectives would provide overall cohesiveness in statewide instructional practice, which will be particularly important for low income families who move from town to town frequently.	Jun 3, 2011 8:42 AM
213	Ensure that there are annual workshops, conferences that Educators are required to attend in order to receive updated info and maintain license/accedidation.	Jun 3, 2011 8:19 AM
214	Connect what we know about brain development to the pre-k - 12 learning system to help children from 0 - 18	Jun 3, 2011 8:13 AM
215	CEU and college courses, free, that address these areas	Jun 3, 2011 8:00 AM
216	Raise standards for teacher preparation - we need to eliminate programs that are graduating weak teachers AND we need to elevate the profession by recognizing and rewarding excellence	Jun 3, 2011 7:49 AM
217	less focus on the theory and reflection, much more focus/emphasis on application/real life/classroom strategies	Jun 3, 2011 7:09 AM
218	Training, coaching, mentoring	Jun 3, 2011 5:36 AM
219	Less time on student assessment and more time on instruction, with job embedded professional development through professional learning communities.	Jun 3, 2011 12:28 AM
220	Seminars	Jun 2, 2011 10:13 PM
221	Required, continuous professional development that addresses content and pedagogy, recognizing adult learners' needs for differentiated instruction w/ particular attention to backward design.	Jun 2, 2011 9:21 PM
222	Courses at the undergraduate level and graduate level need to be based on these concepts. Professional development needs to be continually offered that keeps professionals up to date on changes to content knowledge, assessment, curriculum and changes in methods of instruction.	Jun 2, 2011 9:06 PM
223	Use technology wisely; allow for webinars and other means of learning at one's own pace; consider hybrid learning models.	Jun 2, 2011 8:58 PM
224	Have on-line trainings that are mandatory as well as offering in house trainings.	Jun 2, 2011 8:38 PM
225	network opportunities and time to build reflection as a strategy for learning.	Jun 2, 2011 8:20 PM
226	Implementation of universal; design for learning techniques and resources Information on instructional variations and skills for students with disabilities, including low incidence disabilities	Jun 2, 2011 7:59 PM

	Q7. What strategies would you recommend for meeting the above need?	
227	utilizing a variety of teaching methods to engage adult learners, involving many modalities and offering learning opportunities through online technology or instructor based models	Jun 2, 2011 7:42 PM
228	Competency based pay	Jun 2, 2011 7:31 PM
229	Continued professional development	Jun 2, 2011 6:57 PM
230	meaningful professional development emphasis on learning, instruction rather than testing	Jun 2, 2011 6:46 PM
231	Make deep, meaningful professional development available to educators, end "one-shot" workshops, create networks of teachers who can then lead their colleagues in designing their own learning based on their needs.	Jun 2, 2011 6:36 PM
232	making sure teacher are provide with this knowledge and provide materials	Jun 2, 2011 6:34 PM
233	Allow time to get steeped in an area before adding more. Whole building focus helps tremendously, especially if it extends to the whole district. Support, both economically and with personnel and time is critical.	Jun 2, 2011 6:14 PM
234	We use a Train the Trainer model where we send a group to training and then regularly scheduled meetings with teachers during the school day are held to discuss best practice and how to go from good to great.	Jun 2, 2011 5:58 PM
235	Same as above, with special attention to close reading of the Common Core standards and the new literature on content area literacy.	Jun 2, 2011 5:56 PM
236	Professional development opportunities for horizontal alignment by the district.	Jun 2, 2011 5:43 PM
237	State and Federally funded classes through an accreditated college offered to teachers already in the field who would be chosen based on their current level of experience and their ability to write a request for the training.	Jun 2, 2011 5:32 PM
238	More focused Professional development. It is hard due to our size to offer the intensity offered in larger urban centers, and to bring in the experts due to the costs.	Jun 2, 2011 5:26 PM
239	This is a systemic change and worthy of a dissertaion. All of the above mentioned changes will be irrelavant however if the content remains archaic and the mode of delivery remains unengaging.	Jun 2, 2011 5:25 PM
240	mentoring, money available for professional development, strengthen college expectations in these areas.	Jun 2, 2011 5:17 PM
241	Teacher leaders are the most effective, working with learning communities of grade level peers for horizontal alignment and then vertical teams.	Jun 2, 2011 5:17 PM
242	Training throughout the year as well as support educator groups. Through the dialogs and discussions new ideas being shared will help educators be aware and sensitive to the students they teach.	Jun 2, 2011 5:16 PM
243	I agree with # 6- Being intentional in your alignment and inclusion of the pre-K field	Jun 2, 2011 5:05 PM

244	Less focus on the standardized testing for children, more on content and curriculum. More money for teacher education.	Jun 2, 2011 5:04 PM
245	To have students tested who quickly, easily ZONE out in class b/c they are so used to sitting in front of a computer that classroom discussion is too much for them to handle. To test students to see if they have any independent thoughts.	Jun 2, 2011 5:03 PM
246	mentoring/coaching, journals, brainstorming sessions with peers in other programs	Jun 2, 2011 5:02 PM
247	A double-pronged strategy of professional development and teacher education especially in areas that could support ELLs. Teachers need to know how to teach content with acquisition of English starting in preschool. They need to know how language is acquired and what strategies need to be employed to support second language acquisition.	Jun 2, 2011 4:57 PM
248	Once again, I recommend training and then mentorship or coaching from those who do it well.	Jun 2, 2011 4:55 PM
249	State-funded professional development and a state-wide survey assessing professional development needs	Jun 2, 2011 4:49 PM
250	Better college programming. It now stands wildly inconsistent. We need funding for on-going professional learning embedded in the school year.	Jun 2, 2011 4:45 PM
251	Most importantly all childre at all levels espec. early childhood shouls gain excellent social skills through example of techers and society and direct instruction, and again for early childhhod children should be safe and happy. Then any and all concepts delivered will be gained more easily/naturally. Because standardized tesing has been implemented at all levels teachers must have an excellent understanding on child development and content knowledge, and methods so as to assess appropriately.	Jun 2, 2011 4:27 PM
252	Ensure that all assessments and standards are age-appropriate, and that early childhood assessment is developmentally based, not academically based. All assessment should be for the purposes of improving instruction, and professional development must emphasize how to use assessment for the full range of differentiation in the classroom (including both children with special needs and children with very high potential).	Jun 2, 2011 4:23 PM
253	Training, financial assistance for people in the field.	Jun 2, 2011 4:18 PM
254	Professional development is often the first area of a budget to be cut, yet is is vital for improving student learning. Ensure that building-level administrators have access to Title monies to fund professional development needs identified for each school. There should be incentives for using job-embedded professional development strategies, as these are most effective.	Jun 2, 2011 4:14 PM
255	Professional development should be wide spread. Teacher education programs in NE colleges have not appreciably changed to build these skills. Professionals need to be retrained.	Jun 2, 2011 4:03 PM
256	Provide good professional development that is based upon research.	Jun 2, 2011 4:02 PM
257	Statewide training of new curriculum frameworks	Jun 2, 2011 4:00 PM

Q7. What strategies would you recommend for meeting the above need?		
258	Learning is important but the content should not be changed to meet the needs of the learner, rather make sure the classes are content rich and the students have the supports they need to be successful.	Jun 2, 2011 3:55 PM
259	I think experts is not achievable. More educational opportunities workshops having people share there ideas	Jun 2, 2011 3:51 PM
260	Communication is the key in my FCC. Teachng them life skills, learning lessons both through play and traditionally, child directed play and educator directed play, including all of the 8 senses. Teaching everything for some children step by step instructions/directions . Getting outside for chunk of time during the day. Going on excursions/exploring the world and community around us.	Jun 2, 2011 3:45 PM
261	Understanding of scope and sequence of common core standards PK-3	Jun 2, 2011 3:41 PM
262	I think this is important but not necessarily currently lacking as much as other needs listed in this survey.	Jun 2, 2011 3:39 PM
263	Improve instructional delivery in teacher training programs. Especially in community colleges. Good writing and computer skills are essential. In-depth understanding of developmentally appropriate practices is essential. Theory can be taught online. Reflection should be done as a group activity. Application needs good feedback from supervisors on a weekly basis.	Jun 2, 2011 3:38 PM
264	Educators need to be inspiring and respectful of all learners but not experts in all content knowledge. A teacher can show students how to learn by learning him/herself in the process of teaching students. A solid understanding of most concepts is vital, but not complete expertise.	Jun 2, 2011 3:36 PM
265	continue to update yourself through professional development (through own school district, state wide training, courses, conferences, reading & research on own); take courses; discussions through school councils and committees	Jun 2, 2011 3:33 PM
266	Revise the MTELs so that preservice teachers don't focus the majority of their attention on passing them so they can focus more on learning the underlying skills and strategies to be effective teachers. Include more focused literacy teaching as required course work for all teacher candidates. Ensure that administrators and supervisors are adequately train to evaluate and provide support in critical instructional areas.	Jun 2, 2011 3:33 PM
267	well trained personne;	Jun 2, 2011 3:31 PM
268	offer courses on line, during the summer- with salary increments attached	Jun 2, 2011 3:28 PM
269	Again, more training opportunities	Jun 2, 2011 3:24 PM
270	Closely guided and monitored professional development. More accountability, rigor and feedback loops to create professional learning & teaching communities.	Jun 2, 2011 3:20 PM
271	Providing support training, grants and support for highter education are a must. Also need to ensure that we focus not only on having cultural comptence but also the basic knowledge of what children need to learn and how to successfully implement that knowledge.	Jun 2, 2011 3:19 PM

	Q7. What strategies would you recommend for meeting the above need?	
272	More focus on content within teacher preparation programs. Increased use of multiple methods of assessment and guidance provided to teachers and practitioners	Jun 2, 2011 3:19 PM
273	Embedded professional development and time built into school schedules to allow small groups of educators, across the schools and SAU, to work on this.	Jun 2, 2011 3:19 PM
274	Teachers need to have workshops to keep current and less paperwork so that they can focus on what really matters. The kids!	Jun 2, 2011 3:13 PM
275	Educators need to work as a team. No educator should be isolated.	Jun 2, 2011 3:08 PM
276	Observations, exposure to other ideas and concepts, field work training workshops and degrees in Early Education would support teachers as experts.	Jun 2, 2011 3:08 PM
277	I beleive this is important in the grades K to-12 but somewhere children need to be children and we seem to take the fun out of childhood. With assessments being so important are children only learning to pass the tests and not learn byond the box. Creativity is disappearing and test results are going up.	Jun 2, 2011 3:08 PM
278	frequent and ongoing trainings to ensure sufficient opportunity for all educators to participate	Jun 2, 2011 3:06 PM
279	knowledge in multiple pathways to learning, differentiated instruction, learning styles, 21st century skills, use of technology, currciulum mapping, review of new coomon state standards	Jun 2, 2011 3:06 PM
280	To make sure that all my staff are fully trained and how to use the standards on a daily basis	Jun 2, 2011 3:04 PM
281	Offering a BA in early education (not k-3, but 2yr-5 yr olds	Jun 2, 2011 2:59 PM
282	Strong Professional Development for all and thoughtful implementation of these ideas by educational institutions.	Jun 2, 2011 2:55 PM
283	Increased funding for educational opportunities for early childhood educators.	Jun 2, 2011 2:51 PM
284	RTI	Jun 2, 2011 2:51 PM
285	Committed educators must have the background in education theory but must also possess content knowledge. BA work must be rigorous in both areas. Further professional development must include education theory and practice.	Jun 2, 2011 2:51 PM
286	Get rid of the ridiculous MTELS. These tests don't show the qualities of good verses bad teachers. They only go to show who can easily pass a test and who can't and has not a thing to do with teaching skills. If the state of Massachusetts is so hard up for money they should look elsewhere than the price they are receiving from all of those who hope to be future educators who want to teach with all their hearts and can't pass a math MTEL that is designed for math majors not 4th grade teachers. Try reevaluating this system!!!!!	Jun 2, 2011 2:50 PM
287	Trainings grants	Jun 2, 2011 2:45 PM
288	College degrees that meet this objective. High standards when hiring. Clear expectations for educators.	Jun 2, 2011 2:44 PM

	Q7. What strategies would you recommend for meeting the above need?	
289	Have schools partner with colleges to meet the standards and develop methods to ensure student success.	Jun 2, 2011 2:42 PM
290	The educators need the building block but not to create it, they should follow a standard that is already in place by a leader or a director of schools subsequently the educator will already have a degree and know based on training and policies put in place by the school what to do with such curriculum.	Jun 2, 2011 2:42 PM
291	Educators need to understand child development and the biology of learning in order to see and understand why learning is not taking place in the early years. I find your definition to be "fluff".	Jun 2, 2011 2:41 PM
292	Job a like groups within collaborative areas and regional areas Explore the role of Higher Ed in teacher training and prep	Jun 2, 2011 2:35 PM
293	At many institutions, teacher training needs to be more rigorous. Internships should be a mandated year, not 8 or 16 weeks. Strong mentoring for the first 3 years of your career.	Jun 2, 2011 2:35 PM
294	Workshops and conferences as well as webinars.	Jun 2, 2011 2:34 PM
295	A comprehensive state plan for training and technical assistance which identifies outcomes	Jun 2, 2011 2:33 PM
296	High quality teacher preparatory programs and ongoing p.d.	Jun 2, 2011 2:32 PM
297	As we move forward in education the relationship between instruction and student outcomes becomes less and less important. Teachers do not need to be content masters, but they need to be information gathering and synthesizing masters. Teacher preparation is key.	Jun 2, 2011 2:28 PM
298	Taking an in-depth look at teacher preparation and bringing it into the current century.	Jun 2, 2011 2:27 PM
299	Continually researching best practice adn ensuring the professionals have access to professional development to address these practises. Move from Teachers teaching to Students learning.	Jun 2, 2011 2:27 PM
300	graduate level scholarships for higher education	Jun 2, 2011 2:26 PM
301	college course content and practica within classroom and preschool settings	Jun 2, 2011 2:24 PM
302	College classes, trainings	Jun 2, 2011 2:23 PM
303	skillful teacher course	Jun 2, 2011 2:15 PM
304	PD geared to individual educators	Jun 2, 2011 2:06 PM
305	I agree with the methods of instruction, but I disagree that we need content knowledge experts as a sage on the stage. Strategies that push high school reform into project based learning and transform educators to facilitators of knowledge not givers of knowledge. The system as it currently exists does not exist to support this change. The system is still heavily based on test scores, carnegie units, curriculum packages, and tenure. The system must change to change the outcomes.	Jun 2, 2011 1:59 PM

Q7. What strategies would you recommend for meeting the above need?		
306	Opportunities to meet with other districts through out the region to share ideas, sucesses and information	Jun 2, 2011 1:49 PM
307	Embedded PD; time for teachers to talk together (accountably).	Jun 2, 2011 1:42 PM
308	Provide opportunities for teachers to dive deeper into their role and what they need to do to increase their effectiveness in meeting students' needs.	Jun 2, 2011 1:41 PM
309	This question is much to broad to provide any meaningful information or direction for action	Jun 2, 2011 1:40 PM
310	Require schools of education to teach and evaluate a prospective teacher the knowledge and understanding of these skills. Hire teachers from universities with strong education programs, where the field of education is respected as a valued endeavor.	Jun 2, 2011 1:38 PM
311	Educators need to use their current school situations for action research. Ask universities to offer on-site action research for teaching teams. This could replace the often-scattered one shot inservices	Jun 2, 2011 1:35 PM
312	redesign the school calendar to allow for continual, regular staff development. 2. Reduce the number of standards to a viable amount.	Jun 2, 2011 1:34 PM
313	Training programs, comprehensive professional development programs, strong mentor programs for new teachers	Jun 2, 2011 1:34 PM
314	Show educators how to align horizontally and vertically- they can't do it if they don't know how.	Jun 2, 2011 1:34 PM
315	Good start with the Core Standards - much pd will be needed for alignment.	Jun 2, 2011 1:31 PM
316	Diverse opportunities, more paid days for professional learning, opportunity within the school day/year for educators to collaborate. School based opportunities.	Jun 2, 2011 1:28 PM
317	In district professional development study groups, mentoring by experts in pedagogical content knowledge.	Jun 2, 2011 12:26 PM
318	Flexible classes offered in the school setting, that teachers do not have to pay for, particularly Pre-K teachers and assistants as the pay scale is markedly less.	Jun 2, 2011 11:54 AM
319	Ongoing PD with follow up support.	Jun 2, 2011 11:45 AM
320	getting buy in from the educators and allowing them an opportunity to share to have input which could include an online survey	Jun 2, 2011 11:06 AM
321	mentoring particularly in methods ... the process of relationship supported learning	Jun 2, 2011 10:52 AM
322	Significant focus should be paid to teachers having content expertise in the subjects they are teaching, particularly in math and science. All teachers should have some level of special education training and build competence instructing children with a range of learning styles.	Jun 2, 2011 10:45 AM

	Q7. What strategies would you recommend for meeting the above need?	
323	National Writing Project has over 20 local writing projects house in these states with a core program of a Summer Institute which offers teachers the opportunity to expand their knowledge and expertise in all of these areas. http://www.nwp.org/cs/public/print/doc/nwpsites/summer_institute.csp	Jun 2, 2011 10:39 AM
324	A great deal of training ongoing for educators	Jun 2, 2011 10:38 AM
325	One strategy is to ensure that all higher ed institutions that prepare teachers to work with infants through 12 are grounded in the above as are continuing ed. professional development opportunities	Jun 2, 2011 9:35 AM
326	Concepts and ideas should be aligned from birth. Common state standards should be infant/toddler-pre-k-12.	Jun 2, 2011 9:11 AM
327	Make it a part of licensure.	Jun 2, 2011 8:53 AM
328	Research based curriculum needs to be used in programs along with appropriate screening and ongoing assessment of children's progress in conjunction with family participation.	Jun 2, 2011 8:41 AM
329	I believe that strategies are in place and being implemented in this area.	Jun 2, 2011 7:38 AM
330	Professional Development in the content area bi-monthly	Jun 1, 2011 4:51 PM
331	Improving alignment between teacher educaiton and K-12 expectations.	Jun 1, 2011 2:10 PM
332	Implement a standards-based curriculum and assessment program to ensure that what is written and scheduled to be taught is actually taught, and then assessed to ensure the effectiveness of teaching and learning in the school district. A. Alignment of the Curriculum to the Common Core Standards B. Aligned with the Response to Intervention Plan C. Aligned with the Professional Development Plan Enhancement of the Pacing Guides to align with the timeline for state testing	Jun 1, 2011 1:29 PM
333	Once again, these areas need to be incorporated in the pre-service college preparation programs. Once hired, teachers need to engage in ongoing professional development on these issues.	Jun 1, 2011 12:55 PM
334	All of these criteria are inportant with the assumption that individual teachers, school systems and administrators controll the form and nature of these criteria. only they know the needs of their own students and region. One set of STATE standards simply make educational practices less relevant for the progress of students.	Jun 1, 2011 11:59 AM
335	content area degrees in addition to teaching credentials	Jun 1, 2011 11:02 AM
336	Prospective teachers should consider liberal arts undergraduate degrees (majoring/minoring in content areas), followed by a one-year master's program and teacher training. This would remedy, in part, many teachers' deficits in content areas (especially on the elementary level). Include vertical planning so that all teachers--pre-K through 12--know what skills students need to develop and what they have learned.	Jun 1, 2011 9:59 AM
337	Professional Development that is provided based on the Educators needs- A Tiered program would be great. Like our students, we are not all at the same level.	Jun 1, 2011 9:03 AM

Q7. What strategies would you recommend for meeting the above need?		
338	higher ed. educator prep programs need to be ramped and need to include more field practice/internship time. Current educators need access, funding and time to more high quality and on-going professional development specifically targeted toward improving professional practices	Jun 1, 2011 8:21 AM
339	Relevant professional development and credit towards re-certification.	Jun 1, 2011 8:09 AM
340	Time to evaluate current curriculum, time to collaborate within content & across districts to share information/ideas. time to review assessments & student learning on those assessments.	Jun 1, 2011 7:14 AM
341	Use of vertical teams from K-12 teaching staff. Continued education credits required to maintain certification.	Jun 1, 2011 6:45 AM
342	rigorous assesment for certification	Jun 1, 2011 5:49 AM

	Q9. What strategies would you recommend for meeting the above need?	
1	partnering with outside agencies for real life experience	Jun 13, 2011 7:30 PM
2	see response to #8--I believe these are intertwined	Jun 13, 2011 5:36 PM
3	professional development (including understanding child, youth and adolescent development); provide more support staff to educators since our expectations are higher;	Jun 13, 2011 4:10 PM
4	additional training for teachers	Jun 13, 2011 2:01 PM
5	Peofessional development in typical schools is a srties of trainings that are conducted with the sole purpose of meeting the requirement. Rarely to teachers apply what is presented, and rarely do teachers leave workshops with materials needed to sctuslly implement a new methodology.	Jun 13, 2011 1:04 PM
6	innovative approaches for onsite, experiential learning- competency development using diverse learning settings, not just course work/seat time and earning carnegie units	Jun 13, 2011 10:54 AM
7	This is tougher to answer. It requires people working in the field to view themselves as professionals and, in turn, be willing to take additional time (beyond work hours) for professional development. Subsidising pay might help early childhood workers feel more like professionals who would then be more willing to take the additional time needed for professional development.	Jun 13, 2011 10:43 AM
8	Required and optional professional development opportunities where educators would connect with other educators both locally and nationally. Ideally, these would be offered both f2f and virtually.	Jun 13, 2011 9:13 AM
9	Teacher preparation programs should be based in practice, with "field work" as a key component all the way along. The theory should be taught as it relates to the practice. Those providing instruction to pre-service educators should have to have been successful educators themselves...with successful experience in the areas their instruction would address. Some people currently teaching in ed. programs may hold higher level degrees, but have minimal actual teaching experience. How can they prepare our new-entrants to the field, when they don't have much successful experience themselves?	Jun 12, 2011 7:10 PM
10	Educator prepartion comes from hands on experience as a beginner teacher. One cannot learn everything and apply it from college classes or a degree.	Jun 12, 2011 11:27 AM
11	Teacher training organizations need to be able to give their students access to all these ways of working, learning and teaching.	Jun 12, 2011 9:35 AM
12	Training for staff and college students preparing to go in to the field of Education.	Jun 11, 2011 9:45 PM
13	become educated	Jun 11, 2011 1:02 PM
14	Employer sponsored professional development.	Jun 11, 2011 12:08 PM
15	Use technology and encourage PLCs and online networks and collaboration.	Jun 11, 2011 11:33 AM
16	Preservice teachers need more time in the schools	Jun 11, 2011 10:15 AM

	Q9. What strategies would you recommend for meeting the above need?	
17	- Training in Professional Learning Communities/ Critical Friends Groups - Mandate more time during the school year for collaborations - it is what high achieving countries like Singapore and Finland do	Jun 11, 2011 10:14 AM
18	Once under contract, teachers should be supportive by having the above paid for, by contract if possible. Support for attneding national conferences in thei fiels- example: NCTE, NCTM, etc. These are the BEST PD opportunites.	Jun 11, 2011 10:07 AM
19	I also believe students will have to learn to adapt so that they can fit in a workplace that may not bend to their individual needs. We are supposed to be preparing them to work eventually.	Jun 11, 2011 9:32 AM
20	Districts should develop partnerships with Community and businesses. School boards should hire competent Superintendents and then allow them to make decisions to expedite the process. There is too much red tape and time lost for progress by school board rubber stamps of approval. Let the experts do their jobs.	Jun 11, 2011 8:17 AM
21	Some formal liason system between school disticts and teacher training programs.	Jun 11, 2011 7:36 AM
22	rethink the school day/ school year (see comment above)	Jun 11, 2011 7:17 AM
23	mentors observe candidate after learning to ensure its implementation	Jun 10, 2011 11:23 AM
24	Central Massachusetts has a huge need for biligual staff as well as infant and toddler staffing	Jun 10, 2011 9:59 AM
25	Increased attention to preparation in early childhood education, more closely linked with NAEYC standards and attention to developmental approach	Jun 9, 2011 10:18 PM
26	As above	Jun 9, 2011 8:26 PM
27	Everyone needs training but often that means time away from children, inconsistent staffing for classroom, lack of funds for training or time, etc. College classes are already cramed with requirements.	Jun 9, 2011 10:12 AM
28	The curriculum needs to focus less on unrelated core courses and more on actual experience.	Jun 9, 2011 8:46 AM
29	We already have good programs at our state programs. Retaining graduates in VT is an issue. Could there be incentives to stay in VT?	Jun 8, 2011 10:54 PM
30	Yes, there is always room for learning! Educators and leaders need tools for teaching new educators. The more hands-on learning experiences the better!	Jun 8, 2011 10:22 PM
31	to full engages teacher on the best practices of teaching to meet the all the spectation posibles.	Jun 8, 2011 8:49 PM
32	Stronger more comprehensive teacher prepartory programs. School leaders must work with their staff much like teachers with students in the building of the understanding of plc's	Jun 8, 2011 8:14 PM

	Q9. What strategies would you recommend for meeting the above need?	
33	Individual child assessement is critical to meeting the individual needs of children. Educators have trouble taking that data and making lesson plans around them. More college work around that as well as in-service training is needed. Teacher mentors are needed for new teachers. Professional development opportunites need to be developed for family child care providers. Many low income families go to them; yet the providers get no professional development usually. Therefore children are ill--prepared to enter kindergarten.	Jun 8, 2011 8:11 PM
34	Improve partnerships between higher education and school districts to connect field work and practicums with induction and professional development for experienced teachers. This needs money to make it happen.	Jun 8, 2011 4:58 PM
35	Again, all of those things listed above are important, but establishing bureaucratic nightmares such as the Professional Qualifications Registry, and mandating higher levels of professional development and continuing education is just ridiculous, if there is no money to pay teachers more and no money to provide tuition assistance. This is particularly true in early childhood education.	Jun 8, 2011 3:30 PM
36	For the Community College System of NH, due to state grant requirements, all ECE faculty at our college are required to be "teacher/faculty credentialed" meaning they have to have a degree in the field or have enough credits in ECE to reflect this as a major. In addition, faculty are required to have had work experience in the field. In Teacher Prep. program, the same principles in hiring faculty have been applied so that faculty have had teaching backgrounds, not just educational backgrounds, in the public school. Our college loosely requires community involvement and are evaluated on this. However, few in administration consider this as crucial. Over the 15 plus years in higher education, more is expected of faculty, including course prep., advising, dept. responsibilities, and teaching load, leaving less time for community involvement.	Jun 8, 2011 3:12 PM
37	same as above	Jun 8, 2011 3:09 PM
38	communication the importance of individual needs trainings	Jun 8, 2011 2:14 PM
39	This should also be a top priority and, again, needs to begin with early education providers.	Jun 8, 2011 1:59 PM
40	Experienced educators with connections into the different networks to be able to share the opportunities available within our communities	Jun 8, 2011 11:26 AM
41	Yes - but the opportunities that happen outside of the college environment need to be coordinated with the college somehow so that students can earn credits for their work - otherwise they are wasting time and money if they try to apply to for credit later and it is not accepted.	Jun 8, 2011 10:59 AM

Q9. What strategies would you recommend for meeting the above need?		
42	Again, we need a strong educational leader and a plan to sift through what teacher-preparation is quality and what is fluff. Some institutions of higher ed are producing high quality teachers and others are producing mediocre teachrs. Is there a way to identify new teachers who excel so that principals can have this information when they hire? Some principals need training in identifying effective teachers before they offer contracts. Partnering elementary schools with higher ed is great in theory but are there enough higher ed institutions to go around? What is the benefit to higher ed. Here is another thought: The public school teachers make far more money and higher ed can't get the effective teachers to move on to higher ed and help to train the next generation because there is a salary drop. They wait until they retire and then you have to wonder if we are getting them at the height of their career or in the sunset years. In all of this quality control must be in place. Who provides quality control? We need hard data not subjective opinions.	Jun 8, 2011 10:49 AM
43	As stated above, Educator preparation - and screening for TEACHING ability - is of the utmost importance. Observation, mentoring, relevant practicums and continuous feedback should be an integral part of the training and on-going professional development of ALL teachers!	Jun 8, 2011 10:08 AM
44	(Again, very important for early education as well.)	Jun 8, 2011 9:09 AM
45	stated above	Jun 8, 2011 9:08 AM
46	Individual Professional Development Plans and Local Review Boards	Jun 8, 2011 8:41 AM
47	Diverse kinds of professional development offered in multiple ways at multiple sites.	Jun 8, 2011 8:12 AM
48	Continue to support programs offered financially as well as the ceu incentives. ECE practices vary depending on educators background. Observations of others programs is a valuable tool that should be used more for guidance on what works and what doesn't.	Jun 8, 2011 6:27 AM
49	With the increased online educational opportunities, many teachers do not have opportunities for guided field experiences with a master teacher. Mentor/coaching can provide a mechanism for assisting teachers to make the link between research and practice.	Jun 7, 2011 11:45 PM
50	Opportunities for students to train in the field and work with mentors in the field of education and with agencies of human services	Jun 7, 2011 9:40 PM
51	Educators who work with low-income , environmentally and educationally at risk populations must engage in training opportunities relating to working with this population and how to successfully engage/involve these families in thier child's education. Collaboration with social service agencies, Children's Trust Fund, Mental Health programs, FCC Systems, DCF, etc. for educator and staff training opportunities is key and should be a requirement along with teaching theory and practice.	Jun 7, 2011 8:46 PM
52	all educators need a strong understanding of child development, developmental psychology, the psychology of learning, and the social-emotional foundations needed for a healthy, fulfilled life	Jun 7, 2011 6:46 PM
53	Use experts from the field to teach sessions of higher ed classes	Jun 7, 2011 6:25 PM

	Q9. What strategies would you recommend for meeting the above need?	
54	Working collaboratively with community agencies, communications between LEA.	Jun 7, 2011 6:20 PM
55	building based coaches, professional learning communities based on data ananlysis	Jun 7, 2011 6:05 PM
56	The schools with which I work base learning and assessment of learning strictly on reading and writing. These schools defend their methodologies even in the face of compelling evidence that they are failing their students. Therefore, I recommend: 1. Engaging Boards of Education, Superintendents and school leaders in intensive retraining regarding this issue. 2. Engaging institutions of higher education in intensive curriculum revision 3. Engaging state and community stakeholders in health and human service in providing preservice and inservice education to educators	Jun 7, 2011 4:59 PM
57	I read this as a profession description - educator vs. teacher - that builds on year round school, and the role of the year round professional. This level of professionalism, in every building is the function of a year round program. I think the Milwaukee program for year round schooling has been very successful and would work very well in NH.	Jun 7, 2011 4:58 PM
58	Having the above resources available, local and at a reasonable fee.	Jun 7, 2011 4:04 PM
59	Eliminating all the MTEL tests and focusing more on in the field, hands on experiences.	Jun 7, 2011 3:26 PM
60	Require student teaching part of educator training. Align teaching requirements with college preparation programs.	Jun 7, 2011 3:23 PM
61	A much better higher ed system of educating teachers/administrators	Jun 7, 2011 2:54 PM
62	Create a mentoring system for educators to become more effective teachers and to create collaborative approach to teacher education/professional development within a school or school district.	Jun 7, 2011 1:57 PM
63	Mentoring experiences for teachers.	Jun 7, 2011 1:52 PM
64	Giving educators time to process, meet with colleagues and peers to process and plan, and time to collaborate with community based providers.	Jun 7, 2011 1:44 PM
65	Encourage PK-20 partnerships & data sharing. Invest in statewide longitudinal data systems. This will help improve educator prep programs through feedback reports.	Jun 7, 2011 12:56 PM
66	Continued relationships between higher ed and student settings (i.e. schools, preschools, childcares)	Jun 7, 2011 11:31 AM
67	Leadership development is once more a great need; programs like LEAP (Leadership Empowerment Action Project) Fellowship programs need to be supported.College ESOL and pre-college preparation for adults in the field is paramount.	Jun 7, 2011 11:18 AM
68	Cross-team, cross-agegroup teacher professional development and mentoring.	Jun 7, 2011 10:53 AM
69	Must align with the curreb state-wide QRIS initiatives	Jun 7, 2011 10:35 AM

	Q9. What strategies would you recommend for meeting the above need?	
70	stronger linkages between the field and higher education/educator preparation programs	Jun 7, 2011 10:29 AM
71	Research based, consistent professional development	Jun 7, 2011 10:26 AM
72	Changing the structure of maintaining competent teachers would be helpful. Tenure is essentially a license to steal in some cases.	Jun 7, 2011 9:56 AM
73	Indepth understanding and implementation of the research of Effective Instructional Practices and Professional Learning Communities. Build capacity within each district based on an ongoing process of professional development in this area with real-life application.	Jun 7, 2011 9:50 AM
74	This goal would take much more time than is presently allowed in the teacher prep agenda, however, can be successful if partners work together. Collaborations between school districts, higher education institutions, community agencies, and community members take more time than is typically afforded to build trust and respect. I don't know if our systems are willing to make the necessary changes - which require relinquishing power and position - to make a significant change in this direction without incentive of some sort. The unequal power positions of all the above makes it necessary to spend time establishing the partnerships that really have the chance to work. Most of these arrangements are simply add-ons and in name or rethoric only.	Jun 7, 2011 9:12 AM
75	Teacher-prep programs need to be aligned with the new nation-wide Core standards. In addition, teacher-prep programs must include diagnostic work and analysis so that teachers are equipped to diagnose and address student learning gaps. It is a fact that some students arrive on the first day of school and they are not grade-ready. Teachers must be trained to spot these gaps and use targeted interventions to close them. Teaching this to teachers while they are young and ready to try anything means we'll be nipping the problem in the bud.	Jun 7, 2011 8:43 AM
76	practical application of "book" knowledge is the key - much more practicum coursework is needed especislly in "classroom management"	Jun 7, 2011 8:40 AM
77	low cost programs for educators	Jun 7, 2011 7:39 AM
78	better collaboration between the educational sector and community based and public agencies in mental health, social services, etc.	Jun 6, 2011 9:43 PM
79	Provide low cost trainings in small groups in local communities.	Jun 6, 2011 3:31 PM
80	Field-based practicum facilitated by a coach/mentor are very important for ensuring quality practice and ongoing learning. Address diverse learning needs by providing support for basic preparation for college learning as well as leadership and mentoring opportunities for master teachers.	Jun 6, 2011 3:19 PM
81	Teacher having the resources and time to develop resource that will work for all the children in their classrooms.	Jun 6, 2011 3:03 PM
82	Working with teacher colleges, schools and researchers to connect best practices, research and implementation.	Jun 6, 2011 2:43 PM
83	same as above	Jun 6, 2011 2:14 PM

	Q9. What strategies would you recommend for meeting the above need?	
84	Intensive required ongoing training for educators. Evaluation of educators to insure they are continuously improving.	Jun 6, 2011 1:45 PM
85	Professional Learning Commuities is being thrown around loosely. There are many inaccuracies. Professional Learning Communities are what a particular school embraces to be their shared vision and mission. The entire staff decides what are the goals and how to implement them. UMASS, Amherst, [name deleted] taught this. Fall 2010. [course deleted].	Jun 6, 2011 1:07 PM
86	Professional development based on school core values, beliefs, and learing expectations. Time to collaborate effectively as a regular part of teaching practice.	Jun 6, 2011 12:41 PM
87	Create linkages between teacher preparation institutions and schools/agencies to provide ongoing educator support and professional development around mutually agreed upon goals. Provide incentives for Bachelor degree attainment in community schools.	Jun 6, 2011 12:38 PM
88	Lots of experience with mentor teachers.	Jun 6, 2011 12:26 PM
89	In training, people do not realize how important it is in their job to have basic knowledge of speech, OT and PT and how to work oand communicate with these specialist when they do not come into our programs much. Also missing is a variety of teahing strategies to help children with needs. These needed to be added to college curriculum for degrees and be offered for courses for people that missed out on the experience.	Jun 6, 2011 12:20 PM
90	Differentiated instruction and co-teaching models with special ed. staff is not being received well yet, but I look forward to more opportunities to learn about this.	Jun 6, 2011 12:17 PM
91	as outined above	Jun 6, 2011 12:16 PM
92	I love the way the State of MA is moving and providing more PD for after school educators, it is much needed. Would love to see more trainings offered around lesson plans and building a good after school cirriculum.	Jun 6, 2011 12:00 PM
93	same as above	Jun 6, 2011 11:59 AM
94	I see and have experienced more complications of this than I have strategies. Field work, practice based, real time support, and professional learning communities are a challenge in rural areas where mountains can separate otherwise neighboring communities. It is difficult to define "central locations" for these types of practices. Perhaps finding, establishing, and supporting mentors in various locations throughout our region might be a start. I was a mentee in a similar program in NH and it was very successful in matching up providers learning needs and educators areas of expertise. There also needs to be some financial support for the providers who might have to take time away from their jobs in order to do field work in other locations or to visit other programs to observe and learn certain approaches.	Jun 6, 2011 11:20 AM
95	Wide variety of opportunities and trainings supported by the VT DOE.	Jun 6, 2011 11:17 AM
96	see above	Jun 6, 2011 11:12 AM
97	See above	Jun 6, 2011 10:53 AM

Q9. What strategies would you recommend for meeting the above need?		
98	Childcare provider licensing	Jun 6, 2011 10:42 AM
99	Staffing needs to be adequate and mentoring should be included.	Jun 6, 2011 10:38 AM
100	many children who have special needs have differnt organizations working with them and the families, coordination of services is crucial - who is going to do it and how?	Jun 6, 2011 10:34 AM
101	Same as above.	Jun 6, 2011 10:33 AM
102	Encourgae partnerships and shared professional development among school districts and community partners	Jun 6, 2011 10:32 AM
103	Again, funding is required to hire adequate staffing to engage in these actvities.	Jun 6, 2011 10:27 AM
104	streamline professional training. Make it affordable and accessable to rural areas.	Jun 6, 2011 10:25 AM
105	All Pre-k and K should have opportunities to participate in Professional dev activities within DOE and AHS	Jun 6, 2011 10:16 AM
106	Availablity at colleges of BA in ECE - hard to find in parts of VT. Collaboration of training with public school.	Jun 6, 2011 9:59 AM
107	strong teacher prep programs, meaningful mentoring, excellent ongoing and relevant professional development	Jun 6, 2011 9:47 AM
108	Those planning district trainings need to be very aware of this goal and make sure it's relevant .	Jun 6, 2011 9:44 AM
109	More important than expertise in curriculum content...It should be a core responsibility at the school, town, state and national level. Once a new requirement is set, training should be accessible, convenient and funded based on need.	Jun 6, 2011 9:19 AM
110	Study higher education coursework to be certain it is still relevant in today's world. Simply speaking is Child development a requirement across all education levels?	Jun 6, 2011 9:18 AM
111	Duh!	Jun 6, 2011 9:13 AM
112	Quality Ratings systems, self assessment of programs and staff, focus groups, higher ed	Jun 6, 2011 8:58 AM
113	increase collaboration with colleges in the school setting! Lab situations in schools - constructivist approach to learning	Jun 6, 2011 8:53 AM
114	Much of what I stated in the narrative regarding question #7j applies here as well. It would be wonderful to have some of the various entities, (HCRS, Pediatricians, CSHN), and Educators have workshops together to help with increased understanding of each program/profession, and to develop a common system to support children and families collaboratively using an agreed upon and consistent process.	Jun 6, 2011 8:38 AM
115	More funding for Head Start and Early Head Start	Jun 6, 2011 8:25 AM

	Q9. What strategies would you recommend for meeting the above need?	
116	Bringing people with diverse experiences into teaching well after graduation.	Jun 6, 2011 8:23 AM
117	ongoing trainings	Jun 6, 2011 8:21 AM
118	It is hard to maintain freshness and enthusiasm in the face of constantly shifting goal. A consistent curriculum and opportunities needs to be the basis for professional development. While an understanding of health and human services is important, it is not the job of the educators to fill these roles and until the nation is willing to adopt some kind of real social contract around school and family expectations, it should not be given to the teachers to manage these tasks.	Jun 6, 2011 8:19 AM
119	Require lesson plans (not course outlines) to be continuously updated after each In-Service. Then budget for trainers to follow-up.	Jun 6, 2011 8:15 AM
120	wider reach for universities to go beyond the cultural and economic centers they are located in to pair new teachers with old teachers and watch the interactions with university facilitations	Jun 6, 2011 7:45 AM
121	This continuum is very broad and individual needs are vary based on groups. Joint training as well as training specifically designed for different levels of understanding should be offered. Undergraduate, graduate, PDP's & CEU's should be included	Jun 6, 2011 7:41 AM
122	Using varied learning techniques when offering trainings	Jun 6, 2011 7:41 AM
123	set up a mentor support system for first year EEI teachers as they go through their first year(s) of teaching	Jun 6, 2011 7:19 AM
124	More state-wide opportunities for affordable courses and learning opportunities.	Jun 6, 2011 7:15 AM
125	More coordination and collaboration for higher Ed prep programs. What accountability is there?	Jun 6, 2011 7:15 AM
126	UVM students need more time out in the field and less time in the campus children's center.	Jun 6, 2011 6:43 AM
127	The ARRA funding was instrumental in increasing the level of Professional Development given to my faculty with immediate results - funding for Professional development must be increased at the federal level and distributed to low income areas INCLUDING RURAL AREAS We get less attention despite the fact that 30% of America's school children are in rural schools.	Jun 5, 2011 9:32 PM
128	Excellent teacher prep programs and communication between universities and the schools	Jun 5, 2011 9:17 PM
129	No matter the level of education for classroom teachers, if we can't customize the process in the classroom to meet the student needs it is in vain.	Jun 5, 2011 8:23 PM
130	relevant professional development	Jun 5, 2011 7:58 PM
131	When looking at alternative forms of licensure, I think student teaching needs to be more rigorous, letting future teachers truly see the challenges of the profession.	Jun 5, 2011 7:41 PM
132	More classroom management strategies taught in college.	Jun 5, 2011 6:42 PM

Q9. What strategies would you recommend for meeting the above need?		
133	Educators should have the opportunity to participate in additional course in those areas that they are not prepared in by attending a university.	Jun 5, 2011 4:22 PM
134	Right now the above is an exercise in filling out forms. There isn't a child focus, there is only the millions-of-forms focus. There isn't any child centered thinking outside the box, there is only the list of available easy-to-assess PLP or RTI flashcard, worksheet, list, whatever and it is one size fits all. How can you remove the enormous bureaucratic Broadway extravaganza of PLP's and RTI's and focus on the child not the proper way to fill forms? Should RTI's and PLP's take up hours and hours of faculty meetings, emails, directives, chartfilling, on-line spreadsheet production in triplicate, and choreographed planning time? I could be finding ways to help children in all that wasted time! Don't get me wrong--I like and need a good management partner. But schools are becoming very top-down and I do not seem to be a partner anymore.	Jun 5, 2011 2:26 PM
135	I do not agree that "higher education", if it refers to state colleges and universities, serve our high school students well. We are currently experiencing a "student grab" by state colleges for a dwindling student population to bolster their enrollment. High school students should be taught and advised in a high school environment which challenges them to reach their potential.	Jun 5, 2011 12:22 PM
136	include special education support staff in teacher planning teams	Jun 5, 2011 7:38 AM
137	Plan lessons using Backwards by Design format. Work with my grade level team, looping team, and Professional Learning Committee team to analyze data to drive our instruction.	Jun 5, 2011 6:52 AM
138	Well-prepared early childhood educators need to receive a salary commensurate with that of elementary or secondary educators. We cannot support ourselves and our families with salaries that private preschool programs funded by parent paid tuition can afford to pay. In a staff of 15 educators, 2 directors, and a gym and music specialist, there are 5 MS, 8 BA and 1 AA degrees. None of us has to support our families, which is the only reason we can stay in jobs we love.	Jun 4, 2011 11:59 PM
139	Making sure we increase the level of expectations to become a teacher no lower them	Jun 4, 2011 3:27 PM
140	There needs to be continuing support for teachers in their first year. The New Teacher Program in Boston Public Schools has been extremely valuable.	Jun 4, 2011 11:48 AM
141	To be honest, I am not sure what this all means. Preparation for teaching should be challenging and should require rigorous training in both content and pedagogy. There should be more than a one-semester internship; year-long and probationary training for, perhaps 2 years would be most appropriate, but would require serious, focused and qualitative mentoring by master teachers.	Jun 4, 2011 10:13 AM
142	Work with the higher education community to ensure that there are professioanl learning communities that work with community partners to devlop learning and support opportunities for all students.	Jun 4, 2011 8:04 AM
143	In house requirement for PLC or professional work with teacher leaders	Jun 3, 2011 11:10 PM
144	I do not know if this is in place. But, it should be mandatory for educators to complete a certain amount of hours of training each and every year beyond their education.These trainings should reflect the above aspects.	Jun 3, 2011 9:52 PM

Q9. What strategies would you recommend for meeting the above need?		
145	EVERY student deserves an "individual education plan". Well-prepared teachers who can create opportunities for learning and tailor their methods to meet the individual needs of each student have the potential to transform students, schools and the larger community.	Jun 3, 2011 9:16 PM
146	Coordinate with the colleges and universities somehow. Not sure.	Jun 3, 2011 8:45 PM
147	budget allowances	Jun 3, 2011 8:00 PM
148	once again, trainings and workshops. local "support" groups for family child care providers that have trainings with a professional moderator. This would allow us to not be so isolated and to benefit from the knowledge/experience of others.	Jun 3, 2011 7:42 PM
149	Change the method of funding schools. Do not put health and human services under the "education" umbrella. Ensure that mandates from the government are funded. Make funding equitable across schools, districts and states.	Jun 3, 2011 7:21 PM
150	Again itis the follow up that makes the difference. Someone needs tobe incharge to ensure that it is happening	Jun 3, 2011 6:48 PM
151	Change the undergratuate program to deal with real school based experience. The cutting edge theory should be taught by example. Something like Pathwise Mentoring program could provide relevant feedback. Every educator needs to understand the Common Core and how that changes instruction. Teachers already in the schools need to be given time for professional development and discussions.	Jun 3, 2011 6:29 PM
152	Practice teaching with proven master teachers; more widespread dissemination of information in student IEPs to all of a student's teachers. See also #8 response.	Jun 3, 2011 6:25 PM
153	Preparation of pre-service teachers should include long term internships with master teachers rather than the current "student teaching model" involving a two week "solo."	Jun 3, 2011 5:40 PM
154	Vertical alignment opportunities for PK through college/post secondary; full service learning communities	Jun 3, 2011 5:35 PM
155	There are many different types of learners. The educator should be prepared to teach for the different learning methods, and allow the child to learn the best way they know how.	Jun 3, 2011 5:20 PM
156	Make sure that educators and their community work together. It is important that each community should work as a whole rather than in parts, no matter what demographic and geographic location one is in.	Jun 3, 2011 4:50 PM
157	Schools should not assume new teachers are ready to take on all responsibilities. Redesign licensing in a similar way to medical field. Of course, that means more education, more $$, etc. But, if we want to "treat" our students - meet their individual needs - (similar to physicians), then we need to prep and pay for that level of service/support	Jun 3, 2011 4:26 PM
158	It is very hard to meet the criteria in a four year program. New teachers need a lot of support from professional mentors in order to be successful. Learning communities also helps with this.	Jun 3, 2011 4:19 PM

	Q9. What strategies would you recommend for meeting the above need?	
159	work with area agencies who assist people with disabilities to bring conferences/seminars to the area that would benefit both educators and families	Jun 3, 2011 4:07 PM
160	see #7	Jun 3, 2011 4:03 PM
161	To individualze the needs of the students, the educator needs to have college/practicum work with fundings made available to the educator. It is important not to forget educators with a BA also need funding.	Jun 3, 2011 4:00 PM
162	Free or low cost education classes, events and peer and model examples for support.	Jun 3, 2011 2:48 PM
163	Include the teacher prep institutions in the plans	Jun 3, 2011 2:39 PM
164	K-12/higher ed collaboration is vital; pre-service education must be real and relevant; higher ed folks meed to be more in the field in order to remain current and relevant to current best practice.	Jun 3, 2011 2:29 PM
165	Founds and training to better support the learning of young children.	Jun 3, 2011 2:23 PM
166	we need to have higher standards for entrance in education programs and for remaining in teacher ed programs.	Jun 3, 2011 2:15 PM
167	Same answer as above!	Jun 3, 2011 2:09 PM
168	Use as a focus during our VPDN days throughout VT.	Jun 3, 2011 1:55 PM
169	Provide funds for private pre-K educator preparation.	Jun 3, 2011 1:53 PM
170	better screening of mentor teachers in intern experience. The best teachers in my school are not the ones with student teachers. I suggest identifying and utilizing NBCTs for this effort.	Jun 3, 2011 1:42 PM
171	these are statements not questions	Jun 3, 2011 1:17 PM
172	IEP? Ipap? Integrated Performance Assessment Process	Jun 3, 2011 12:39 PM
173	Mentoring and developing Professional Development Plans that extend over time and are revisited	Jun 3, 2011 12:23 PM
174	Salaries for Prek and afterschool teachers need to be improved. Compensation for professionald evelopemnt for those who earn low wages is essential.	Jun 3, 2011 11:47 AM
175	There needs to be written into grants more out of classroom time that is funded for teachers in which mentoring and reflection in supervision can happen. Funding for on site mentors that are available regionally and speak several languages needed in that region should be considered and a system developed through the colleges or R&Rs	Jun 3, 2011 11:35 AM
176	Time is a critical variable. There is little time in our professional day to devote to preparation and collaboration. As the demands for accountability increase, the amount of time for interaction and collaboration continues to decrease.	Jun 3, 2011 11:25 AM
177	organizations that provide training should be on a QRIS system for educators to choose quality. High level training agencies should have access to IPDP information so that they can plan quality PD	Jun 3, 2011 11:13 AM

	Q9. What strategies would you recommend for meeting the above need?	
178	Hire smart, caring, clever teachers who actually like the kids. Maybe train principals in interview techniques - and how to determine the best candidates.	Jun 3, 2011 11:11 AM
179	A picture is worth a thousand words....teachers are best prepared by working with the very best teachers in our field.	Jun 3, 2011 11:03 AM
180	Colleges and universities should be training teachers in differentiated instruction, literacy and math instruction, principles of behavior management	Jun 3, 2011 10:41 AM
181	Each educator needs an Individual Professional Development Plan. Program Directors should be trained to help their staff develop their own plans	Jun 3, 2011 10:24 AM
182	Case studies, learn at class and try at the school,	Jun 3, 2011 9:49 AM
183	More educator instruction on cirriculums and assessment tools available with in our community. Many trainings are too far for staff who do not drive.	Jun 3, 2011 9:46 AM
184	Just do it	Jun 3, 2011 9:44 AM
185	Match staff development opportunities to the goals of the educators.	Jun 3, 2011 9:39 AM
186	School should be required to give staff paid time for preparation and professional development.	Jun 3, 2011 9:36 AM
187	Especially in the Early Childhood Education field, teachers are working 8 to 10 hours a day and many of them have families of their own to go home to, arranging more educational programs that our closer to proximately to centers that are not located in centarlized areas would ease the stress of working and family life. Saturday classes or more online opportunities would be of great assistance.	Jun 3, 2011 9:30 AM
188	Agencies, federal or state funded should provide more opportunities for training in different languages.	Jun 3, 2011 8:59 AM
189	We need to increase our ability to use multiple resources, and outside facilities and people.	Jun 3, 2011 8:56 AM
190	Employ highly qualified supervision through consultants	Jun 3, 2011 8:45 AM
191	Teacher preparation programs at State colleges should be revamped to ensure that graduates and post-graduates are well prepared for TODAY's students. Much of what is being offered is antiquated and does not get at the heart of data-driven decision-making and 21st century instructional practices necessary for success today.	Jun 3, 2011 8:42 AM
192	Again, incorporate coursework into the higher education institutions, provide workshops and coach mentoring	Jun 3, 2011 8:19 AM
193	We need to make our entire communities part of the learning experience. Including the political system.	Jun 3, 2011 8:13 AM
194	Continued attention to early educator scholarships and pre-employment courses	Jun 3, 2011 8:00 AM
195	We can influence student outcomes most by ensuring effective teachers in every classroom - this is dependent on strong teacher prep - we need to get higher education to make this a priority	Jun 3, 2011 7:49 AM

	Q9. What strategies would you recommend for meeting the above need?	
196	Again, relevant, on going prof dev. More of this in college for education majors; spend less time taking "courses" to fill credit requirements and more credits given for actually classroom internships.	Jun 3, 2011 7:09 AM
197	Training, coaching, mentoring	Jun 3, 2011 5:36 AM
198	Reduced amount of time devoted to student assessment.	Jun 3, 2011 12:28 AM
199	Financial Aid for educators to obtain further degrees	Jun 2, 2011 10:13 PM
200	Strong educational leadership models, professional development. Creation of structures and resources, particularly time, to develop strong interagency collaboration. Acknowledgement that this is NEW work, of a complexity not yet fully imagined.	Jun 2, 2011 9:21 PM
201	Educators can not be prepared once and then left to use those methods of working with students for their entire career. Methods are constantly being fine-tuned, re-invented, discovered. By continually offering professional development that is relevent to the needs of their work in the classroom the educator can continue to evolve as a professional.	Jun 2, 2011 9:06 PM
202	Incentives for taking on student teachers; identifying "master" early childhood educators; considering Early Childhood Teachers the same way we look at STEM.	Jun 2, 2011 8:58 PM
203	CAYL Institute is an entity that provides theory and opportunity to network with colleagues.	Jun 2, 2011 8:20 PM
204	Placements in sstudent areas of interest utilizing both public school and private school facilities especially in the area of disabilities Instruction on utilization and collaboration with related soecialists and disability specific specialists	Jun 2, 2011 7:59 PM
205	Analliance of higher education establishments, private training consultants, local educational collaboratives, and state licensing organizations should be formed to collaborate for the formation of a professional development system that is coordinated to meet the particular needs of any given area within the state in which it operates.	Jun 2, 2011 7:42 PM
206	Mandatory on-site training for educator teams to be relicensed.	Jun 2, 2011 7:31 PM
207	Excellent teacher education preparation programs	Jun 2, 2011 6:57 PM
208	strong teacher preparation programs at colleges more and longer exposure to classroom by teacher candidates supporting programs like National Writing Project which can be embedded in systems to work with teachers and administrators mentoring and other support for new teachers	Jun 2, 2011 6:46 PM
209	Preparation needs to include more practical experience and new teachers need rigorous, supportive, meaningful mentor programs to guide their emerging practice.	Jun 2, 2011 6:36 PM
210	this is a tough one with out the benefit of high salary this will be tough to increase more work...	Jun 2, 2011 6:34 PM

Q9. What strategies would you recommend for meeting the above need?		
211	Higher education teacher training programs are not keeping up with the demands that teachers face. In house mentoring, professional learning communities and administrative support are a way of life in our district.	Jun 2, 2011 5:58 PM
212	Again the National Writing Project model has proven effective for professional development because it provides for sustained study, reinforcement, and reflection.	Jun 2, 2011 5:56 PM
213	Information sharing with the community.	Jun 2, 2011 5:43 PM
214	Mentors for all new principals for 2 years	Jun 2, 2011 5:36 PM
215	Leadership classes to help directors develop professional development plans with their staff which would be reviewed annually, and used to inform the course of the individual staff's development. Only CEUs should be counted for staff development, and a minimum of 2 CEUs per year should be required of all teaching staff.	Jun 2, 2011 5:32 PM
216	County, regional Action Groups - again due to the size of our population - by pooling our staff numbers and resources we could provide a variety of offerings that could be targeted.	Jun 2, 2011 5:26 PM
217	I'm not sure what you are getting at with the language in the above question. With all the budget cuts at the Health and Human Services level, it seems ludicrous to expect that agency to add to what they already can't do and it is burdensome to add a required partnership with HHS to educational organizations because dealing with them is burdensome and unhelpful.	Jun 2, 2011 5:25 PM
218	mentoring, money available for professional development, strengthen college expectations in these areas.	Jun 2, 2011 5:17 PM
219	Provide Educators with the opportunity to student teach while being employed. Provide guidance and coaching to new educators by hiring them and working closely for a year with a mentor or experienced Educator.	Jun 2, 2011 5:16 PM
220	More money into education for our teachers. Higher salaries, easy access to higher education for teachers, funding for research and field work.	Jun 2, 2011 5:04 PM
221	Professional development choices and evening times in which to avail ourselves of new opportunities at an affordable cost if any. Reinforce differentiation with brief, clear classes.	Jun 2, 2011 5:03 PM
222	More hands on experience in multiple settings	Jun 2, 2011 5:02 PM
223	The quality of professional development needs to be improved; results should not be attendance lists or surveys but must be more robust. Teacher education needs to employ persons who have current experience in P-12 education, excellent teaching skills themselves and not rely solely on those who can conduct research.	Jun 2, 2011 4:57 PM
224	I am not sure in what context you would like them prepared. If you mean prepared to run a classroom after having earned a degree, coursework is not enough. Preparedness takes place as teachers gain real world experience. Unfortunately the internships required at the college level are not sufficient to prepare a teacher to be proficient in the classroom. This happens through education, eperience and mentorship.	Jun 2, 2011 4:55 PM

	Q9. What strategies would you recommend for meeting the above need?	
225	Coaching with outside consultants; mentoring with on-site experienced teachers; autonomy; local educational leadership	Jun 2, 2011 4:49 PM
226	See above.	Jun 2, 2011 4:45 PM
227	Early education professionals should be placed on an even if not higher platform with many other professions yet most other professions do not require this extensive of a process. On going training and professional development is a must yet teachers will leave the field prior to starting if this is the process.	Jun 2, 2011 4:27 PM
228	Teachers need tools to work with children along the whole continuum of abilities to engage and challenge them. Best practice in adult training and education should be used. Don't just deliver a district-wide workshop - teachers need coaching and mentoring to understand how to implement strategies in the classroom.	Jun 2, 2011 4:23 PM
229	Training, financial assistance for people in the field.	Jun 2, 2011 4:18 PM
230	Trainings held in common for educators and health and human service providers include: interventions for students with disabilities, understanding of the unique training given to educators and human service providers (teachers are not counselors or psychologists- often they are asked to deal with issues for which they are not trained and are not appropriate to the school environment), 504 and special education law and identification.	Jun 2, 2011 4:14 PM
231	It needs to be learner focused. A five year teacher prep program that has student teaching in year 4 and a complete year of reflection and extensions after they learn what classrooms are really like.	Jun 2, 2011 4:03 PM
232	Higher Education	Jun 2, 2011 4:00 PM
233	If we are talking about teaching adults, then we need to expect them to have developed some skills for learning or supply supports so they can develop these coping strategies.	Jun 2, 2011 3:55 PM
234	Provide funding additional education provide trainings	Jun 2, 2011 3:51 PM
235	Treating each child as if they were your own. Knowing that most of these children are in our care for 10 hours aday and we are needed to show them we care. Doing what ever is necessary for them. If a child is struggling with a certain aspect of life and family is unable to help search out to others who can, go online, take classes,courses,whatever it takes.	Jun 2, 2011 3:45 PM
236	This is key. We can't lift the out-of-school time field to the level the State is seeking without PD supports at the same level other fields have been receiving for years.	Jun 2, 2011 3:39 PM
237	Number 8 and number 6 are tautological. Teachers are too busy taking care of children to be learning these things on the job. My staff typically can not take the time away from family to learn these things, nor can they afford to pay for them. Ninety-seven percent of our clients are supported by the state partially or in whole. I wish our contracts let us close early on a regular basis in order to train during the workday.	Jun 2, 2011 3:38 PM

	Q9. What strategies would you recommend for meeting the above need?	
238	A person's first teaching assignment should be seen as a starting point, not an arrival point, in learning a craft that will take years to develop. Teachers need to be part of learning communities where they can safely examine their own teaching practices and other participants will offer feedback as a tool for improvement.	Jun 2, 2011 3:36 PM
239	community partnership for children; NAEYC accreditation; working with colleges in the area; providing opportunities for practicum and/or student teaching experiences; providing opportunities for professionals to visit other classrooms	Jun 2, 2011 3:33 PM
240	Partner public schools and institutions of higher ed, allow for a more meaningful student teaching experience, ensure that cooperating teachers are high quality.	Jun 2, 2011 3:33 PM
241	Training programs with real life experiences	Jun 2, 2011 3:31 PM
242	More resources for educators to further their education.... higher compensation	Jun 2, 2011 3:24 PM
243	Lateral capacity building on a Statewide level. Those schools that have successfully achieved some of these ideals could mentor other schools that are needing help and guidance.	Jun 2, 2011 3:20 PM
244	Again supports need to be in place to provide training, higher education as well as the financial support for those to take place. Also need to support those that have their Bachelors with futhering their education.	Jun 2, 2011 3:19 PM
245	In MA we are doing ok with licensed prek - 12 teachers. Teachers in child care however are not well prepared.	Jun 2, 2011 3:19 PM
246	Get rid of tenure and let the older teachers actually have to work to keep their jobs. Burnt out angry teachers who can't keep up need to leave and because of them. not let our kids education suffer	Jun 2, 2011 3:13 PM
247	I would say that paying educators a good living wage, especially the group that work with pre-school age children, is the most import step. This group is historically and continues to be paid on a level with fast food workers!	Jun 2, 2011 3:08 PM
248	All of the above	Jun 2, 2011 3:08 PM
249	Make incentives for teachers to motivate themselves, through pay, courses to better themselves, pats on the back would be lovely.	Jun 2, 2011 3:08 PM
250	multiple pathways to learning, learning styles, differentiated instruction	Jun 2, 2011 3:06 PM
251	Again BA in Early ed not k-3	Jun 2, 2011 2:59 PM
252	Learning communities (through PD, through experiences within and beyond district) as well as institutional actions address this.	Jun 2, 2011 2:55 PM
253	Early ChildHood Educators need college credit courses on early childhood concepts, preschool math concepts, etc.	Jun 2, 2011 2:51 PM
254	There are 2 questions here. Educators absolutely need opportunities for field work/leadership opportunities/ability to utilize multiple methods to help each student achieve. I do not see teachers as responsible for connecting families to community resources. I would prefer to see boundaries.	Jun 2, 2011 2:51 PM

	Q9. What strategies would you recommend for meeting the above need?	
255	practicums for upcoming teachers is wonderful. why have you turned daycare providers into educators? Let the toddlers PLAY, the are only little once and they learn more from that than any curriculum could possible teach	Jun 2, 2011 2:50 PM
256	Trainings. Mentoring	Jun 2, 2011 2:45 PM
257	Time for educators to meet with various community entities, to plan professional development and planning.	Jun 2, 2011 2:44 PM
258	Have excellent teachers mentor new teachers.	Jun 2, 2011 2:42 PM
259	In any field continuos learning is essential for any type of instruction.	Jun 2, 2011 2:42 PM
260	Longer teacher internships	Jun 2, 2011 2:41 PM
261	Higher ed programs need to meet with the local educational communities to get a better sense for the professional development needs of educators.	Jun 2, 2011 2:40 PM
262	Job a like meetings and planning sessions collaborative as well as regional areas Access to consultants at reasonable rates Assistance from Higher Ed	Jun 2, 2011 2:35 PM
263	Expectation that ongoing embedded professional development happen for all teachers every year within the classroom with a plan - teach - observe and debrief cycle. Funding must be provided for this to happen.	Jun 2, 2011 2:35 PM
264	Workshops and conferences as well as webinars.	Jun 2, 2011 2:34 PM
265	MOU's between and among community colleges and 4 year state universities Advisory Board which includes students and college instructors who could articulate needs of the field	Jun 2, 2011 2:33 PM
266	See above response	Jun 2, 2011 2:28 PM
267	We have so many teacher preparation institutes in the Northeast - we should be taking the lead in making the abvove statement come true.	Jun 2, 2011 2:27 PM
268	More conversations between higher education and the people in the trenches (not just district personnel). Broadening pre-service education to include both pedagogical practices and skills to work with all stakeholders, including parents and community partners.	Jun 2, 2011 2:27 PM
269	college course content and practica within classroom and preschool settings	Jun 2, 2011 2:24 PM
270	Education	Jun 2, 2011 2:23 PM
271	ongoing pd	Jun 2, 2011 2:15 PM
272	PD in this area needs to include coaching and be job imbedded	Jun 2, 2011 2:06 PM
273	Change the system as mentioned above. Teachers do what they know, and what they know is a system where they deliver answers, not work collaboratively or using formative assessment to make curriculum decisions. Assessment does not change instruction. Assessment identifies that the current curriculum isn't working, so [names deleted] or some other curriculum company or publisher designs a newer, better, more appropriate "curriculum". STOP ALREADY!!!	Jun 2, 2011 1:59 PM

	Q9. What strategies would you recommend for meeting the above need?	
274	Pressure universities and colleges to stop using only a few select schools for internships and begin to promote teaching teachers reality based knowledge rather than all theory.	Jun 2, 2011 1:42 PM
275	Ensure that PD is tied directly to the goals and mission of the school. This can only be accomplished if schools clearly articulate what they are as a school and institution.	Jun 2, 2011 1:41 PM
276	Make education a respected profession that attracts the brightest and most devoted members of our society. Pay educators the same as physicians, lawyers, business, etc. to attract the best of the best.	Jun 2, 2011 1:38 PM
277	Clearly there needs to be a required teacher mentoring program in Vermont for teachers in their first three years. Also, administrators must not resist putting under-performing staff on "intensive assistance." But, to help teachers improve, you must then offer assistance to them.	Jun 2, 2011 1:35 PM
278	Convene discussions between school leaders and higher ed decision makers with the goal of aligning the training that new teachers receive with the needs of today's schools.	Jun 2, 2011 1:34 PM
279	Same as listed above	Jun 2, 2011 1:34 PM
280	Require PD after the first year of teaching	Jun 2, 2011 1:34 PM
281	Higher education partners for all PreK-12 school systems.	Jun 2, 2011 1:28 PM
282	Encouragement to seek degrees and diverse service-delivery options. Financial support for ongoing professional development.	Jun 2, 2011 12:26 PM
283	Providing Advocates at each grade level to help with home/school communication and assist in referring families to community based organizations, Also to help educate parents at all grade levels how they can partner with their childs education team to facilitate the best possible learning enviroment for all students	Jun 2, 2011 11:54 AM
284	Head Start like collaborations between public schools and providers in the community could better support childrens wholistic learning and health. Schools acting as community centers have greater community investment and academic success.	Jun 2, 2011 11:46 AM
285	Offer constant professional development courses that target this topic.	Jun 2, 2011 11:07 AM
286	Priority should be given to Early Childhood educators and parents of children 0-6	Jun 2, 2011 10:52 AM
287	This is a huge issue and therer are far too many components included in this one question about preparation. The various segments (pre-service education, induction, etc.) should be addressed separately, although the approaches to address them may overlap.	Jun 2, 2011 10:45 AM
288	Although educator preparation is important, I see that ongoing PD and support for teachers once they're in the field is more important.	Jun 2, 2011 10:39 AM

	Q9. What strategies would you recommend for meeting the above need?	
289	Educators need to understand that children come from families, they don't live in a vacuum . Also schools should partner with community based agencies to se that children receive the services they need. Standards should be high for all students starting with expressing oneself in standard Englis in speaking and writing. Teachers need to use standard English also. Education happens by modeling .	Jun 2, 2011 10:38 AM
290	Fund and utilize collaboratives for continuing education.	Jun 2, 2011 9:35 AM
291	Workforce development including state career laddice for educators, educator tax credits, increased scholarship funding, and increased subsidized reimbursement rates to support professional devlopment.	Jun 2, 2011 9:11 AM
292	Make the courses and field work a requirement for licensure.	Jun 2, 2011 8:53 AM
293	Support development of the current field through a series of ever increasing professional development levels with adequate time to meet the target. For example, Basic core competency understanding prior to working with children, CDA, Associates Degree, BA with target time lines with additional times for ELL and those who need additional academic support.	Jun 2, 2011 8:41 AM
294	Professional development opportunities can be shared experiences among the professionals working with children and families no mater where they work - in schools, child care settings, human services, etc. This can build better networks of understanding, common ground, and collaboration.	Jun 2, 2011 7:38 AM
295	Monthly learning community meetings associated with a University	Jun 1, 2011 4:51 PM
296	PD on understanding student difrences and how one teacher can meet student multiple needs. This PD needs to be provided in school on a long-term basis with a mentor helping to plan lessons with groups of teachers.	Jun 1, 2011 2:10 PM
297	Build the capacity of the district and school leaders to become "agents of change" in order to provide a world class education for all students. Facilitate Professional Learning Communities within and across grade levels in a building, across buildings, with feeder schools, vertical and horizontal teaming, to include parents, community groups/organizations, businesses	Jun 1, 2011 1:29 PM
298	Teacher preparation programs should be extended at least one year to provide pre-service teacher candidates with the opportunity to "student teach" in the same building, same grade for at least one full year. They do not get enough "real" practice under the guidance of a veteran teacher.	Jun 1, 2011 12:55 PM
299	Yes, as stated above, we all need to address the needs of INDIVIDUAL students. So, training should be local and correlated to the needs of students as expressed by the local professionals.	Jun 1, 2011 11:59 AM
300	content area degrees in addition to teaching credentials	Jun 1, 2011 11:02 AM
301	In addition to my first comments in #7, there should be a well-planned mentoring program for all new teachers (first 3 years), as well as fine-tuned collaboration among all the service agencies in the community and the state, if needed. Awareness of the specific needs and assets of other communities (eg, rural vs. urban, "inner city" vs affluent) should be known by all educators.	Jun 1, 2011 9:59 AM
302	Professional Development	Jun 1, 2011 9:03 AM

Q9.	What strategies would you recommend for meeting the above need?	
303	Many more hours of SUPERVISED internship time for teachers and educational leaders during their preparation programs. On-going, job embedded, high quality professional development for ALL teachers	Jun 1, 2011 8:21 AM
304	More para educators are needed int he classroom to be able to provide differentiated instruction.	Jun 1, 2011 8:09 AM
305	Require continued education credits to maintain teacher certification.	Jun 1, 2011 6:45 AM
306	again, higher ed needs to ramp up	Jun 1, 2011 5:49 AM

	Q11. What strategies would you recommend for meeting the above need?	
1	partnering with outside agencies of real life experiences	Jun 13, 2011 7:30 PM
2	see response to #8. Additionally, removing the perception of silos in early childhood education and K-12 is essential to perpetuate the idea of "open and accessible pathways and smooth transitions." Education doesn't begin at Kindergarten and preservice education and PD needs to include opportunities relative to streamlining between the two.	Jun 13, 2011 5:36 PM
3	Secure funding for collaboration; provide training on successful collaboration; celebrate existing successful collaborations;	Jun 13, 2011 4:10 PM
4	Need the time and community/parent support	Jun 13, 2011 2:01 PM
5	more services and monies for wrap around services for families	Jun 13, 2011 12:19 PM
6	This is another difficult element as budgets for programs in MA like Community Parentships, Family Networks, etc are being cut. At a programatic level, providers have to begin to see themselves as colaborators rather than competition.	Jun 13, 2011 10:43 AM
7	Service Learning programs in all schools, with required participation for all teachers and documentation of activities.	Jun 13, 2011 9:13 AM
8	There is a need for more support for community-based pre-school learning opportunities, and/or parent involvement in early learning. Some parents know how to engage in early learning experiences with their children, others really could use more guidance in how to embed learning into home activities (just as a part of family life).	Jun 12, 2011 7:10 PM
9	these educational stakeholder should include those that are on the school board who represent the community.	Jun 12, 2011 11:27 AM
10	Dr's offices, hospitals, day care ctrs all need to provide support and training to parents as well as to the youngsters. Early detection of learning disabilities, child abuse & neglect is critically important. Families must have access to quality healthcare, nutrition, and safe housing.	Jun 12, 2011 9:35 AM
11	Workshops that bring together the community and orgainzations with the educational staff.	Jun 11, 2011 9:45 PM
12	become active	Jun 11, 2011 1:02 PM
13	Raise the general public's level of respect for teachers as professionals who know what they are doing. Parents don't question their pediatricians, they shouldn't question their teachers (and teachers should be highly-qualified so they don't need to be questioned).	Jun 11, 2011 12:08 PM
14	- Pre kindergarten for all students	Jun 11, 2011 10:14 AM
15	Finding time (and paying for it) for these stake holders to meet regularly. At present our school "Climate Committee" which addresses the above has to meet before school. This can be difficult at times.	Jun 11, 2011 10:07 AM
16	Students are going to have to fit into the community which is not necessarily going to change to respond to them.	Jun 11, 2011 9:32 AM

Q11.	What strategies would you recommend for meeting the above need?	
17	Beyond Planning time, a specific weekly time set aside for this.	Jun 11, 2011 7:36 AM
18	Well, of course. That means the community needs to support the schools, especially with the necessary technology to make it happen.	Jun 11, 2011 7:17 AM
19	Have more outings/ invitations for guest speakers and community organization opportunities for students.	Jun 10, 2011 12:00 PM
20	Cross agencies opportunities for training and discussions regarding common needs and goals.	Jun 9, 2011 8:26 PM
21	creating systems that make this important at the appropriate levels	Jun 9, 2011 9:29 AM
22	The schools need to accept and work with CBO's and consider them a resource towrads achieving the same goals.	Jun 9, 2011 8:46 AM
23	Yes, often a children's past is lost as they move or change schools. If there is a system to help keep track, the next school will be better prepared to meets the students needs. This type of problem would be contradictory if it violated students' privacy or was used against the student, for example to be excluded from a program.	Jun 8, 2011 10:22 PM
24	all the agencias should be competeve to achive the gool of the students need.	Jun 8, 2011 8:49 PM
25	In order to learn, children need mental health supports. Mental health supports for early education is a must. There are 3 month waits for third party providers. The 0-3 idea of having a mental health consultant in the CCR&Rs is a good idea. If not, then through the local hospital. Should be able to call someone and get help - quick support for children in need.	Jun 8, 2011 8:11 PM
26	Resources and guidance for establishing strong community-local education agency (LEA) collaborations	Jun 8, 2011 6:00 PM
27	Involve community groups with schools - learning happens outside the school walls as well as inside. Special education has systems to transition from birth to age 21 - these systems could provide the framework for this collaboration.	Jun 8, 2011 4:58 PM
28	Funding staff for parent outreach, to liaise with health providers, etc.	Jun 8, 2011 3:30 PM
29	Extrememly iumportant, but more difficult to ensure this occurs for students. Requiring community service learning projects within the curriculum, providing educational club opportunities to encourage partnering, and having an administration that not just "supports" these efforts, but commits to these efforts. Certainly some course assessments can encourage this with sutdents but it really begins with the colleges providing a model. Due to understandable confidentiality issues, it is often difficult to provide students with meaningful and extended opportunities to work directly with families.	Jun 8, 2011 3:12 PM
30	Focus on ways to make parents/guardians feel welcome and valued in schools. Service learning in the community. Parent education.	Jun 8, 2011 3:09 PM
31	Education for community members as ti how schools run and the needs associated with educating children.	Jun 8, 2011 2:54 PM
32	strengthening community partnerships (e.g. the regional community partnerships for children) providing opportunities for collaboration	Jun 8, 2011 2:14 PM

	Q11. What strategies would you recommend for meeting the above need?	
33	Parents as Teachers, parenting education,	Jun 8, 2011 1:27 PM
34	Again strong connections to different networks	Jun 8, 2011 11:26 AM
35	Those providing services need to work together to support families and individuals. All need to be aware of the needs and be careful not to overlap services.	Jun 8, 2011 11:26 AM
36	Yes - but I reiterate my comments in #9 above. Also, community based experiences need to be quality experiences that support the learning of best practice that takes place in college. It is difficult to find effective partners in the community. It is also important to somehow recognize or compensate effective community partners for the work they do to provide students with real-life applications of their work. These experiences can often make or break the learning that has already occurred.	Jun 8, 2011 10:59 AM
37	From birth through higher ed, children's growth and learning should be approached as a team effort - including parents, physicians, Early Educators, K-12 teachers, as well as Early Intervention, specialists, etc. (when necessary). When everyone works together, the whole child can move forward with greater support and opportunity.	Jun 8, 2011 10:08 AM
38	Create learning communities with colleges and universities that will go into the communities and work with the educators already employed.	Jun 8, 2011 9:22 AM
39	Supporting holistic programs that view health, education, and family well-being as intertwined. We need more educational settings (particularly early ed) that are physically housed along side health centers and community supports so that this concept is implicit in the services families receive.	Jun 8, 2011 9:09 AM
40	The "wrap around services" model should be adapted to urban schools. Places that connect social and community based resources together in the school building, so there is genuine connection for all stakeholders.	Jun 8, 2011 9:08 AM
41	Local Family/Infant/Toddler programs with connections to the EEE programs locally	Jun 8, 2011 8:41 AM
42	Contuned collaboration between schools, child care, health care, family resource centers and social service providers.	Jun 8, 2011 8:13 AM
43	Give incentives for businesses to become more involved in education.	Jun 8, 2011 8:12 AM
44	Travel makes it difficult for many of the educators due to location. Understanding the location of programs and their needs with the knowledge that collaboration is not always possible and programs/educators are penalized/looked over for something they have no control over.	Jun 8, 2011 6:27 AM
45	Better communication, engagement, and alignment between birth to five programs and K-12.	Jun 7, 2011 11:45 PM
46	funding so that agencies can meet and collaborate in working toward the above goals	Jun 7, 2011 9:40 PM
47	More funding needs to be direccted to early care and education as well as to family support/parenting.	Jun 7, 2011 8:46 PM

	Q11. What strategies would you recommend for meeting the above need?	
48	must be missing something as I do not get the point of this. Why should the nurses at the hosp. or the lawyers downtown know about the educational plans in preschool and elem. school?	Jun 7, 2011 6:47 PM
49	collaboration is going to look different depending on the nature and size of a community; politics and unions are getting in the way, creating turf and special interest issues that have little to do with education of children	Jun 7, 2011 6:46 PM
50	Create regional projects that require parent involvement and other agencies that result on funding of projects to improve outcomes for many students. It will build relationships outside direct student team work	Jun 7, 2011 6:25 PM
51	Parent involvement strategies beginning at birth and continuing. Early ed for all 3 - 5.	Jun 7, 2011 6:05 PM
52	The schools with which I work do not understand this issue at all. They deny that learning opportunities outside of class have merit, in part because they are not dependent on reading and writing. They are not involved with their communities and they do not respect parent involvement, especially when multiple modalities of learning and assessment are requested. I recommend: 1. Intensive training for Boards of Education, superintendents and school leaders that children from cradle to career need community experiences, multiple modalities for learning and assessment, and strong partnerships among schools, families and their communities. 2. Engage communities to provide education consultation regarding how to engage schools in cooperative learning opportunities for students	Jun 7, 2011 4:59 PM
53	I see SAU's reaching down and child care and early intervention reaching up to align this by community. Districts should have the community supports in their building 2 times/year and share thier curriculums, testing materials, environments and programs with personel who work with their children before school entry.	Jun 7, 2011 4:58 PM
54	This should already be in place when any child has outside needs, and especially with the parents.	Jun 7, 2011 4:04 PM
55	Allow time in teachers' schedule for such collaboration.	Jun 7, 2011 3:23 PM
56	Home/school coordination at every level. This should be an area of licensure in VT	Jun 7, 2011 2:54 PM
57	Public schools should become partners with organizations in the community, particularly with the private ECE community.	Jun 7, 2011 1:52 PM
58	Giving educators time to participate in community based meetings	Jun 7, 2011 1:44 PM
59	more funding for the mental health agencies to be able to do the important work they do and have the resources to work with schools.	Jun 7, 2011 1:19 PM
60	Invest in PK-20 data systems and data sharing. A "cradle to grave" data system will help evaluate and improve prep programs and engage parents, students, educators and other stakeholders across multiple state agencies.	Jun 7, 2011 12:56 PM
61	Continued local advocacy groups w/ representation from across settings (i.e. educators, health...)	Jun 7, 2011 11:31 AM

Q11. What strategies would you recommend for meeting the above need?		
62	Collaboration across systems of care and education; menotorship and coaching	Jun 7, 2011 11:18 AM
63	See answer to 9. Administrators need to participate in this process as well.	Jun 7, 2011 10:53 AM
64	Network with existing efforts.	Jun 7, 2011 10:35 AM
65	examples of exemplary practice	Jun 7, 2011 10:29 AM
66	Develop and implement a strategic planning model developed through a collaborative, consensus-building approach.	Jun 7, 2011 9:50 AM
67	Maintaining schools as community centers - cross-generational learning environments - community service integrated into the curriculum.	Jun 7, 2011 9:31 AM
68	I've mentioned those above. Having been directly involved in the type of opportunity you describe for the past 15 years, I totally agree. But to actually develop, maintain and sustain these kinds of collaborations takes more time than most are able to commit due to so many other challenges and the pressure of diminshing resources all around. This strategy takes special leadership and commitment on the part of all stakeholders that needs to remain in place over long periods of time, something that remains in my 30 year experince with community and education, illusive. It is very idealistic to develop policy that would implement such a strategy without sufficient resources including time. To simply add on rather than restructure to achieve this goal would be a tremendous mistake. To restructure with this goal in mind could be transformative for our urban edcuational system.	Jun 7, 2011 9:12 AM
69	Data and stories need to be readily available to all interested parties in order to make thoughtful decisions and informed comparisons of school districts, regions, etc.	Jun 7, 2011 8:43 AM
70	a "think tank" group from these domains is necessary, meeting to discuss new ways to improve learning opportuniies AND implement them.	Jun 7, 2011 8:40 AM
71	a call to all stakeholders on the community level to insure that their stories are told and heard. A plan of action and follow through is necessary to insure good outcomes	Jun 6, 2011 9:43 PM
72	Create regional professional groups to bring those stakeholders together.	Jun 6, 2011 3:31 PM
73	Access to quality professional development is a challenge in rural areas. Early educators often require support and assistance even to participate in Online learning opportunities.	Jun 6, 2011 3:19 PM
74	community nights, but given the area we live in all events would need to be free or low cost	Jun 6, 2011 2:14 PM
75	Agencies need to move past competing for funds and really start working together to support the learning process for those they are serving.	Jun 6, 2011 1:45 PM
76	In our community, children are living with a variety on needs that can not be met by their families. The community must come together in new and creative ways to address these needs.	Jun 6, 2011 1:08 PM
77	Pay teachers and assistants well for their vital role in education of the youngest children	Jun 6, 2011 1:07 PM

Q11. What strategies would you recommend for meeting the above need?

78	Programs that draw local colleges, businesses, health care providers, museums, and industry together with the public school system. More opportunities for students to engage in activities in locations within the community.	Jun 6, 2011 12:41 PM
79	Create opportunities to establish staffed, free, book and toy-lending venues and home-visitors in under-served communities. Include Health clinics, Parents, and Libraries on Community Child Care Advisory Boards.	Jun 6, 2011 12:38 PM
80	All agencies on the same path.	Jun 6, 2011 12:26 PM
81	We have been fighting this issue with 0-5 and the transitions for many years. We have had the state authorities come and share info but that has not helped. The 0-3 and the 3-5 resources do not agree even at the state level about who is in charge of what and the responsibilities. We can not work on this until clear guidelines are set in the state.	Jun 6, 2011 12:20 PM
82	There exist close to zero bridges between home and school (past preschool).	Jun 6, 2011 12:17 PM
83	regional cross-sector meetings. regional structures to bring together reps from various sectors around common issues and sharing of resources.	Jun 6, 2011 11:59 AM
84	In the Upper Valley region of Vt. it seems we have several coalitions who consist of a variety of stakeholders who meet at least quarterly to share and network ideas and bring about needed changes. I would say this is happening in our region somewhat successfully which is very diverse.	Jun 6, 2011 11:20 AM
85	Regional planning and collaboration.	Jun 6, 2011 11:17 AM
86	time and opportunities for all parties to meet and communicate	Jun 6, 2011 11:12 AM
87	Stress the importance of these connections and the value of community partners/out-of-school time programming, etc. from the start. Designate a staff position in each school/center that has at least part of its role (ideally its whole role) as being the community/partnership/OST liaison.	Jun 6, 2011 10:52 AM
88	Have birth to 3 under the VT Dept. of Education	Jun 6, 2011 10:42 AM
89	Staffing needs to be adequate to allow for time to meet and observe and network.	Jun 6, 2011 10:38 AM
90	see above	Jun 6, 2011 10:34 AM
91	Developing teamwork and the willingness to share efforts and information.	Jun 6, 2011 10:33 AM
92	same as above	Jun 6, 2011 10:32 AM
93	see above	Jun 6, 2011 10:27 AM
94	All educators should be part of the community and participate in collaboration within and out of school hours	Jun 6, 2011 10:16 AM
95	Use of the Head Start model.	Jun 6, 2011 9:59 AM
96	We need We talk alot about collaborating but don't do it.We use excuses like we haven't got the time to do it, not just say it's important ., and do it.	Jun 6, 2011 9:44 AM

	Q11. What strategies would you recommend for meeting the above need?	
97	I guess more communication between providers. Some towns have early childhood councils with representatives from different areas (early education, housing, mental health). This should be promoted and supported on the state level.	Jun 6, 2011 9:19 AM
98	Not sure.	Jun 6, 2011 9:18 AM
99	We need to get the physicians on board as well as outside agencies to stress that parents be involved in school, not fighting it but supporing their child's experience.	Jun 6, 2011 9:16 AM
100	My narrative reply for question #9 addresses this.	Jun 6, 2011 8:38 AM
101	More funding for Head Start and Early Head Start	Jun 6, 2011 8:25 AM
102	Students need to be more deeply integrated into the life of the community.	Jun 6, 2011 8:23 AM
103	THe development of a sense of community, with schools at the center, is viable. But the educators in the school cannot be the implementers of these activities. There needs to be a community commitment to engagement and collaboration.	Jun 6, 2011 8:19 AM
104	Students could survey these organizations, as I did, in high school.	Jun 6, 2011 8:15 AM
105	we need to let families breath and stay away from bureaucracies when ever possible, when families aren't working we should be able to provide smooth and quick supports	Jun 6, 2011 7:45 AM
106	Offer networking and discussion opportunities	Jun 6, 2011 7:41 AM
107	supportsand providers should be within the school building	Jun 6, 2011 7:30 AM
108	support more community educational opportunities for the importance of early education	Jun 6, 2011 7:19 AM
109	Access to more state-wide opportunities to collaborate.	Jun 6, 2011 7:15 AM
110	State support and guidance. Better emphasis on access to technology	Jun 6, 2011 7:15 AM
111	Regular team meetings/interactions across disciplines and traditional boundaries that occur during the work day (not at night as some BBF meetings do now).	Jun 6, 2011 6:43 AM
112	1- stop vilification of public education by politicians, including Pres. Obama. 2. Public service announcements concerning the importance of the parent in raising children, especially talking to their children! Let parents know that language cannot be acquired through television or computers. 3. Make education a patriotic necessity - the duty of every citizen to be as educated as possible - Let's do a positive public education campaign to change attitudes about scholarship, intelligence and being educated.	Jun 5, 2011 9:32 PM
113	Carreer awareness education starting early in the grades	Jun 5, 2011 9:17 PM
114	Strong learning communities such as the concept of Parent University.	Jun 5, 2011 4:22 PM

	Q11. What strategies would you recommend for meeting the above need?	

115	Presently we have School Improvement Teams. The principals run them. They may have lots of stakeholders at first, but the specific form, the proper columns, the need to align with the district's Improvement Document and the need to align with other administrative pie charts has taken school improvement away from the community and parents. They try but they are never pleased with the outcome-- it isn't their outcome but it is accepted by administration. Don't get me wrong--I like and need a good management partner. But schools are becoming very top-down and I do not seem to be a partner anymore.	Jun 5, 2011 2:26 PM
116	Begin with inventorying or mapping the continuum of supports for children from birth-college by region.	Jun 5, 2011 9:11 AM
117	open policy for the community to be a part of the school, administrative support to create systems for this to be a part of the school	Jun 5, 2011 7:38 AM
118	I use and share my Responsive Classroom trainings through workshops, letters, presentations with community members, families, and local agencies. Secondly, each year my grade level team participates in at least 2 different Service Learning Projects.	Jun 5, 2011 6:52 AM
119	Talk to the folks in the early childhood community and public school system in Framingham, where this has already been happening for years. Funding must promote the extremely important collaboration among directors and with the local school system as that is the only support system the private preschools have.	Jun 4, 2011 11:59 PM
120	Making sure educators have time made available to meet during the school day	Jun 4, 2011 3:27 PM
121	Not sure.	Jun 4, 2011 11:48 AM
122	While students need to be healthy in order to better learn, schools do not have the time or staffing to be the health service providers. Schools should/could have coordinated links with community health care providers, but school personnel should refer students and families for help. Schools need to focus on their responsibility: teaching needed knowledge and skills; not health care.	Jun 4, 2011 10:13 AM
123	Schools need initiatives to partner with the community.	Jun 4, 2011 8:26 AM
124	This is not happening in a very helpful way in the city that I presently work in. There needs to be training and support that focuses on having partners work together. Possibly grants that require the agencies work together to make this happen. It probably has to happend and be modeled at the policy level first and then required at the local level. In the past I worked at the policy level trying to make this happen with children at the preschool level and we seemed to be able to make it happen at the policy and local level. This is not happening at the school aged level at all.	Jun 4, 2011 8:04 AM
125	Provide for student voice in design and content as much as possible	Jun 3, 2011 11:10 PM
126	Try to guilt them into it. Dont' you want your child to be better off than you?	Jun 3, 2011 9:52 PM
127	Schools are, and should be, the center of many communities, not just as academic institutions, but as hubs for social and civic engagement, health and fitness activities, life skills training and career development.	Jun 3, 2011 9:16 PM
128	Recognize businesses that contribute to their communities.	Jun 3, 2011 7:21 PM

	Q11. What strategies would you recommend for meeting the above need?	
129	Creation of active learning communities	Jun 3, 2011 6:48 PM
130	No amount of wonderful instruction and facilities can fully compensate for a lack of parental involvement and valuing of education. If social services need to be added to schools from pre-K on, this needs to happen to develop life-long learners. Students who can't read, don't eat nutritious meals, and miss multiple days of school will never succeed.	Jun 3, 2011 6:25 PM
131	Accountability needs to be shared not just by teachers, but by administrators, parents, boards and political leadership. Don't blame teachers when conditions of social injustice make working conditions difficult.	Jun 3, 2011 5:40 PM
132	more staff and fiscal support for integrated approaches; nnewer educational designs for flexible schooling locations	Jun 3, 2011 5:35 PM
133	We need to listen to the needs from the parents and the families to make this work. Parents choice is important, if a parent feels comfortable with a smaller setting, like Family Child Care, then they should have the opportunity to do so.	Jun 3, 2011 5:20 PM
134	More community involvement in all aspects.	Jun 3, 2011 4:50 PM
135	Towns/Cities must embrace the concept that healthy schools mean healthy citizens - competent for support town growth, etc...	Jun 3, 2011 4:26 PM
136	I conference with families 3-4 times a year, including after each reporting period.	Jun 3, 2011 4:19 PM
137	one way to build a community of stakeholders is through service learning opportunities which build partnerships with those outside of the school community. School fairs or celebrations in which "neighbors" and other community stakeholders would be another way to inform the community of the work that schools do and the need for support from outside of the school.	Jun 3, 2011 4:03 PM
138	Regular meetings between invested organizations should be arranged, and suggestions & ideas should be put into practice. Often these suggestions get stated but nothing becomes of them!	Jun 3, 2011 4:00 PM
139	Public awareness of day to day success and failure of schools and students to public and goverment.	Jun 3, 2011 2:48 PM
140	communittee out reach programs, family based learning.	Jun 3, 2011 2:23 PM
141	not sure	Jun 3, 2011 1:55 PM
142	Develop community partnerships to support education at all stages.	Jun 3, 2011 1:53 PM
143	My passion is the intersection of education, child welfare, and housing (break-down is based on state/federal funding streams) as I believe that the integration of academic and non-academic services are essential to a child's success both in-school and out-of-school.	Jun 3, 2011 1:20 PM
144	It takes a community to raise a child? This is a concept as old as community living. It's just reworded.	Jun 3, 2011 12:39 PM
145	making opportunities affordable and at convenient locatiuns	Jun 3, 2011 12:23 PM

	Q11. What strategies would you recommend for meeting the above need?	
146	In Urban Communities training opportunities need to be available in many languages; Chinese, Vietnames, Spanish and Haitian in the Boston area	Jun 3, 2011 11:35 AM
147	time and access: In our area, providers are disparate geographically and already stretched in their resources. It is hard for family members, other community organizations and health and human service providers to meet with us. Space is also necessary--we don't even have an available space for meetings, let alone spaces for community services to operate within our building. our communities also do not have community centers, only outdated town buildings without common meeting spaces or office space.	Jun 3, 2011 11:25 AM
148	In Oregon they have a program where local businesses offer short afterschool classes for kids - pet shops, bakeries, - all sorts of mini classes. Parents pay - no expense to the town. Excellent way to bring the whole community together.	Jun 3, 2011 11:11 AM
149	I'm not sure.	Jun 3, 2011 11:03 AM
150	Creation of professional communities, more funding for social service agencies, mental health agencies, etc.	Jun 3, 2011 10:41 AM
151	Personal one on one connections need to be re-established as they were under CPC programs, the present CFCE does not engage the private providers.	Jun 3, 2011 10:24 AM
152	Eduactors need to be made aware of what community supports are out there as well as oppurtunities to collaborate with the community.	Jun 3, 2011 9:46 AM
153	"Extremely" important, really, but mostly beyond reach of schools	Jun 3, 2011 9:44 AM
154	See all of the above suggestions.	Jun 3, 2011 9:39 AM
155	We are not given enough time or opportunity for this. I feel this needs to be more of a focus in all schools.	Jun 3, 2011 8:56 AM
156	develop a business community partner/collaborater	Jun 3, 2011 8:45 AM
157	Increase funding for human service providers (advocates, counselors) with this link/focus as goal	Jun 3, 2011 8:19 AM
158	Le arning is lifelong and must include our global community.	Jun 3, 2011 8:13 AM
159	How can community based supports come to early education programs to provide those learning opportunities on site?	Jun 3, 2011 8:00 AM
160	Replicate the best models that exist (many from Charter Schools) and integrate human services in schools where these are needed most	Jun 3, 2011 7:49 AM
161	Fully fund Universal Pre-K and full day kindergarten in ALL PUBLIC SCHOOLS.	Jun 3, 2011 7:09 AM
162	Public forums, CFCE councils	Jun 3, 2011 5:36 AM
163	Schedules that permit common planning time.	Jun 3, 2011 12:28 AM
164	Required coursework/inservice training for family engagement strategies. Common planning time for and across grade levels	Jun 2, 2011 10:23 PM
165	none at this timr	Jun 2, 2011 10:13 PM

Q11. What strategies would you recommend for meeting the above need?	

166	See above.	Jun 2, 2011 9:21 PM
167	Opportunities for school committee members, community members to learn how the needs of business owners for a particular type of skill set from future workers would be most beneficial in helping them to understand the reasons for the types of curriculum, materials and educational activities among students are chosen.	Jun 2, 2011 9:06 PM
168	Alignment should be based on developmentally appropriate practice, renewing an emphasis on play, funding that allow community-based programs equal access to planning time and time for curriculum development. Build upon the foundation of solid early education, including 0-3 programs, as opposed to "pushing down" curriculum.	Jun 2, 2011 8:58 PM
169	sharing of student profiles as they move from pre school to district schools, outcomes and skills of the students must be shared.	Jun 2, 2011 8:20 PM
170	Share effective transition processes from a variety of states across the continuum of early intervention-school and transition to work.	Jun 2, 2011 7:59 PM
171	Outreach to communities who have a stake as well as internships	Jun 2, 2011 6:57 PM
172	emphasize and support community outreach by the schools	Jun 2, 2011 6:46 PM
173	Utilizing models such as the National Writing Project to create and extend collaboration across districts, regions, states, and nationwide. This is a very effective model, should be emulated by other disciplines and expanded in its own right. It pays for itself in terms of teachers who remain motivated to stay in the profession and make meaningful contributions to the field.	Jun 2, 2011 6:36 PM
174	I feel some of this is going on know and we need to encourage the educators to keep up the good work	Jun 2, 2011 6:34 PM
175	Initiatives are always representative of multiple stakeholders from various sectors of the community to get buy in and feedback from many parts of the community.	Jun 2, 2011 5:58 PM
176	Creating better lines of communication among stakeholders, some of whom now have only rare opportunities to collaborate.	Jun 2, 2011 5:56 PM
177	Transition/articulation meetings between grades with opportunities for community feedback.	Jun 2, 2011 5:43 PM
178	I don't understand the statement.	Jun 2, 2011 5:32 PM
179	see above	Jun 2, 2011 5:25 PM
180	time necessary for collaboration anda communication among stakeholders.	Jun 2, 2011 5:17 PM
181	It is important to create a team that incorporates the collaboration of the different agencies within the community. This will help families, students become comfortable throughout the community as well a make transitions successfull and smooth.	Jun 2, 2011 5:16 PM
182	Again, don't recreate the wheel look for community organizations or groups who are engaged in successful pathways	Jun 2, 2011 5:05 PM

	Q11. What strategies would you recommend for meeting the above need?	
183	Collaboration between all providers at the age level of the group. In Northampton, MA, we have a council of all agencies serving the preschoolers and their families. We have a strong collaborative community.	Jun 2, 2011 5:04 PM
184	Parent training skills; parent testing; parent IQ testing; parent email addresses.	Jun 2, 2011 5:03 PM
185	At least 4 times each year gather stakeholders for a dialogue session and further implement what is decided. Do not have public schools be the only driver of this initiative	Jun 2, 2011 5:02 PM
186	No strategies...just need for agencies in the community to pay for what they recommend	Jun 2, 2011 4:57 PM
187	Resources need to be made available in order to create events to foster collaboration and engagement.	Jun 2, 2011 4:55 PM
188	We need to attend to the mission of education and be wary of trying to become the nexus of social programming.	Jun 2, 2011 4:45 PM
189	Not sure as to how to get the stakeholders involved other than pr showing why the education profession should share at least an equal platform with other important professions and "it takes a village" especially in economic times like these.	Jun 2, 2011 4:27 PM
190	Parents and early childhood caregivers and educators have a huge impact on children's ultimate educational success. Focusing resources on strengthening the early childhood workforce and integrating comprehensive services into early childhood systems will go a long way toward identifying more infants and toddlers who need developmental support, and providing the family support necessary for children to develop and learn to their full potential.	Jun 2, 2011 4:23 PM
191	Community collaboration with families for their children from birth through school age.	Jun 2, 2011 4:18 PM
192	Please be careful to not intermingle mental and physical health needs too much with educational needs. That is strapping education budgets to the breaking point.	Jun 2, 2011 4:14 PM
193	In many small rural communities there is a strong network.	Jun 2, 2011 4:03 PM
194	Some parents need parenting skills while others need to experience classrooms within their communities so they can understand the challenges that are faced.	Jun 2, 2011 4:02 PM
195	Community Based teams	Jun 2, 2011 4:00 PM
196	More buy in from public school teachers	Jun 2, 2011 3:57 PM
197	Programs need to be open to letting people come in and work, volunteer, etc. We need to think outside the box of education and work with the whole community.	Jun 2, 2011 3:55 PM

Q11. What strategies would you recommend for meeting the above need?		
198	Knowing all the milestones that children will be going through is an important factor in any educators job. From birth -3 is the most important. By observing and noting these observations and communicating to parents is key. If a parent isn't capable or is unwilling to work at it at a young age for the childs sake, I recommend that their be a committee where an educator can go to learn the skills that are needed for these children. Most parents feel this will pass or be dealt with in pre-k or K and it needs to be dealt with so much earlier. I can see that a 2 month old sibling of one of my FCC children is already experiencing sensory issues and feel that EI should be considered. I also wish the word from the Commissioner and be sent out to all that FCC providers/educators are not only babysitting their children. That their job is more entailed than this. That the should be admired to be able to come forward and speak to a parent on a professional basis for the well being of their child.	Jun 2, 2011 3:45 PM
199	I think it is much more important to teach parents the importance of their involvement in education and to help parents understand their local educational system and how to work within in for the benefit of their child. This grounding could start with pediatricians, with early childhood programs providing continuity and a bridge to public education.	Jun 2, 2011 3:38 PM
200	As they say, it takes a village to raise a child. I feel that this is one of the most important responsibilities of citizenship -- that all people work to raise the next generation of citizens, parents, leaders, etc. Much more support should be given to individuals, community organizations and corporations who make a commitment to this idea.	Jun 2, 2011 3:36 PM
201	Community Partnership for Children; working with local library/community preschools;	Jun 2, 2011 3:33 PM
202	educate parents	Jun 2, 2011 3:28 PM
203	We need to have a consistent way to communicate with other agencies. Collaboration can be difficult because of the lack of communication.	Jun 2, 2011 3:24 PM
204	I created a position at the Franklin Central Supervisory Union as a School & Community Coordinator. The premise is based on intentional community development with schools at the heart of our initiatives. Building relationshipe with our surrounding community is an adaptation of the Asset Based Community Development to guide the work we do in building bridges and empower student leadership and youth voice.	Jun 2, 2011 3:20 PM
205	It is important that we recognize and ensure that agencies are taking advantages of things already in place such as community cluster meetings or Thrive in 5 meetings where many are at the same table ensuring that we are collaborating on services.	Jun 2, 2011 3:19 PM
206	Emphasis on transition planning between child care programs and kindergarten.	Jun 2, 2011 3:19 PM
207	Help schools to align with mental health agencies to better facilitate coordination of services.	Jun 2, 2011 3:19 PM
208	Listen to your kids. Don't force "0pportunitie"s down their throat just because it's available. Allow the kids to do their homework in school.	Jun 2, 2011 3:13 PM
209	This sounds like a dream. We would have to be a much more collaborative society!	Jun 2, 2011 3:08 PM

	Q11. What strategies would you recommend for meeting the above need?	
210	Attendance and participation in community-based collaboration meetings with service providers would would expand student learning opportunities ,	Jun 2, 2011 3:08 PM
211	Learning takes a whole village but with budgets tight I find less and less people able to volunteer and families, businesses are breaking as money is tight until the economy changes I think it is unfair to expect people to give more.	Jun 2, 2011 3:08 PM
212	Programs and schools need to be actively seek involment from all parts of the community	Jun 2, 2011 3:06 PM
213	create full service schools/districts	Jun 2, 2011 3:06 PM
214	Same as above	Jun 2, 2011 2:59 PM
215	We learn when we need to learn and when we love to learn. Policies that address both get us there.	Jun 2, 2011 2:55 PM
216	I know that breaking down silos is the popular community building method however I prefer to see organizations and entities focus on what they do well - i.e. schools should be educating students - human service agencies should be taking care of family needs...yes hungry students will have difficulty learning but other separate community entities should take care of those needs	Jun 2, 2011 2:51 PM
217	repeat	Jun 2, 2011 2:50 PM
218	Time for collaboration	Jun 2, 2011 2:45 PM
219	Provide guidlines for creating an environment for collaboration and engagement. Tips for parents, teachers, and the community to successfully approach each other and work together.	Jun 2, 2011 2:44 PM
220	No entity should be forced to go alone. With the increase of the cuts suffered by all working together is that much more important.	Jun 2, 2011 2:43 PM
221	Greater coordination with out of school programs	Jun 2, 2011 2:42 PM
222	Have the stakeholders work and mentor high school students.	Jun 2, 2011 2:42 PM
223	Essential	Jun 2, 2011 2:42 PM
224	Children who are EI programs should automatically be placed on a monitor basis when they turn 3.	Jun 2, 2011 2:41 PM
225	Facilitated meetings that allow for open discussion about the role each agency plays, their responsibility and to clarify misconceptions about schools being responsible for everything.	Jun 2, 2011 2:35 PM
226	Support for schools to make the links with these organizations to make the above possible. An expectation for those other stakeholders that they would do their part to make those links to local schools.	Jun 2, 2011 2:35 PM
227	Linking up of teachers in various states to exchange student work and Skype with other classes.	Jun 2, 2011 2:34 PM
228	Each early childhood professional needs to complete the on line registry	Jun 2, 2011 2:33 PM

	Q11. What strategies would you recommend for meeting the above need?	
229	Many of the educational and community issues are related. Funding to bridge the gap is of the utmost importance. It is impossible to engage students without the appropriate supports and it is impossible to gather this support without the appropriate funding.	Jun 2, 2011 2:28 PM
230	Let's fix teacher preparation first.	Jun 2, 2011 2:27 PM
231	Schools have taken on so many of society's issues, that it is imperatice that they take more of its share through visibility in the schools. Lots of community conversations.	Jun 2, 2011 2:27 PM
232	parent involvment teacher to teacher transition meetings	Jun 2, 2011 2:26 PM
233	service elarning and other opprtunities for collaboration for undergraduates and particpation in community studey groups for practitioners	Jun 2, 2011 2:24 PM
234	Patnerships and collaboration with community at large	Jun 2, 2011 2:23 PM
235	Well, our funding for mental health services has been cut. That says it all.	Jun 2, 2011 2:15 PM
236	See above. Design project based strategies and involve teachers in the design process in a non-threatening way.	Jun 2, 2011 1:59 PM
237	Increased mental health engagement in schools.	Jun 2, 2011 1:42 PM
238	The culture of schools have to be questioned and dramatically altered in order for this level of change to happen.	Jun 2, 2011 1:41 PM
239	Teach people what this is and how to accomplish it. Create opportunities that will bring the various constituencies together.	Jun 2, 2011 1:38 PM
240	We must find ways for school nurses to work together to create a more uniform program of care. The medical home model must be promoted.	Jun 2, 2011 1:35 PM
241	Parent programs, coop experiences	Jun 2, 2011 1:34 PM
242	Local control, community based schools, multiple use facilities.	Jun 2, 2011 1:28 PM
243	Centralized resource and referral, to keep everyone current and on the same page. Parent engagement activities.	Jun 2, 2011 12:26 PM
244	See Question 10 stratagies	Jun 2, 2011 11:54 AM
245	See above	Jun 2, 2011 11:46 AM
246	be more creative on how to involve the community and keep parents engaged in their kids education by offering more workshops during and/or after school hours. have PTO in each building, validate their culture, values and beliefs and create a welcoming atmosphere in schools.	Jun 2, 2011 11:07 AM
247	Family Centers located on site at elementary schools; outreach and support to families with children birth to three	Jun 2, 2011 10:52 AM

	Q11. What strategies would you recommend for meeting the above need?	
248	Professional development should be shared across prviate and public early education providers so that quality is more consistent in all settings. Data should be shared as students transition from early education to K-12 settings (in both directions). Significantly more attention needs to be paid to aligning curriculum, particularly preK through grade 3 so early gains don't continue to be wasted. In K-12, a Student and Family Support position should be on-staff (full or part time depending on school need) to connect students and families to needed support services, train school staff to identify students that may be exposed to trauma and the appropriate next steps, and coordinate internship and enrichment opportunities that complement school curriculum.	Jun 2, 2011 10:45 AM
249	Especially when connected to Digital Literacy. See examples at http://digitalis.nwp.org/	Jun 2, 2011 10:39 AM
250	See above	Jun 2, 2011 10:38 AM
251	Community councils which brings the stakeholders birth through 12 together-- funding to pay for the facilitation and people's time to participate.	Jun 2, 2011 9:35 AM
252	Improved technical assistance and training.	Jun 2, 2011 9:11 AM
253	Community Based collaborations need to be truly inclusive: families with young children, public schools, head starts, early intervention, family child care, nursery schools, child care both for profit, and non-profit; business community, etc. These collaborations should be charged with setting community priorities, building connections among service providers and families, and removing barriers to access.	Jun 2, 2011 8:41 AM
254	Those in leadership roles can set examples in recognizing the important roles and expertise that each stakeholder brings to the table. Often I see an "elitist" attitude from those in higher paid positions such as the public schools, and a lack of acknowledgement of the skills others possess.	Jun 2, 2011 7:38 AM
255	Developing a list of supports that meet the students/families needs such as job training, instruction in English, food stamps, heating assistance, after school activities, study centers, parent centers.	Jun 1, 2011 4:51 PM
256	Collaborations across agencies	Jun 1, 2011 2:10 PM
257	Create a unified culture of excellence at the district, school, classroom, and community levels. Establish a collaborative communication structure to ensure that all stakeholders in the district are aligned as to the vision and the various initiatives going on at any one time. Professional Learning Communities within and across grade levels in a building, across buildings, with feeder schools, vertical and horizontal teaming, to include parents, community groups/organizations, businesses. Also invite parents, community and business partners to sit on task forces, focus groups, etc.	Jun 1, 2011 1:29 PM
258	It takes a village	Jun 1, 2011 11:59 AM
259	With the wide variety and availability of service organizations, representatives must meet to determine each group's strong points, assuring that duplication of efforts does not interfere with planning. Then these reps meet with local educational leaders, including school board members, to set up a matrix of services and target populations.	Jun 1, 2011 9:59 AM

260	Professional Development and collaboration with community agencies The implementation of an Advisory Program for All students. Although it is mandated by the Regents, our district has removed the Advisory Program from our Middle School Schedule. How does [city deleted] get away with such a thing that is mandated and part of the BEP?	Jun 1, 2011 9:03 AM
261	Eliminate the current welfare state.	Jun 1, 2011 8:09 AM
262	Before and after school programs connected to the curriculum and community.	Jun 1, 2011 6:45 AM
263	district level support	Jun 1, 2011 5:49 AM

	Q13. What strategies would you recommend for meeting the above need?	
1	ongoing training	Jun 13, 2011 7:30 PM
2	Part of this issue is ensuring that preservice teachers have the coursework needed to understand various assessments and how to use them, but also in understanding how districts are using this information.	Jun 13, 2011 5:36 PM
3	providing more time to educators and school leaders to appropriately analyze data and make plans according to the information	Jun 13, 2011 4:10 PM
4	Time and training	Jun 13, 2011 2:01 PM
5	Especially with regards to discipline, schools do not gather and interpret data in their behavior management procedures. Things like suspension and detention, which have been proven in research not to deter future behavioral incidents, are relied on heavily without any attention paid to whether thay acually help improve student behavior. School generally take the tactic of removing the problem students from school, which solves the immediate prblem but does nothing to help the student.	Jun 13, 2011 1:04 PM
6	Creating cross-sector data teams	Jun 13, 2011 10:54 AM
7	Skilled directors and support staff can distill information to educators.	Jun 13, 2011 10:43 AM
8	common time provided within the school day for collaborating w/colleagues and analyzing data	Jun 12, 2011 9:09 PM
9	There is a need for data management systems that are flexible enough to accommodate state test and technology-based assessments, but also local assessments (that also align with standards). Professional development to help teachers make good use of the data would also be helpful.	Jun 12, 2011 7:10 PM
10	Adminstrator who also hold these goals and promote them strongly within their school.	Jun 12, 2011 11:27 AM
11	all educators must be thoroughly familiar with the assessment tools that their school employs, and understand the data that comes from those tools. Educators must be able to triangulate that data with other sources such as classroom observations and authentic work sampling.	Jun 12, 2011 9:35 AM
12	Some form of communication with each other.	Jun 11, 2011 9:45 PM
13	become intelligent	Jun 11, 2011 1:02 PM
14	Time to confer with colleagues and analyze data.	Jun 11, 2011 12:08 PM
15	My school has a data committee that meets regularly and sifts through all of the above for all of us. Their reports are readable and useful. Again, finding time & funding subs is an issue.	Jun 11, 2011 10:07 AM
16	They also need to learn how to recognize good data and data collection from poor data collection/data.	Jun 11, 2011 9:32 AM
17	Teachers should have time to develop and meet with others.	Jun 11, 2011 8:17 AM
18	Experience is probably a signinficant natural quality needed to look at these factors coherently.	Jun 11, 2011 7:36 AM

	Q13. What strategies would you recommend for meeting the above need?	
19	1) technology and programs to streamline data gathering 2) assistance to relieve teachers of non-teaching responsibilities so data can be analyzed 3) TIME within the contracted days dedicated to gather, synthesize and interpret data	Jun 11, 2011 7:17 AM
20	Hold quarterly meetings with guardians/care providers of the students to gain feedback on productivity and educational growth of students	Jun 10, 2011 12:00 PM
21	Staff need to understand why the do what they do	Jun 10, 2011 9:59 AM
22	As above (8, 11)	Jun 9, 2011 8:26 PM
23	local meetings with diversity and varied levels of experience and education amogst the group,	Jun 9, 2011 10:12 AM
24	underatanding of best practice and research in idenitifed areas, understanding of child development and uniwque learning styles, ability to refelct on own practices to improve	Jun 9, 2011 9:29 AM
25	Currently educator sdo not have a voice to impact students. Tthe administration dictates policy and practice based on funding requirements. Educators are frustrated and lose interest.	Jun 9, 2011 8:46 AM
26	While data is the "proof" and needed for research, much of teaching is more alive than that. Teaching is built between teachers and their students, which causes it to vary from year to year. Teaching is intuitive and a collaboration between teacher, student, and family.	Jun 8, 2011 10:22 PM
27	they need to be undertand to the situation and their consequences.	Jun 8, 2011 8:49 PM
28	TEachers must be taught how to use the right data to inform their instruction.	Jun 8, 2011 8:14 PM
29	Please see my answer for question #9. This is the most difficult thing for teachers to do. Yet it is critical.	Jun 8, 2011 8:11 PM
30	The way this question is written, as is the case for most of the other questions in this survey, is guaranteed to make the eyes of the reader glaze over. Yes, we need to hire analytica, articulate, hard-working generalists who are also well trained in educational practice and policy	Jun 8, 2011 3:30 PM
31	Colleges should each have an office for educational research and provide feedback to departments that is meaningful and timely,. While we do have such an office, the above is definitely not the case. For example, my personal focus and interest is in retention, especially for students with learning challenges. While I have had support and encouragement in providing some specific programming with this goal in mind, the research has been my own. A more focused approach with the research dept. asking faculty what is needed and how can data provide useable information is important.	Jun 8, 2011 3:12 PM
32	data team training	Jun 8, 2011 3:09 PM
33	trainings	Jun 8, 2011 2:14 PM
34	data bases	Jun 8, 2011 1:27 PM
35	Training needs to be available for educations to keep them informed on latest innovations and ideas	Jun 8, 2011 11:26 AM

Q13.	What strategies would you recommend for meeting the above need?	
36	I suggest looking at what they did in Kennewick, Washington with reading. We can learn from how they organized and analyzed data and replicate what worked.	Jun 8, 2011 10:49 AM
37	Opportunities for collaboration, support and professional partnering correlate directly with better opportunities for children.	Jun 8, 2011 10:08 AM
38	Provide the resources needed in order to assist teachers in the interpretation of the data gathered from student learning	Jun 8, 2011 9:22 AM
39	The early education field needs investment in data systems pertaining to the workforce as well as child-level data. Massachusetts has started this effort but educators at all levels need to be educated on the importance of data and on the use of data to inform practice.	Jun 8, 2011 9:09 AM
40	Proposing "innovative" models of education and allowing the educators to be a part of the design process. Professional Development should be aimed at gathering, synthesizing, and interpreting information, so that they receive the training...	Jun 8, 2011 9:08 AM
41	Professional Learning Groups done locally or by district	Jun 8, 2011 8:41 AM
42	An appreciation for data informed decision making begins within the curriculum itself! We need to teach children at the earliest ages to be data and numeric literate, in addition to ensuring that all educators have the skills to synthesize and intepret qualitative and quantiative information. The information must also be available in meaningful and accessible ways.	Jun 8, 2011 8:13 AM
43	Give more time for educators to meet together in the school schedule.	Jun 8, 2011 8:12 AM
44	Offer opportunities to the educators in the region to meet the needs of their programs through like-needs of programs. Discussions and sharing of experiences can go a long way in ECE. We don't need to re-invent the wheel.	Jun 8, 2011 6:27 AM
45	Ensure that teachers are required to earn continuing education credits. Provide professional development opportunities with follow-up support for implementation of new practices.	Jun 7, 2011 11:45 PM
46	As long as such practice does not take time away from direct interaction with children/students.	Jun 7, 2011 8:46 PM
47	question too estoteric and need to have an example. Also This is too widespread a set of things.. gathering, synthesizing, and interpreting info. Well, give them good computers and good internet connections as most people use those to make decisions.	Jun 7, 2011 6:47 PM
48	I'm concerned that the data that is focused on right now are test scores. There is a lot of "data" good educators have about children that are not numbers or score. This is the data that matters most but it is not being looked at or understood.	Jun 7, 2011 6:46 PM
49	Higher ed instruction and degree awarding practices	Jun 7, 2011 6:25 PM
50	Teachers are held accountable for continuing thier education	Jun 7, 2011 6:20 PM

Q13.	**What strategies would you recommend for meeting the above need?**	
51	PLC's or other data based teams with regular time made available for collaborative work.	Jun 7, 2011 6:05 PM
52	I know that the schools with which I work gather and synthesize a great deal of data. They severely limit, however, the ways in which data can and should be interpreted. I recommend: 1. Teaching school and educators to look for themes and trends regarding low performing students, especially those for whom intellectual capacity is not an issue. These schools routinely miss and even deny the existence of certain types of disabilities, especially in students with typical and gifted intellectual capacity. They do not look for connections between teaching methods, assessment methods and student performance.	Jun 7, 2011 4:59 PM
53	Data can be interpreted in so many ways. The leadership team needs to be able to inform the field.	Jun 7, 2011 4:58 PM
54	I would hope this is a natural process that all educators would be involved in to make decisions for the students learning.	Jun 7, 2011 4:04 PM
55	Standards need to be put in place that all educators can utilize to effectively meet the needs of their individual students, such as a computer program help interpret data.	Jun 7, 2011 3:26 PM
56	Provide training on how to interpret and use effectively use data for instructional decisions.	Jun 7, 2011 3:23 PM
57	Critical Friends Protocols	Jun 7, 2011 2:54 PM
58	Best practices based on research should be provided through professional development opportunities.	Jun 7, 2011 1:57 PM
59	Training in the above skills and team building.	Jun 7, 2011 1:52 PM
60	Professional development to guide educators through the data decision process and sharing tools to make this most efficient, including technology	Jun 7, 2011 1:44 PM
61	Invest in and expand upon Longitudinal Data Systems and professional development for educators on how to use them.	Jun 7, 2011 12:56 PM
62	Support data collection especially provide time for analysis	Jun 7, 2011 11:31 AM
63	technical assistance and specific tools to support learning and action	Jun 7, 2011 11:18 AM
64	This should be part of their pre-service education.	Jun 7, 2011 10:53 AM
65	Use existing networks to dissemenate information state wide.	Jun 7, 2011 10:35 AM
66	examples of exemplary practice	Jun 7, 2011 10:29 AM
67	Data Team training	Jun 7, 2011 10:26 AM
68	Professional development and practice, practice, practice with guidance from experienced educators and/or coaches. Building capacity from within the system to stengthen professional knowledge and practice.	Jun 7, 2011 9:50 AM
69	We need a longitudinal data system to be able to do this.	Jun 7, 2011 9:31 AM

	Q13. What strategies would you recommend for meeting the above need?	
70	This is outside the scope of my expertise.	Jun 7, 2011 9:12 AM
71	Teachers need to be trained to read and interpret data-- it is not always as easy for a Social Studies or English teacher to read data as a Math teacher.	Jun 7, 2011 8:43 AM
72	emphasize that educators have the opportunity everyday to observe their students and interpret - it does not need to be just formal assessment	Jun 7, 2011 8:40 AM
73	positive guidance seminars	Jun 7, 2011 7:09 AM
74	good training on how to gather data, understand what data to gather, and how to analyze the data in order to inform decisions regarding student learning. Educators need to learn how to use the data to diagnose and then implement effective strategies that match the information, in order to improve student learning.	Jun 6, 2011 9:43 PM
75	Reflective practice and coaching/mentoring may be most helpful.	Jun 6, 2011 3:53 PM
76	Standardize assessment and other information gathering systems.	Jun 6, 2011 3:31 PM
77	Acknowledge the need and provide time within the work day for educators to reflect, share, learn and plan for improvements and adaptations to meet student needs.	Jun 6, 2011 3:19 PM
78	Educators need to be educated in the different ways to assess the children in their care. But I think the focus should not be on what program they use whether commerical purchased or self made, but that it is being used effectively!	Jun 6, 2011 2:14 PM
79	time outside of the classroom to be able to process and organize	Jun 6, 2011 1:09 PM
80	Plan time for opportunities to meet in grades and multigrade groups.	Jun 6, 2011 1:07 PM
81	Collaborative time to review data and make recommendations for student needs.	Jun 6, 2011 12:41 PM
82	Include educators in policy-making and curriculum guideline planning and revision-writing.	Jun 6, 2011 12:38 PM
83	Local, State and regional meetings to collaborate.	Jun 6, 2011 12:26 PM
84	I feel that many EEE and preschools are doing this already due to STARS.	Jun 6, 2011 12:20 PM
85	Too much teaching to the test. I would recommend relaxing a little, and focusing on authentic assessment based on meaningful curriculum.	Jun 6, 2011 12:17 PM
86	easily used data base. Clear developmental guidelines and expectations to determine whether a child is on track or not.	Jun 6, 2011 12:16 PM
87	Educators need to be given the TIME in their work day to do this. My instructional time has been increased, and my planning time has been decreased. I am with children from 7:30 to 3:05, teaching from 8:00 until 3:00 and given 30 minutes for my own lunch and 30 minutes for planning each day. Not a lot of time to do what I need to do to teach first and second grade, and there are only so many hours at home that I have to give.	Jun 6, 2011 12:15 PM

	Q13. What strategies would you recommend for meeting the above need?	
88	Yes, and also remember that experience and professional judgment are as important as data points. Not everything we measure is important; not everything important can be measured. We can get awfully stuck on easy data, like test scores, and miss essential skills for functioning in a community.	Jun 6, 2011 11:46 AM
89	As a special educator, I feel I know how to do this. I suppose educators who don't have these abilities might need training in research based methods and the effectiveness of focused instruction.	Jun 6, 2011 11:20 AM
90	Common assessment, common curriculum, training in RTI.	Jun 6, 2011 11:17 AM
91	Continuous training on site and in classroom or online	Jun 6, 2011 11:12 AM
92	effective use of assessment to drive instruction at all levels	Jun 6, 2011 10:53 AM
93	Trainings on the value and use of data. Easy to use systems. Accountability and enforcement for using data.	Jun 6, 2011 10:52 AM
94	Adequate Staffing and time available during the day.	Jun 6, 2011 10:38 AM
95	interpretation of data can be subjective so all open access can be questionable.	Jun 6, 2011 10:34 AM
96	Communication via technology.	Jun 6, 2011 10:33 AM
97	Consistent, valid child assessment including social/emotional	Jun 6, 2011 10:32 AM
98	Time for teachers to be trained across school, district and state levels to analyze the data and understand how it should inform their practice	Jun 6, 2011 10:28 AM
99	see above	Jun 6, 2011 10:27 AM
100	Presenting program outcome information at Early Childhood Council meetings in each county and at the state level.	Jun 6, 2011 9:59 AM
101	provide support around meaningful assessment, formative and summative, as well as understanding the implications of data for instruction	Jun 6, 2011 9:47 AM
102	We need meetings more centrally located so we all travel to a mid point that's do-able.When a meeting especially in winter is 4-5 hrs each way, it's really hard to attend, and sometimes impossible because of the weather.	Jun 6, 2011 9:44 AM
103	If the information is there, this should be the easiest need to meet. Educators "just" need to be organized and computer literate. If an education department feels the need to "enforce" gathering, synthesizing and interpreting then it should develop a system of communicating that information to the appropriate educators.	Jun 6, 2011 9:19 AM
104	Be sure this is emphasized at the higher ed. level.	Jun 6, 2011 9:18 AM
105	This almost needs to be an outside person coming in and showing them how to interpret and opening those hard conversations. In-house is difficult, the culture seems to have changed and a successful teacher is not able to share their good results, an outsider can put it on the table and objectively lead a conversation about scores and trends. Maybe a state person who goes around to lead this discussion on a monthly basis.	Jun 6, 2011 9:16 AM

	Q13. What strategies would you recommend for meeting the above need?	
106	Data systems that are easy to use, data teams in all schools to disaggregate data, time to share data to drive instructional/curriculum needs as well as professsional development needs	Jun 6, 2011 8:53 AM
107	Educators have so many demands on them, there is little time left for training. Training opportunities and the time to attend them, are necessary.	Jun 6, 2011 8:38 AM
108	Being very clear about the meaning of student success as the basis for decision making.	Jun 6, 2011 8:23 AM
109	courses or worksops with data gathering skills. For example observation, note taking.	Jun 6, 2011 8:21 AM
110	It may be difficult to use data that is developed outside of the immediate community and therefore less relevant to the immediate problem being addressed.	Jun 6, 2011 8:19 AM
111	Most are doing it already	Jun 6, 2011 7:45 AM
112	Most use data to individualize instruction but few use the data programmatically to make changes/improvements. Perhaps offering PD for administrators on the importance of including this element may help	Jun 6, 2011 7:41 AM
113	education and practice	Jun 6, 2011 7:30 AM
114	support the importance of common meeting times and time during the work day for these times	Jun 6, 2011 7:19 AM
115	Planning and funding	Jun 6, 2011 7:15 AM
116	We're already doing this on a daily basis. Educators need the time, professional development, and the tools to do this. All cost money. Stop the notion that programs should trickle through a school rather than doing Professional development en mass over time.	Jun 5, 2011 9:32 PM
117	Professional learning communities and data teams within schools	Jun 5, 2011 9:17 PM
118	Educators in the classroom rarely have the opportunity to make decision on what is best for their student due to the fact that we are too busy completing the federal, state and local mandates.	Jun 5, 2011 8:23 PM
119	TIME	Jun 5, 2011 7:32 PM
120	Constant professional development.	Jun 5, 2011 4:22 PM
121	Continue to distribute as soon as possible, test data.	Jun 5, 2011 2:26 PM
122	This question is much too vague to be able to appropriately respond to.	Jun 5, 2011 12:22 PM
123	Administrators not managers! Higher educational leaders not dictators.	Jun 5, 2011 9:29 AM
124	PD must include job embedded practice, coaching and opportunites for reflection. Identify effective models for supportint his change in professional practice; define the resources needed such as time, and or staffing.	Jun 5, 2011 9:11 AM

	Q13. What strategies would you recommend for meeting the above need?	
125	make sure teachers have this skill taught and assessed during their teacher training program and thru continued in-service training	Jun 5, 2011 7:38 AM
126	A goal this year has been to use our team time primarily for analyzing data. We use email and other methods for "nuts and bolts" work.	Jun 5, 2011 6:52 AM
127	Funding to pay educators to spend the time needed to do this. Educators days are filled with assessing children's individual needs, gathering evidence to demonstrate child progress and preparing lessons. Equally important is the time educators spend nurturing, facilitating language, conflict resolution and prosocial behavior, and being in the moment with a young child.	Jun 4, 2011 11:59 PM
128	More training	Jun 4, 2011 3:27 PM
129	Time for us to meet to discuss.	Jun 4, 2011 11:48 AM
130	Curriculum in each discipline should be coordinated and standardized enough to produce data that can be compared and used for improvements in the teaching and learning of both content and skills. Where needed, teachers should be provided with training on creating assessments and making sense of the data. Again, the need should be determined by individual teachers and their supervisors who should know if a teacher needs help.	Jun 4, 2011 10:13 AM
131	Teachers need time to accomplish this.	Jun 4, 2011 8:26 AM
132	Work with adminstrators to train them to use data beyond tests scores to look figure out what needs to happen to ensure student success.	Jun 4, 2011 8:04 AM
133	Teacher participation on leadersqhip teams.	Jun 4, 2011 6:06 AM
134	Use of Faculty meetings to do this by department and across the curricuulum	Jun 3, 2011 11:10 PM
135	Form a group "Professionals who are Passionate". Get libraries, preschools, VFW Halls, church basements to volunteer their space in order for the Professionals who are Passionate...to reach out and help	Jun 3, 2011 9:52 PM
136	It is easy for teachers, as well as students, to be overwhelmed by the volume of digital and other information available on almost any topic. Knowing where to find, discern and use credible information is an essential skill for lifelong learning. Teachers and students need to learn how to get the most from the wealth of information available to them through the internet and other sources, in the same way that they need to learn how to use a textbook.	Jun 3, 2011 9:16 PM
137	Teacher Leaders and Professional Learning Communities are the best vehicle for any changes. They base all decisions on DATA and what is best for learning. Call Solution Tree, they're great!	Jun 3, 2011 8:45 PM
138	Work with state and private universities to ensure that educators entering the field are up to date with current best practice.	Jun 3, 2011 8:32 PM
139	school support and professional development	Jun 3, 2011 8:00 PM
140	create user friendly and easy to use data systems that would be free to educators.	Jun 3, 2011 7:42 PM

	Q13. What strategies would you recommend for meeting the above need?	
141	Train educators on interpreting assessment data and give them time to do this on a regular basis! Train teachers to create valid formative and summative assessments and to use the data to determine their next step. Train teachers to be aware of bias on questions and to avoid such assessment questions.	Jun 3, 2011 7:21 PM
142	in-service time and training on reading of data	Jun 3, 2011 7:01 PM
143	PD	Jun 3, 2011 6:48 PM
144	TIME,TIME and more time. Teachers can't be expected to change while in the trenches. Professional Development needs to be provided and time given to incorporating the new ideas. New curriculum provided in September is useless.	Jun 3, 2011 6:29 PM
145	See all above.	Jun 3, 2011 6:25 PM
146	I don't see how you can be an educator without using data. We use data (information) constantly to adjust practice. So I rate this as a lower need simply because it is so embedded in teaching practice.	Jun 3, 2011 5:40 PM
147	resources and support for analysis of data from a wide scope of student development (academic, behavioral and emotional health, resiliency; independence, civicmindedness, aspiration, physical health and wellness, and an appreciation /opportunities in the arts , sciences, humnatites, world languages and culture	Jun 3, 2011 5:35 PM
148	Make the gatherings educator friendly. Family Child Care Providers do not have time during the day to go to meetings. They do not have lots of staff to allow them to take off and go to a meeting here and there when ever the agencies decide to do so...it is disappointing to know I miss many important meeting for this reason. As a matter of fact, my local CPC changed all the meeting to 10am in a weekday, because they don't want to work at night...Well, neither do we, but we do...all the time. Our business is a usual day of 6 am until 10 pm and this is a usual 5 days a week and does not include paperwork on Saturday and Sunday. So if you would like us to gather, then we need to be included.	Jun 3, 2011 5:20 PM
149	Make sure that educators use the positive data findings of an individual and use it to the individuals advantage when teaching them.	Jun 3, 2011 4:50 PM
150	Data-driven instructional design is critical. We need more technologies, for one, to support active use of data. We need teachers to learn and SEE the impact data can have on decision making. We also need to make sure we are looking at the right data.	Jun 3, 2011 4:26 PM
151	Changing the school calendar so teachers have time to do this. Working nine weeks, taking 2 weeks off throughout the year with a six week summer would help up to have the time to reflect on student data.	Jun 3, 2011 4:19 PM
152	Educational councils made up of administrators, teaching staff, and parents to look at data surrounding various forms of assessment.	Jun 3, 2011 4:03 PM
153	It is imperative that educators have ample amount of time to gather, synthesize and interpret information. Unfortunately the amount of time given to eduators during a typical day other than a headstart program is unrealistic for a typical preschool program.	Jun 3, 2011 4:00 PM
154	Schools in upstate NY need more funding.	Jun 3, 2011 3:57 PM

	Q13. What strategies would you recommend for meeting the above need?	
155	communication and access to computer generated updates .	Jun 3, 2011 3:38 PM
156	Trained School based data teams	Jun 3, 2011 3:16 PM
157	Trained School based data teams	Jun 3, 2011 3:16 PM
158	Support for new tech models and training.	Jun 3, 2011 2:48 PM
159	Each school needs to establish data teams and teachers and administrators need to be trained in the collection, analysis and application of student based learning. All schools in our district have such training. The modification of instructional strategies should be emphasized once the data training is complete. This is the most challenging part.	Jun 3, 2011 2:44 PM
160	Having guildlines for all educators to follow. Having some founded support would help a lot. And higher paying jobs for early childhood teachers who meet and follow with the guildlines.	Jun 3, 2011 2:23 PM
161	Continuing to use VPDN to push out interpretation information,etc.	Jun 3, 2011 1:55 PM
162	Administrators, particularly superintendents, are feeling a lot of pressure from various regulations and initiatives from the federal and state governments. As a result, staff at the administrative level is growing in many school districts in this region. Administrators need to be relieved of that pressure and assured that ALL educators, including classroom teachers, have expertise that SHOULD be used---including the ability to interpret data--to improve instruction in the system. Personally, I'm being overwhelmed with requests for information from a new curriculum coordinator---information that is already available or that has already been processed by the faculty. But, because she is new, added staff, she is gathering this data AGAIN and then trying to organize "groups" to process it. We're starting over when we're already half-way down the racetrack. I think this is happening in many schools.	Jun 3, 2011 1:42 PM
163	Establishing teacher leader conferences frwee of charge for those who actually do the daily work.	Jun 3, 2011 1:17 PM
164	All this says is we need to gather information and make good decisions. Good paying jobs attract good people that have the skills to gather good information and teach it to others.	Jun 3, 2011 12:39 PM
165	Centeralized technology/ rating systems	Jun 3, 2011 12:23 PM
166	More training on the topic of developementally appropriate standards based practice, training on transitions, e.g., PreK to K	Jun 3, 2011 11:47 AM
167	Again this needs time scheduled in to the educator's day for this to happen. It cannot occur at nap time alone. Funding needs to happen so all educators have at least two hours a week out of the classroom for planning and reflection and material development.	Jun 3, 2011 11:35 AM
168	Provide conferences or meetings in many locations so that they are convenient to more people.	Jun 3, 2011 11:30 AM
169	Data training	Jun 3, 2011 11:29 AM

	Q13. What strategies would you recommend for meeting the above need?	
170	Time is the most valuable resource for data discussions. However, I believe we are too data driven and that the personhood of many of our students is lost amid all the data!	Jun 3, 2011 11:25 AM
171	use professional days to allow grade level teachers to meet - use the internet - facebook...	Jun 3, 2011 11:11 AM
172	Provide time on a regular basis.	Jun 3, 2011 11:03 AM
173	Principals as instructional leader, data coaches, assessment protocols	Jun 3, 2011 10:41 AM
174	In order to get them to gather there has to be an incentive for them or their program beyond networking	Jun 3, 2011 10:24 AM
175	Using many of the rating tools that are available will help to gain this information and trainings on those tools would be beneficial.	Jun 3, 2011 9:46 AM
176	Data must be at the level of individual students and individual teachers. Student data must be timely (multiple reads per year); teacher evaluation should be at least annual at first, then over time (several years).	Jun 3, 2011 9:44 AM
177	Offer time to get this done! Educators are willing to sort, synthesize and use data, but truly need the time to evaluate the needs reflected from the data.	Jun 3, 2011 9:39 AM
178	Make sure that the data pertains to the area where the facility is located.	Jun 3, 2011 9:30 AM
179	3 more required professional days to teaching contracts	Jun 3, 2011 9:04 AM
180	Prepare the educators for such a task will be the first thing to do.	Jun 3, 2011 8:59 AM
181	We do study data quite thoroughly as a school at staff meetings and in-service.	Jun 3, 2011 8:56 AM
182	after taking data plot the data for progress and analysis	Jun 3, 2011 8:45 AM
183	Realistic class size or ratio of teachers to students would better able this goal	Jun 3, 2011 8:19 AM
184	valid reliable assessment is vital.	Jun 3, 2011 8:13 AM
185	Financial support to early education programs to allow educators and administrators opportunities to work with others and have time outside their classrooms to do this. 9.5 hours a day of children precludes many of us from being able to have the appropriate preparation time to gather, synthesize and interpret data!	Jun 3, 2011 8:00 AM
186	Simple - only give licenses to teachers who demonstrate proficiency in these areas	Jun 3, 2011 7:49 AM
187	Again, relevant prof. dev that is user friendly and doesn't over burden everyone.	Jun 3, 2011 7:09 AM
188	Training, coaching, school/district teams	Jun 3, 2011 5:36 AM
189	Accountability is important in this serious field; educating our kids. However, I think assessment has got out of hand. We need fewer, but better quality, valid and reliable assessment instruments. You don't fatten the cow by weighing it all the time!	Jun 3, 2011 12:28 AM

	Q13. What strategies would you recommend for meeting the above need?	
190	Frequent meetings available locally	Jun 2, 2011 10:13 PM
191	Professional Learning Communities, vibrant/monitored Educational Support Team process based in RtI framework, opportunities for frequent informal exchanges among educators, particularly those who share work with particular children.	Jun 2, 2011 9:21 PM
192	Continued modeling from administrators as to methods for collecting data to make informed decisions is necessary for staff to maintain an analytical mindset.	Jun 2, 2011 9:06 PM
193	Data is important; but we have plenty of data, in some cases too much. Observations and curriculum based assessments, especially in early childhood provide important insights and allow for engagement with families and schools. Use the technology to interpret the observations.	Jun 2, 2011 8:58 PM
194	Techniques in practical data collection especially as it ties to IEP goals Encouragement of reflective supervision and team process to analyze refine and utilize information from data	Jun 2, 2011 7:59 PM
195	Include these skills in teacher preparation programs.	Jun 2, 2011 7:42 PM
196	Important to use benchmarks and evaluate what works and what doesn't. Constant evaluation and assessment as an on going process	Jun 2, 2011 6:57 PM
197	train and support in all ways including financially teacher leaders and respect educational decisions based on data other than testing use money spent on testing to investigate and support educational initiatives that address individual needs of students consider student portfolios for assessment during the school years and for graduation	Jun 2, 2011 6:46 PM
198	Give educators the right and responsibility to research in their classrooms and use what they learn to improve practice. Create local assessments to be used longitudinally, etc.	Jun 2, 2011 6:36 PM
199	See above.	Jun 2, 2011 6:14 PM
200	Training in data analysis is a need. Finding time to review and analyze data is a challenge. This is a focus area for the upcoming school year.	Jun 2, 2011 5:58 PM
201	Professional development that includes classroom-friendly methods of data gathering and analysis.	Jun 2, 2011 5:56 PM
202	Provision of age appropriate assessment tools to be consistently used.	Jun 2, 2011 5:43 PM
203	PD and improved higher ed programs. Accountability measures always move things along more quickly.	Jun 2, 2011 5:25 PM
204	While NCLB gives us data, this is not the data that can most positively impact students. We must look at better ways to assess, using alternative/authentic assessment and give staff development in how to interpret this data for the betterment of our students.	Jun 2, 2011 5:17 PM
205	Develop data anaylsis tools that are user friendly and intuitive and make them broadly available and inexpensive to use.	Jun 2, 2011 5:17 PM

Q13.	What strategies would you recommend for meeting the above need?	
206	What makes data worthwhile is being able to provide concrete evidence of growth when it comes to a students educational successess. Utilizing the data to individualize and plan for the students will help the student and educator target strengths and challenges while providing more specific skills, tasks and setting of goals.	Jun 2, 2011 5:16 PM
207	What you are saying is we need a well educated, well rounded work force- agreed! However, we do not have institutions of higher education that challange our educators or provide opportunities for pre-skill set training- In short most of our work force is not ready to take a college course-	Jun 2, 2011 5:05 PM
208	Perhaps a national database for educators to enter and compare their data with that of comparable educators throughout the country.	Jun 2, 2011 5:04 PM
209	Having computer accessibility in the classroom for each and every student.	Jun 2, 2011 5:03 PM
210	Make sure that higher education is preparing students with this skill and not pass them on without earning a level of competence	Jun 2, 2011 5:02 PM
211	I think the emphasid should be on formative assessment while still knowing how to understand summative assessment and, more importantly, understanding how to revise instruction to improve learning as well as assessment results.	Jun 2, 2011 4:57 PM
212	Providing multiple opportunities for professional development along with stipends for time spent would address this need.	Jun 2, 2011 4:55 PM
213	Time to do so.	Jun 2, 2011 4:45 PM
214	Encourage Digital Professional Learning Networks	Jun 2, 2011 4:27 PM
215	This is more so for administrators job in supporting the educators - maybe following up with alumni, collaborating with other systems to share and compare	Jun 2, 2011 4:27 PM
216	Age-appropriate assessment is critical to improving instruction for all ages. Teachers need support in using assessment data at the individual and classroom level to adjust and improve their strategies. It is less important to evaluate programs or schools based on aggregate data, because the populations may be very different - however, if data is used at a higher level it is critical to be aware of confidentiality issues.	Jun 2, 2011 4:23 PM
217	Trainings	Jun 2, 2011 4:18 PM
218	I believe this is happening already. However, it would be helpful if the state identified a data management system for all schools to use, and then provided training and support for that system.	Jun 2, 2011 4:14 PM
219	garbage in - garbage out. Administrators need this training and support to be able to look at the data that is being collected everyday in the classrooms.	Jun 2, 2011 4:03 PM
220	Higher education coursework	Jun 2, 2011 4:00 PM
221	More training on understanding data	Jun 2, 2011 3:57 PM
222	this is why conferences are important, they give professionals the opportunity to network, put some information into perspective etc.	Jun 2, 2011 3:55 PM

	Q13. What strategies would you recommend for meeting the above need?	
223	Take courses. I am going for my Accreditation and have been doing FCC for 23 years. To get credits I took 2 wonderful on line courses(let me tell you I wasn't prepared for on line) (I thought I was going to breeze through it. Oh no I didn't.) Teaching and Learning and Safety and Health. I feel all educators should take these courses. They give so much info. I took them through NAFCC. I had much of the info already, but alot gets confirmed that you are working on the proper page. I do feel that some of these wonderful older FCC Providers should be grandfathered. Many of them are wonderful with children, but they lack being able to start over. Many they could use a mentor to get them through. Many are so frightened at this point. I have always worked in this capacity because I had a child with ADHD and sensory issues. I had to relearn many things to be their for him.	Jun 2, 2011 3:45 PM
224	Add more hours to a day.	Jun 2, 2011 3:41 PM
225	PD on the importance of data and how to utilize it. I think the best way to highlight this would be to showcase successful programs or educators who have positively used data.	Jun 2, 2011 3:39 PM
226	This would be important only if you stopped after "impact student learning." Practice is dependent on the culture of specific schools. People in the trenches do not make policy. I think this need should be addressed by training school boards and boards of trustees.	Jun 2, 2011 3:38 PM
227	If an educator is unable to gather, synthesize and interpret information they will be unable to teach information in a way that can be utilized by any student.	Jun 2, 2011 3:36 PM
228	professional development on how to incorporate data collection into the classroom structure; more time for educators to meet and discuss how they collect data from students; professional development	Jun 2, 2011 3:33 PM
229	Make sure that there are effective tools to collect useful data (not waiting 4 months for MCAS results to come back)	Jun 2, 2011 3:33 PM
230	Training!!!	Jun 2, 2011 3:24 PM
231	Smaller groups based on demographic similarities (i.e poverty, rural, etc.)	Jun 2, 2011 3:20 PM
232	Educators need to be literate in English and able to communicate and comprehend what is written. They also need to be able to accept construcive feedback to improve their teaching abilities.	Jun 2, 2011 3:19 PM
233	More opportunities to bring multiple stakeholders together across state agencies.	Jun 2, 2011 3:19 PM
234	(see #7)	Jun 2, 2011 3:19 PM
235	Sharing ideas and including student input. Students know which way they learn best and they also know who the best teachers are. Those are usually the ones that show respect to the students. Listen to the kids!!!	Jun 2, 2011 3:13 PM
236	Time to accomplish and proper tools.	Jun 2, 2011 3:08 PM
237	Opportunities to work with data staff and peers to practice and learn these skills.	Jun 2, 2011 3:08 PM

Q13. What strategies would you recommend for meeting the above need?

238	I know some people who are not educated and cannot gather and interpret information but nurture and educate children. Becuase someone is eduated doesn't make them important.	Jun 2, 2011 3:08 PM
239	common planning time for teachers, training in formative assessments, training if it applies to a specfic assessment tool	Jun 2, 2011 3:06 PM
240	I would like to meet all of there at the beginning of the school year I am now trying to find the funding to help with some supplies that would help to meet to go on	Jun 2, 2011 3:04 PM
241	We need more and better public conversations about educational issues.	Jun 2, 2011 2:55 PM
242	Teachers should have immediate access to assessment data to help inform practice. Instead of "Teaching to the test" they should be teaching based on the results of the test.	Jun 2, 2011 2:51 PM
243	Paid planning time	Jun 2, 2011 2:45 PM
244	Summer weekend retreat	Jun 2, 2011 2:44 PM
245	There should be a designated person in each school district who gathers and interprets data	Jun 2, 2011 2:42 PM
246	none	Jun 2, 2011 2:42 PM
247	Longer teacher internships	Jun 2, 2011 2:41 PM
248	Training in data collecting but more importantly training in how to USE data to inform decisions	Jun 2, 2011 2:35 PM
249	Expectation that teaches will be involved and their input respected in the inner workings of the school system.	Jun 2, 2011 2:35 PM
250	Summer work-a-like groups.	Jun 2, 2011 2:34 PM
251	Embed data collection, analysis and synthesis in college courses	Jun 2, 2011 2:33 PM
252	EVERY EDUCATOR, regardless of position, needs training in not only gathering, but also analyzing data. Training in data driven decision making (Reeves) has provided opportunities to address individual student, classroom and whole school needs.	Jun 2, 2011 2:27 PM
253	I am not sure	Jun 2, 2011 2:24 PM
254	school leadership teams, teaming and looping within the school.	Jun 2, 2011 2:15 PM
255	A plan developed that provides time and resources for this to occur.	Jun 2, 2011 2:06 PM
256	Make it a standard of practice and public reporting for all schools. Adopt a universal growth model that holds ALL schools accountable for ongoing growth. Do not accept constant flat lines- even at avg or above.	Jun 2, 2011 1:42 PM
257	The real question is how can we gather data that genuinely reflects the results of outcomes we are hoping to achieve. What are true indicators of success?	Jun 2, 2011 1:41 PM

Q13.	What strategies would you recommend for meeting the above need?	
258	Explicit explanation of what this is. Create opportunities for educators to have mentors who are well versed in these skills.	Jun 2, 2011 1:38 PM
259	Question: How can Vermont be expected to have a robust data system when we can't get any federal assistance to create a longitudinal data system?	Jun 2, 2011 1:35 PM
260	teachers need training in data Driven Decision Making. We need to collect only the data that will form our instruction and need to be held accountable for using the data to improve student outcomes.	Jun 2, 2011 1:34 PM
261	Professional learning communities, time,time,time	Jun 2, 2011 1:34 PM
262	Require collaborative time during the school day- teachers in China spend more time planning and collaborating than teaching	Jun 2, 2011 1:34 PM
263	More regional meetings for professional development.	Jun 2, 2011 1:34 PM
264	Regular time dedicated to understanding data as a source for planning educational experiences.	Jun 2, 2011 1:28 PM
265	More professional development in how to use high-quality observations and work samples to guage student performance.	Jun 2, 2011 12:26 PM
266	Standardized testing money and time could be better spent on teacher trainings and evals focused on teaching how to best meet the diverse needs of our students.	Jun 2, 2011 11:46 AM
267	have a data team per school, meet regularly (once a week) and create a Student Success Plan for each students based on their needs(based on language, special needs and reading interventions).	Jun 2, 2011 11:07 AM
268	that we have identfied data points outside the norm	Jun 2, 2011 11:06 AM
269	mentoring; relationship based supervision and support	Jun 2, 2011 10:52 AM
270	All schools should have access to real time data like that provided by the Achievement Network so student learning and staff professional development and coaching needs are identified and addressed as early and as often as needed. All early education staff need training and support in assessment and screening and states should gather data on child outcomes in addition to program quality benchmarks. There should be three or four assessment tools that are implemented consistently so that comparable information is gathered in all states and locations.	Jun 2, 2011 10:45 AM
271	I think its important to stress varieties of data collection vs. adding more testing. Schools often get state testing data back but teachers aren't given the time to work with the data. However, there's plenty of data they collect from their students in their classrooms everyday that could inform instruction. http://www.nwp.org/cs/public/print/resource_topic/research_assessment	Jun 2, 2011 10:39 AM
272	Educators need to come from a background that is well grounded in the liberal arts, need to be well read and need to be well educated in their particular discipline. They, educators also need to know how to read and write well in English.	Jun 2, 2011 10:38 AM

Q13. What strategies would you recommend for meeting the above need?

273	Community or regional support for educators in this since they don't all have the expertise to do this.	Jun 2, 2011 9:35 AM
274	Make all would be educators take a seminar/practicum in these areas.	Jun 2, 2011 8:53 AM
275	Encourage inter-agency reflective practices among providers. Adults who ponder child development concepts with other adults will be more likely to implement appropriate curriculum. Such time must be included into the work day.	Jun 2, 2011 8:41 AM
276	Work with higher education to be sure that graduates have received an integrated educational and practical experience. In particular, observation, assessment and interpretation of information in order to develop appropriate child/student activities and outcomes.	Jun 2, 2011 7:38 AM
277	Access to data and proven strategies to improve teaching and learning	Jun 1, 2011 4:51 PM
278	WOrk on data dashboards	Jun 1, 2011 2:10 PM
279	Become smarter about who teaches our students and strategic on how their effectiveness is developed. Restructure coaching program to build the instructional capacity of the district that provides qualified and passionate teacher coaches with a consistent structure to mentor and monitor the next generation of teachers and leaders. Create a poster campaign of academic achievement goals in every school and set up "data chats" with students to facilitate their understanding and appreciation of the value of a world class education. Data dashboards, data chats, etc. Provide a venue for real-time data to be available for administrators, teachers, and parents in order to guide informed decision making with credible, relevant, and customizable data points and pave the way to provide world class educational opportunities for students. Teacher and Administrator training to facilitate understanding and optimal utilization of data software to guide necessary and responsive instructional content delivery.	Jun 1, 2011 1:29 PM
280	Teachers need guided professional development to analyze current test data that pertains to the students in front of them. In particular, standardized tests need to be returned to the teachers in sufficient time to use the data to drive instruction.	Jun 1, 2011 12:55 PM
281	Do not rely on the most ineffective source of data, i.e. state test results.	Jun 1, 2011 11:59 AM
282	All of us have to consider the negative impact of "over testing," which too often stresses the students, as well as teachers and parents. The means by which the data are gathered must be in line with local curricula, which in turn must match state standards and those developed by national educational organizations. School board members should be educated about the "real world" issues of education (not all have been in the trenches, obviously).	Jun 1, 2011 9:59 AM
283	Professional Development	Jun 1, 2011 9:03 AM
284	All educators and educational leaders need to learn how to gather, analyze and interpret student assessment data on an on-going basis. This learning should be embedded in teacher prep programs and on-going professional development on the job. I have found that most educators do not even know how to use technology tools, such as Excel, to do this.	Jun 1, 2011 8:21 AM

Q13.	What strategies would you recommend for meeting the above need?	
285	Data is no substitute for experience.	Jun 1, 2011 8:09 AM
286	It usually comes down to time & money to pay people for this time.	Jun 1, 2011 7:14 AM
287	Use computer based test tools and information sharing techniques to track student performance and behavior indicators from K-12 regardless of school district they have been in.	Jun 1, 2011 6:45 AM
288	mandated technology education and access	Jun 1, 2011 5:49 AM

	Q14. What additional educational needs do you believe we have in our region?	
1	Real life functional training for students who are not on the college bound track. Credit for education gained through work experiences.	Jun 13, 2011 7:30 PM
2	Having only moved to this area recently, there seems to be a disparity between early childhood education services and services within the primary grades as well as how educators are prepared and supported within each of those contexts.	Jun 13, 2011 5:36 PM
3	acheivement gap; the lack of emphasis on summer learning opportunities; issues of race and class in our educational system; lack of funding for general operating support and special projects; providing adequate salaries for educators and community service providers;	Jun 13, 2011 4:10 PM
4	Funding	Jun 13, 2011 2:01 PM
5	Special education is in dire need of rehabilitation. Why are almost 50% of court-involved students in special education? What are we doing wrong in schools that sends so many of the neediest students into the juvenile justice system?	Jun 13, 2011 1:04 PM
6	working with dual language learners; assessment to inform instruction; leadership in early childhood education	Jun 13, 2011 10:54 AM
7	Technology is deeply routed in our current students, however educators are not trained or able to integrate technology due to a lack of $ or insight. We are teaching our students the way we learned which isn't acceptable. We don't watch black and white television, so it's time to step up to the plate with investing in technological advancements.	Jun 13, 2011 10:46 AM
8	Increased access to broadband and greater support, including funding opportunities, for increased use of technology to enrich learning.	Jun 13, 2011 9:13 AM
9	Integrating differentiated instruction and assessment into all of the learning environments.	Jun 13, 2011 12:45 AM
10	-increased emphasis on using technology and enough working equipment to make this possible	Jun 12, 2011 9:09 PM
11	Our students come in with greater social/emotional needs than ever. I don't believe it's just in our region... It seems to be a societal issue, but it has a huge impact upon schools. These needs seem to take precedence over academic concerns. We need to acknowledge that we deal with the whole child, not just the academic part. If we can better support the social/emotional areas, higher academic achievement should result.	Jun 12, 2011 7:10 PM
12	Free workshops (as not to tax school district funds) to better educate educators	Jun 12, 2011 11:27 AM
13	We need safe, accessible transportation for extended school day programs. In my school, we have children who need extra support for school work and other learning issues, but there are no buses available after 3:15. We also need satellite interventionists such as reading and math tutors available for before and after school programs that would benefit children from low literacy homes.	Jun 12, 2011 9:35 AM
14	Lengthening the school day or the school year or adjusting it so education is continuous.	Jun 11, 2011 9:45 PM

15	teachers need to be much more intelligent than they typically are. this is of course out of our control other than requiring more rigorous prerequisites in the colleges and graduate programs preparing them	Jun 11, 2011 1:02 PM
16	Classroom/school management and a general trend of disrespectful student behavior. Educators salary structure does not encourage intellectual people to join the field. Though "merit pay" might not be my answer, there is limited ability to "weed" out those teachers who are not having a positive growth affect on their students.	Jun 11, 2011 12:08 PM
17	Emphasis on learning and using technology to lay foundations for life-long learning.	Jun 11, 2011 11:33 AM
18	- More training in differentiated instruction - More training in RTI - More training to work with high achieving students	Jun 11, 2011 10:14 AM
19	Funding for the arts so that students can be exposed to live performances and/or artists-in-residence programs We do our best w/ educational field trips, but these days it's hard to ask parents for money for tickets.	Jun 11, 2011 10:07 AM
20	Some financial support to allow for the purchase of equipment/books.	Jun 11, 2011 9:32 AM
21	Minimum standards for technology investments should be set by state as many districts are lacking in equipment. More arts based curriculum which is proven to help students become better learners across the curriculum.	Jun 11, 2011 8:17 AM
22	Filling our exiting retiree positions with competent staff, especially positions with critical shortages.	Jun 11, 2011 7:36 AM
23	We need (nationwide) a recognition that we are using 19th century time frames, and 20th century technology to try to meet a 21st century approach. Either the nation is going to support its schools and educators with what they NEED to do the job or the job will not be done.	Jun 11, 2011 7:17 AM
24	There is need for extensive follow through with ensuring that students are not passed along within the school system without the proper education and meeting the requirements of that grade level. Students are continuously being promoted to grades they are not ready for.	Jun 10, 2011 12:00 PM
25	consistency in community college programs... they should all be skill and project based!!!!	Jun 10, 2011 11:23 AM
26	Meeting the needs of children on the autism spectrum.	Jun 10, 2011 10:50 AM
27	To prepare a highly qualified, diverse teaching workforce, we need better supports in higher education, particularly in public higher education to help students succeed in their teacher education programs.	Jun 9, 2011 10:18 PM
28	Seeing education for what it is; that all children from birth need these experiences and consideration in appropriate ways.	Jun 9, 2011 9:29 AM
29	Agencies have begun to create a synergy with the educational movement, but it is happening at a pace that educators can't maintain and with little to no resouces for implementation.	Jun 9, 2011 8:46 AM

Q14.	What additional educational needs do you believe we have in our region?	
30	Inconsistency in regulations and far TOO many regulations that interfere with a teacher's ability to do what s/he is trained to do - teach!	Jun 8, 2011 10:22 PM
31	Have the goberment support too.	Jun 8, 2011 8:49 PM
32	Supporting family childcare providers. They work all day. Can't go to training as they don't have substitutes to take their children. They are often linguistic minorities and need courses in their home languages. They also need resources to enrich their environment. Lastly, they need to be able to have access to play spaces where they can take their children during the winter.	Jun 8, 2011 8:11 PM
33	A lack of resources and support for children with behavioral and developmental needs who do not qualify for special education and related services.	Jun 8, 2011 6:00 PM
34	We have serious issues with educational funding that impacts our ability to accomplish the goals outlined above, all of which are excellent and important.	Jun 8, 2011 4:58 PM
35	We need to understand that it takes adequate funding to provide a good education. The most important commitment is to provide enough money to assist the thousands of families who are on the state-wide voucher wait list AND to provide assistance to the "middle class" for early education and care, as well as for after-school care.	Jun 8, 2011 3:30 PM
36	For students interested in becoming certified and employed teachers in the public school system, having having the public schools open more doors and having colleges provide more hands on and practical experiences. Certainly safety is a huge concern, but too often there are barriers that provide such experiences or the experiences are "classroom volunteering" without assessment, reflection never mind goals.	Jun 8, 2011 3:12 PM
37	I believe that we need more training and funding to support our English Language Learners. I also believe that we need to have better supports in place for children from lower socio-economic households.	Jun 8, 2011 2:54 PM
38	The current research on brain development from birth through age 8. Attention must be paid to these critical years for EVERY educator, not just those in early education.	Jun 8, 2011 2:31 PM
39	communication with parents	Jun 8, 2011 2:14 PM
40	More time and resources to meet the needs of all students.	Jun 8, 2011 11:33 AM
41	Collaborative and innovative training is needed that can bring people together to share ideas and form connections	Jun 8, 2011 11:26 AM
42	New teachers need more real classroom experiences so they know what is involved in the day to day teaching experience	Jun 8, 2011 11:26 AM

Q14. What additional educational needs do you believe we have in our region?	

43	We need to compensate our teachers of young children in child care the same way we do our teachers of elementary school teachers. A recent NEIRR report showed that one state stood out in truly giving their preschool children a head start - and that state paid the preschool teachers the same salary as the elementary teachers. When you have systems in place which allow a teacher of children birth - 5 to take on a lead teacher position with 18 ECE credits, we cannot expect that that teacher is well-prepared for the challenges of the work. Why do we expect a BA degree to work with 5 year olds in Kindergarten but only a few credits to work with 4 year olds? Why do we value 4 year olds less? Why do we value infants less? We have economists (James Heckman) and police officials supporting investment in the early years as effective to the growth of our economy and a way to reduce future strains on the criminal justice system. Yet we have not paid attention to these messages. We try to put on bandaids to solve the problem rather than buidling a firm foundation to build on. The foundation takes a commitment of time and money over the long haul. There is no quick fix. Our children (and the rest of us who will be impacted by the decisions of those children when they grow up) need to have the foundation so the house will not fall in later. We can talk about all of the questions posed before this in this survey, but without the commitment of compensation and education to our early childhood workforce, only those who are truly committed to this work will make any changes - and that will not be systemic. [name and address deleted] Thanks for asking and listening.	Jun 8, 2011 10:59 AM
44	I can't help but think that we have a very broken machine (education). There are so many needs and change in education happens so slowly. It is discouraging. We have inconsistency between districts, between schools in the same district, and even between classrooms in the same school. Effective instruction that gets results does not have that much variation if you apply the implications from scientifically-based research.	Jun 8, 2011 10:49 AM
45	For far too long, those in the very poorly paid field of Early Education have lacked funding to access higher education in an organized fashion. The result is that there are 100's of educators with a few workshops in this category, many hours in another area, and 1 or 2 courses from different colleges taken at different times. Working with schools of higher education to ensure that these economically challenged individuals can be embraced and supported by their local colleges to move forward without having to repeat MANY or ALL of the professional development already achieved would inspire rather than deter much of the workforce.	Jun 8, 2011 10:08 AM
46	Too many children are on the waiting list for state-subsidized child care vouchers. Every child should be able to access early education and we need to devote resources to this.	Jun 8, 2011 9:09 AM
47	Facilities are a major issue in our region. Children need to attend school in buildings that are safe and conducive to learning and aren't counterproductive in their poor design and poor physical plant	Jun 8, 2011 9:08 AM
48	Economic cutbacks have deeply affected arts professionals...an area that should be enhanced not curtailed. 21st Century learners need to develop their imagination, creativity and innovation in order to compete in the future.	Jun 8, 2011 8:12 AM

	Q14. What additional educational needs do you believe we have in our region?	
49	Not so much addition needs but restructured / organization and timely notice to learning opportunities for those to attend. Much of what is offered is not feasible nor reasonable in terms of notification, location and time of day if one has distance to travel or unique location (islands).	Jun 8, 2011 6:27 AM
50	As we move forward to ensure that children have access to high quality early childhood experiences, it is imperative that the Department of Education work closely with and partner with existing early childhood programs - including Head Start and Child Care. To raise all boats, we will need to implement common standards, employ and compensate highly qualified staff, and provide highly qualified leadership versed in research-based and developmentally appropriate practices.	Jun 7, 2011 11:45 PM
51	Flex pool funding for additional staffing to support children (receiving subsidized or supportive child care funding) with behavioral and/or educational issues in early care and education programs so children can remain integrated in regular child care settings/decrease expulsion rates. Free/reduced training for staff who work with special need populations in ECE programs outside of public sped programs More focus on meeting children's social and emotional needs-birth to age three. More focus on parent education and support-birth to three programs More mentors for at-risk children Increase access to quality educational child care for low-income and at-risk young children	Jun 7, 2011 8:46 PM
52	There is a need for higher multicultural awareness, as New England esp. New Hampshire is such a caucasian area - like more than 95% I think.. and hardly any other folks of other cultures.	Jun 7, 2011 6:47 PM
53	Continued opportunities for Co-teaching support for regular and special ed.	Jun 7, 2011 6:05 PM
54	The schools with which I work are very grounded in the mid 1980s regarding teaching and assessing students. They defend one size fits all teaching and assessment.	Jun 7, 2011 4:59 PM
55	I think we need universal full day kindergarten that is part of the Common Core curriculum of K-12. We need a universal cut off date for chronological alignment. I would recommend October 15, of the 5th year. In NH we have 10% of our population enrolled in Kindergarten out of state. We have sliding enrollment due to New England relocations. In NH alone, 30% of our Kindergarten's are full day.	Jun 7, 2011 4:58 PM
56	Children need more access to gross motor and nutritional services to reduce obesity at such a young age.	Jun 7, 2011 3:26 PM
57	An increase in ELL learners. Insufficient funding for state and federal mandates. More time for teachers to collaborate. Longer days and/or school years. Too much content to teach in 180 days. Ensure all high school students receive college prep course material which they will need for the 21st century. More funding for technology.	Jun 7, 2011 3:23 PM
58	Recruiting high-quality educators	Jun 7, 2011 2:54 PM
59	Budget cuts affecting programs MCAS being overly important	Jun 7, 2011 2:43 PM
60	Public Schools need to becoem partners with the ECE community sharing information, and training opportunities.	Jun 7, 2011 1:52 PM

Q14.	What additional educational needs do you believe we have in our region?	
61	increased adequate funding from the state and federal government to help meet the needs of the students ... all of the local funds are disappearing	Jun 7, 2011 1:45 PM
62	Dependable and adequate educational funding	Jun 7, 2011 1:45 PM
63	Professional development regarding mental health--kids can't turn off mental health issues or issues they struggle with at home, just to learn a math lesson. We need to incorporate social and emotional strategies into our everyday teaching.	Jun 7, 2011 1:44 PM
64	Excellent teachers are getting too bogged down in all the state beauracracy. In the attempt to bring all teachers up to the level of the best, we are taking all the joy away from the best teachers. We are burning out our most talented resources. There is no "standard," procedure, or program that means anything if we don't have enthusiastic, energetic, and committment teachers implementing them.	Jun 7, 2011 1:43 PM
65	We need to realign the governance structure in our state to maximize the effectiveness of our education system toward a shrinking student population.	Jun 7, 2011 12:56 PM
66	How to manage global, multilingual classrooms Working with parents Using data to support instruction and learning	Jun 7, 2011 11:18 AM
67	more trainings for teachers on behavior issues, curriculum input, and special needs offered either free or at a reasonable price as educators as a whole have a lower pay scale (especially in the daycare, preschool and preK environments)	Jun 7, 2011 11:13 AM
68	Need for governance consolidation, so that less time need be spent on bureaucracy, and more time can be spent on education policy making.	Jun 7, 2011 10:53 AM
69	Colleges and universities, involved in early education	Jun 7, 2011 10:35 AM
70	regular on line or in person opportunities for folks in the field to interact with those at the state, regional and national levels	Jun 7, 2011 10:29 AM
71	We need to shift from a 20th century framework to a 21st century platform. The emphasis on rote memory is outdated and will not prepare our youth for global challenges for college and career readiness.	Jun 7, 2011 9:50 AM
72	School choice.	Jun 7, 2011 9:31 AM
73	The challenges of urban education now include large numbers of immigrants/refuges who bring exciting new cultures as well as many new languages we are not prepared to manage. In our district alone there are 50-60 different languages spoken and insufficient support for ELL teachers and programs. While we are trying to move in the right direction and many community partners are assisting in this effort, this presents serious challenges in the light of diminishing resources that are requiring significant teacher lay-offs. This challeng also presents significant cultural challenges for staff and students. Finding ways to incentivize both to embrace and value these newcomers to our community, since they are really the future for many urban areas, would be remarkable. Not sure exactly how to do this, but we continue to work on it every day. Smaller groups of learners with more one-to-one assistance has proved to be successful to some extent, but not sure how practical that is for the big picture.	Jun 7, 2011 9:12 AM

	Q14. What additional educational needs do you believe we have in our region?	
74	for Early Childhood educators who have a degree in another field but work in the field, provide scholarship money for them to persue an additional bachelor or master degree in Ealy Childhood Education	Jun 7, 2011 8:40 AM
75	more low cost vouchers for parents and children	Jun 7, 2011 7:39 AM
76	Parents must be brought into the discussion and engage in all of the training that is pertinent for support of the educational process. The schools cannot be responsible for all aspects of a child's life. They only have the students for 6 hours of a 24 hour day...the challenge is to figure out how the community can support the whole family in order to have successful outcomes.	Jun 6, 2011 9:43 PM
77	I beleive that our families need better access to resources they need to survive so they could focus on their children...jobs, food, shelter, assistance with heating there homes, etc.	Jun 6, 2011 9:12 PM
78	Fair, equal ways to provide services to children with autism before they reach K. Funding for children under 5 is poor. School districts do not have the resources to meet these children's needs.	Jun 6, 2011 8:19 PM
79	More support for understanding the change process and improving understandings of adult learning. Also, acknowledgement of and provision for the time needed to continue learning and implementing improvements to practice. Educators need time to work, learn and plan together outside of their direct teaching time.	Jun 6, 2011 3:19 PM
80	Resources for families with autism	Jun 6, 2011 2:16 PM
81	Need more state funding. There are children that live in the Palmer and Three Rivers, MA area that do not have access to quality childcare because they can not afford it, and the wait list is too long to be of any use to these families!	Jun 6, 2011 2:14 PM
82	Make early learning experiences (preschool and Kindergarten) available for free for all who wish to have their children access it.	Jun 6, 2011 1:32 PM
83	funding to support out of classroom time	Jun 6, 2011 1:09 PM
84	Adult education. In our city center, the high schools average a 50% graduation rate, with one school at 38%. We have a large population of refugees. Without more resources for English language instruction and adult education, these families can not help their children, and the problem will continue to escalate.	Jun 6, 2011 1:08 PM
85	Adequate pay. Why should assistants go to school, if they already are paid borderline poverty level salaries?	Jun 6, 2011 1:07 PM
86	Culture shift in which education is valued more by the community.	Jun 6, 2011 12:41 PM
87	Encourage articulation from community colleges to four-year institutions for educator attainment of Bachelor's degree. Revise teacher education programs to reflect goals outlined above.	Jun 6, 2011 12:38 PM
88	More collaboration on all levels	Jun 6, 2011 12:26 PM
89	Assisted technology for children	Jun 6, 2011 12:25 PM
90	Lack of educational resources for educators in the preschool arena.	Jun 6, 2011 12:20 PM

Q14.	What additional educational needs do you believe we have in our region?	
91	The ability for parents to participate in more school and community events. Often this is difficult, due to transportation issues and child care.	Jun 6, 2011 12:17 PM
92	lobbying efforts for higher salaries and more resources directly available to educators. state support for experiments in teacher preparation/licensure.	Jun 6, 2011 11:59 AM
93	We have UVM, St. Mikes, Middlebury, Champlain College and the UVM College of Medicine, for starters.	Jun 6, 2011 11:46 AM
94	What I suggested in #7 above, UVM needs to not be the only place in our region where someone can get accreditation to become a certified teacher. Sites need to be explored and identified within various locations where people can "student teach" without having to either leave their jobs or to go far from home to have a valuable practicum experience.	Jun 6, 2011 11:20 AM
95	Sources of grant funding.	Jun 6, 2011 11:17 AM
96	child care providers to be educated in early childhood development and strategies for supporting	Jun 6, 2011 11:12 AM
97	increased awarness of the overall failure of our schools to provide career and college ready students graduating after grade 1q2.	Jun 6, 2011 10:53 AM
98	Educational equity paired with educational excellence... close the achievement gaps. Hold high expectations for all. Promote college and other post-secondary opportunities and help young people start to think about and prepare for the future (college, career, life) from an early age. Incorporate 21st century skills more.	Jun 6, 2011 10:52 AM
99	High rate of autism. Training to meet their needs.	Jun 6, 2011 10:42 AM
100	Educators need to be prepared for new requirements. Reasonable amount of time needs to be allowed to understand and embrace change when it comes from the top down. Educators and administators in the field need to be listened to and valued for their experience and work and compensated so that they know that they are valued and listened to.	Jun 6, 2011 10:38 AM
101	****Coordination of services between health and human service organizations and school districts	Jun 6, 2011 10:34 AM
102	Engaging families early on in their child's education, esp. low income and ESL families	Jun 6, 2011 10:32 AM
103	Need for collaborative family supports and teacher training programs with emphasis on the diverse needs in our schools	Jun 6, 2011 10:28 AM
104	We have high levels of ELL children that may required speech services, but often do not as we were told that there are no standardized tests in different languages to determine if some children actually have needs for services or are just a little overwhelmed with learning more than one language simultaneously.	Jun 6, 2011 10:27 AM
105	There is a lack of teachers with degrees in ECE. They come in with Elem. Educ or a related degree and must go through the Peer Review process in order to get a license. This can be a tedious and drawn-out process.	Jun 6, 2011 9:59 AM
106	differentiated instruction	Jun 6, 2011 9:47 AM

	Q14. What additional educational needs do you believe we have in our region?	
107	I need to know about SPED law , pertaining esp to EEE here in the state .	Jun 6, 2011 9:44 AM
108	The obvious big one is that a young child is not placed in an early education program based on his/her need but on the need of the parent. Children need pre-k experience. To say that if the parent is not performing an activity then the child does not need care (i.e. exposure to early education) is ludicrous. States should make every effort to fund every child for one year before kindergarten.	Jun 6, 2011 9:19 AM
109	Parent education	Jun 6, 2011 9:16 AM
110	How about equal access to the Internet?	Jun 6, 2011 9:13 AM
111	In Early Education we continue to need usable, well-researched, developmentally appropriate assessments and curriculum instruments.	Jun 6, 2011 8:59 AM
112	Consistency amongst towns/school districts regarding school calendars, in-service days, etc. This would enable conferences/trainings to be designed that could bring together many educators, and perhaps other agencies. The differences in the calendars we currentyl use make it hard to coordinate with other programs, educators, etc.	Jun 6, 2011 8:38 AM
113	Clear definition of student success.	Jun 6, 2011 8:23 AM
114	Parent education, from birth (pre-birth?) on is important.	Jun 6, 2011 8:19 AM
115	family supports for mental health that looks at providing support to the family not fingering the child as needy.	Jun 6, 2011 7:45 AM
116	Equity for those with similar degrees regardless of systems	Jun 6, 2011 7:41 AM
117	increased subsidies for parents to be able to go to work	Jun 6, 2011 7:41 AM
118	up to date building and technology	Jun 6, 2011 7:30 AM
119	supporting the availability of resources and services to difficult geographical locations	Jun 6, 2011 7:19 AM
120	Early childhood education support	Jun 6, 2011 7:15 AM
121	Manpower - students are coming in with increasing needs for a number of reasons. Parents need to get more information quickly about the absolute necessity of spending time with their children without the intrusion of technology - whether tvs, cell phones or computers. Kids are being cheated on a daily basis and schools cannot fill the gaps. There simply is not enough time to make up for the losses of our children that occur within the first 4 years of their lives.	Jun 5, 2011 9:32 PM
122	time for quality planning and collaboration with colleagues	Jun 5, 2011 7:58 PM

Q14.	What additional educational needs do you believe we have in our region?	
123	We need to attract better administrators to better manage our schools. We need to stop putting great emphasis on standardized testing and figure out a way to let professional, highly educated, committed teachers do their job in a way that supports us and not penalizes us. I'm so fed up with being compared with inner city schools and all the vile, corruptness that is rampant there. We are doing the best we can with the resources we have, but parents have to step up and parent. Teachers should not be vilified for not doing enough to raise our children. We can't do it all, but somehow society is expecting us to undertake more of the role of parents. We should have community based parenting classes and free birth control and free quality early childhood education classes in conjunction with the adult parenting education classes. If society wants better education for our students we need to front load the funding for early education, in terms of both the disadvantaged parents and their children. Schools have to figure out ways to get the disinfranchised parent(s) into the schools because the studies show that parental involvement makes all the difference.	Jun 5, 2011 7:32 PM
124	With the increase of diverse students, there is the need for educators to understand second language acquisition, first language learning, and how to implement ESL programs that support the learning of the second language while EL students obtain access to the academic content areas. Many educators at the SEA and LEA levels in our region seem to think that students have a learning disability instead of a language barrier.	Jun 5, 2011 4:22 PM
125	Right now one third of the year has been taken away from reading instruction in the primary grades. ONE THIRD of the year's reading time has been taken away from beginning readers! How can we possibly improve children's achievement doing that? By the time a child enters third grade they have missed the equivalent of a year of reading instruction!!!! Our little learners must be tested in MClass with the teacher using the Palm Pilot. It take over an hour to test each child. The time comes out of the reading block. I just finished a 6 week run of testing. I haven't taught these little children reading in 5 weeks! That is one third of my trimester. That is one third of the school year these children have missed reading instruction. After K, 1 and 2 a child has missed a year of reading instruction! Schools never have the funds to maintain the Palm Pilots. I have had 4 phones since I was first given the Palm Pilot. It doesn't respond, I hit it a number of times, it records the wrong thing, I try to fix it. The student is reading on and I have no idea where I should be in the test. I try to pause and the thing crashes. So I retest and the child already knows the material because she has done it once! Or so many other things go wrong and are so frustrating-- meanwhile, the rest of the class is going bonkers because their teacher is in the corner testing and not watching them. For 5 weeks at a time!	Jun 5, 2011 2:26 PM
126	Placed based science educational opportunities that connect schools across our region, adequate IT resources including fiber optic connections for all schools. Collaborative teacher in-service that allows faculty to connect with on another without bringing in the "specialists" who so often have little of real value to share. Let teachers talk to teachers. It is really quite simple.	Jun 5, 2011 12:22 PM
127	more support for teachers to have time to teach, pure and simple. this probably means having social services assume a greater role in (alongside) the schools with helping families with social, health, economic and child welfare concerns	Jun 5, 2011 7:38 AM
128	To reflect and respond more positively to inclusive educational practices for students with behavioral challenges.	Jun 5, 2011 6:52 AM

	Q14. What additional educational needs do you believe we have in our region?	
129	Continued funding for consultants to support private preschools with immediate observations of children at risk and consultations with families. The number of social-emotional, behavioral and other needs that impact families lives and children's learning has risen dramatically. It takes school systems so long to go through the evaluation process for a child that even when services are deemed necessary, preschools may have had no recourse for maintaining safety for the group other than suspending or terminating the child.	Jun 4, 2011 11:59 PM
130	Equal access to digital technology	Jun 4, 2011 11:13 AM
131	Look at school management and supervision. Look at how well school officials have organized school-based management to oversee the work of teachers. How well do principals and other supervisors really know what is going on in classrooms? With curriculum and its application in each classroom? Don't blame the teachers; look at how well - or not -- they are being supervised! How many schools have done away with department chairs at the high school level and have not properly filled the void?	Jun 4, 2011 10:13 AM
132	We need more support (financial) to provide intervention for students that are not meeting success.	Jun 4, 2011 8:26 AM
133	Educators, including adminsitrators needs support and help to deal with the variety of social challenges that affect students everyday in schools. Work with community partners is not very effective and state agencies that support families (social service, mental health, public health) need more active involvement at the community level.	Jun 4, 2011 8:04 AM
134	Mentoring at all levels or Cognitive Coaching	Jun 3, 2011 11:10 PM
135	There is no greater educational area than the NE.	Jun 3, 2011 9:52 PM
136	We need to help students understand their place in the global community, but also to appreciate the unique character, values, assets and needs of their local communities.	Jun 3, 2011 9:16 PM
137	early literacy, science inquiry, work ethic and dedication to the profession	Jun 3, 2011 8:32 PM
138	meeting vocational needs of students and addressing issues of poverty	Jun 3, 2011 8:00 PM
139	funding for graduate level/ continuing education beyond the bachelor degree level.	Jun 3, 2011 7:42 PM
140	Educators need to be treated as the professionals they are and given time to work together, create lessons through lesson study, create assessments together and interpret the results together and decide the next steps.	Jun 3, 2011 7:21 PM
141	Relief from mandated tests that are applied without any logic. How can new immigrant non-English speakers be expected to pass the English Regents, for example, after three months of school in the US? Yet they must take the test, and their results are then counted against the school. The same goes for labeled students.	Jun 3, 2011 6:25 PM

	Q14. What additional educational needs do you believe we have in our region?	
142	Rural places have disproportionate transportation costs that cannot be easily economized. We should not be criticized for high per pupil spending without accounting for this cost - and we need to acknowledge that consolidating rural schools may mean shifting resources into transportation that would otherwise be used for curriculum and instruction.	Jun 3, 2011 5:40 PM
143	understanding poverty and residential transiency	Jun 3, 2011 5:35 PM
144	Additional educational needs for our region is to give grant funded education to the owners for Family Child Care Programs	Jun 3, 2011 5:20 PM
145	Smaller classes so students get more individual attention to help build their self-esteem socially, mentally, and physically. It would also help in detecting learning disiabilities before it is too late and/or even overlooked.	Jun 3, 2011 4:50 PM
146	To be honest - we need to centralize more of the decisions...we need less supervisory unions, so that we have a bit more uniformity/consistency of expectations in the state. Use the money that used to be the base of some of the SUs and create a PD/support network for instructional design for 21st century.	Jun 3, 2011 4:26 PM
147	More districts need to suppport alternative learning/learners. Also, districts need funding support from people who do not currently have children in school.	Jun 3, 2011 4:07 PM
148	For students to be given more opportunities for leadership, ownership in the education process. For teachers to have adequate planning time to meet (inter-level) and within department. Sharing of successful programs through established dissemination practices.	Jun 3, 2011 4:03 PM
149	There is a big gap between early intervention specialists and the public special services preschool systems because services do not continue to flow - when children leave the public preschool and transition in public school the early intervention program needs to be a part of that transition. This would better enable the schools to understand the child's needs and their progresses up till that point.	Jun 3, 2011 4:00 PM
150	Differentiated instruction for advanced learners	Jun 3, 2011 3:16 PM
151	Differentiated instruction for advanced learners	Jun 3, 2011 3:16 PM
152	Reading and postive power of the written and spoken words of all people.	Jun 3, 2011 2:48 PM
153	We are experiencing more challenges with pre-school aged children who are eligible for Essentail Earlly Education programs. We need more information related to their success and development. In addition we need more effective early interventions strategies.	Jun 3, 2011 2:44 PM
154	Addressing poverty	Jun 3, 2011 2:39 PM
155	Surpassin almost all matters now is the fiscal crisis that we face; FY13 look bleak.	Jun 3, 2011 2:29 PM

Q14.	What additional educational needs do you believe we have in our region?	
156	In my state there is no requirement that all teachers have education (either professional development or in preservice) for addressing the needs of gifted, advanced, or academically talented learners K-12. Most teachers only differentiate for students who are underperforming, leaving the other students (those who are ahead and those who could be ahead) to languish. Schools and districts focus too much on age grouping ignoring the problems that occur when no ability grouping happens K-8. Many of these students "check out" before they get to opportunity to take honors or advanced courses in high school. This is a preventable brain drain.	Jun 3, 2011 2:15 PM
157	Again to me it comes down to making sure all teachers are well versed and effective in implementing research-based effective instructional strategies in their classes.	Jun 3, 2011 2:09 PM
158	Funding for the birth-5 years, to give children the best start to their education.	Jun 3, 2011 1:53 PM
159	Encouragement to share resources, including the expertise of classroom teachers. We have a wealth of knowledge and skills that we're not sharing out because PD is currently shifting to a delivery by administration, primarily at the superintendency level. Also, my school has stopped teams from attending trainings because of the difficulty of getting substitutes and/or appropriate coverage. Some systemic discussions about how to accommodate this additional PD work within the existing work schedules is essential. We can't simply pile on more work--we're overworked now. One example is that I suggested to our new PD/Curriculum coordinator that she schedule a cross-grade meeting during a full-school assembly we were already having. She had not even looked at the school schedule---- Teaching these coordinators some systemic strategies would be VERY helpful.	Jun 3, 2011 1:42 PM
160	Greater opportunities for prof. collaboration with teachers as leaders.	Jun 3, 2011 1:17 PM
161	Replace, repair and improve, aging building with energy efficient clean leek-free safe structures.	Jun 3, 2011 12:39 PM
162	Literacy for all educators is an issue. The Learning Ladder was a wonderful resource that is lost at this point. It needs to be resurrected. ESOL in the context of child development needs to be developed both in the colleges and also in the community. Boston Chinatown Neighborhood has developed a curriculum for pre-college level educators. There may be other curriculums as well that can be used. The Child Care Careers Institute did a study group and issued a report and that can be looked at regarding literacy.	Jun 3, 2011 11:35 AM
163	Money, time, personnel, physical plants that are updated, and technology resources. Budgets have been slashed for the last 3 cycles!	Jun 3, 2011 11:25 AM
164	I can't emphasize enough how unkind many teachers have been - not elementary - grade 6 and above. They are truly bullies - misuse of power. The kids are only 11 and don't need constant threats of detentions for stupid things like not bringing a pencil. It was a real shocker when elementary teachers support kids so nicely. People say "middle school is tough anywhere". I don't believe it - kindness, a sense of humor and basic respect should be expected at every grade level.	Jun 3, 2011 11:11 AM
165	1. Small class sizes 2. Make better use of Super Teachers to mentor	Jun 3, 2011 11:03 AM

	Q14. What additional educational needs do you believe we have in our region?	
166	Equal compensation for early childhood educators who are dedicated to caring for infants - preK children.	Jun 3, 2011 10:55 AM
167	Full funding of Circuit Breaker, increased federal support for students with disabilities	Jun 3, 2011 10:41 AM
168	Beginner courses done off location for new staff, the colleges in our SEEPP are not close to the south shore and coastal providers.	Jun 3, 2011 10:24 AM
169	Dealing with challenging behaviors, how to adapt for children with special needs	Jun 3, 2011 9:49 AM
170	Children's special needs are different today than they were 10 years ago. Trainings need to reflect the special needs of the children enrolled.	Jun 3, 2011 9:46 AM
171	School districts in the New England states tend to be too small - we need consolidation.	Jun 3, 2011 9:44 AM
172	We need more free trainings/'workshops for early childhood educators to learn real and practical methods to implement in the classrooms rather than lots of theoretical ideas that do not necessarily convert into the early education classrooms.	Jun 3, 2011 9:42 AM
173	Get principals association meetings at various sites around the state. Travel takes so much time and that is the one commodity that is not abundant in schools! Use collaboration methods across all branches of work in schools. We are getting there with team teaching for special needs students and collaborative horizontal teams for curriculum. Keep promoting cross venues.	Jun 3, 2011 9:39 AM
174	See above.	Jun 3, 2011 9:30 AM
175	Parent information nights - MANDATORY for the parents	Jun 3, 2011 9:04 AM
176	Budget to bring all the ideas to reality	Jun 3, 2011 8:59 AM
177	We need to update our technology equipment. This is where the future of education is going, and this region talks about it, but seems to believe it doesn't require much funding.	Jun 3, 2011 8:56 AM
178	Reach out directly to families with 3-4 year olds that are not in a pre-school program	Jun 3, 2011 8:45 AM
179	In general, funding for education needs to be, once, again a priority. Cuts have watered down the educational system and translates to students that their education is not considered important by our society	Jun 3, 2011 8:19 AM
180	Smooth transitions from early intervention to the next phase of special ed.	Jun 3, 2011 8:13 AM
181	Our greatest need tis to attract, develop and retain highly effective educators and make it clear that the profession is not a place for laggards	Jun 3, 2011 7:49 AM
182	The ability for teachers to voice their concerns and have their ideas legitamately considered, rather than the top down approach of many school districts.	Jun 3, 2011 7:42 AM
183	Getting all 4 year olds into Public Universal pre-k where the teachers have certs. in Pre-k ed (Bachelor/Master's degrees) Give substantial funding to school districts to implement public pre-k.	Jun 3, 2011 7:09 AM

Q14.	What additional educational needs do you believe we have in our region?	
184	Differentiated instruction, response-to-intervention making appropriate, accommodations	Jun 3, 2011 5:36 AM
185	We have a governance issue that hampers our abilities to move forward. We need to eradicate "local" control because personal agendas of school board members is inefficient and detrimental to increasing student learning and achievement.	Jun 3, 2011 5:11 AM
186	Need not to lump a one size fits all solution to the different needs of schools down the street in the same district and the different needs of urbans, rural and suburbans. We are not all stellar and not all failing, but solutions lump us all together in one pile.	Jun 3, 2011 12:28 AM
187	Clearly defining role of school boards, reviewing governance structures. Raising academic standards for preservice educations of those entering teaching profession; implementing a paid apprenticeship model as required step to becoming a teacher: identifying, developing, supporting master teachers; early wellness intervention for all families & early intervention for families and children at risk.	Jun 2, 2011 9:21 PM
188	The battle continues between educational needs and the budget. School committees and teachers need to become better partners in satisfying the needs of the community. It seems that there is never a partnership just an adverserial role.	Jun 2, 2011 9:06 PM
189	Focus on the whole child. Ensure their is true parent and community engagement.	Jun 2, 2011 8:58 PM
190	Making sure that schools of teacher education have real internships so that they understand the whole child developmentally.	Jun 2, 2011 8:20 PM
191	Understanding the law as it relates to special education, its connection to regular ed and realistic implementation of state standards especially for students with severe disabilities and/or sensory impairments	Jun 2, 2011 7:59 PM
192	Easier access and affordabilty to higher education as well as mentoring students for success.	Jun 2, 2011 6:57 PM
193	address infrastructure problems	Jun 2, 2011 6:46 PM
194	There is a huge need to learn more about the Common Core - most teachers have only a passing familiarity with these new standards. We need to understand how we can use these standards, what changes they can bring to our practice, how we can make sure students stay at the center of our work while we make this shift, and what we, as stakeholders, bring to the table in this process.	Jun 2, 2011 6:36 PM
195	More effective teacher training programs; affordable PD opportunities for current staff.	Jun 2, 2011 5:58 PM
196	There needs to be a candid discussion and political action to address the inequities inherent in the practice of tracking in all its forms. Students are being systematically denied access to high-status knowledge and skills by this institutionalized segregation, which typically sorts students by race and class.	Jun 2, 2011 5:56 PM
197	Administration needs to realize a p-12 system instead of a k-12 system.	Jun 2, 2011 5:43 PM

Q14.	What additional educational needs do you believe we have in our region?	
198	Lack of clear DOE direction on Race to the Top	Jun 2, 2011 5:36 PM
199	Many- but half of them I would characterize as social needs. In Vermont, we need to improve leadership at the top and reduce the impact of the school board /superintendent turnover. Everytime someone new arrives, you have to take two steps backward or sometimes they send you in another direction. It would be good if the leadership and community made decisions based on data and not tradition. The high degree of local control is a mess. The miniute some parent wants to whine about something, everyone gets nervous and backs down.	Jun 2, 2011 5:25 PM
200	Resources. We are being squeezed because lack of money and other resources.	Jun 2, 2011 5:17 PM
201	Noting that a large % of the workforce in Pre-K is bilingual- and the children we serve are dual language learners -we should explore ways to increase the skill set of educators with limited english, offering relevant work ESOL program is one and helping limited english speakers understand the importance of language and literacy development for children either in their native language or English	Jun 2, 2011 5:05 PM
202	Accessible preschool -- free preschool. Parent education opportunities for parents of all age children (through the end of high school.)	Jun 2, 2011 5:04 PM
203	Teaching cultural educators that they must understand some sort of norm and build better relationships with families who may not understand them	Jun 2, 2011 5:02 PM
204	Teachers deserve to have their pay subsidized based on their effectiveness and efforts. Private early educational facilities cannot affort to pay teachers what they deserve for the hard and weighty work they do.	Jun 2, 2011 4:55 PM
205	Affordable, high-quality college opportunities, so that our goal to prepare all students for college is not laughable to our poorer families.	Jun 2, 2011 4:45 PM
206	Must provide funding for mental health need of children in the stressful busy society we live in.	Jun 2, 2011 4:27 PM
207	More professional support in educating high potential K-12 children. More support and resources for developmentally appropriate early education beginning with comprehensive developmental services at birth.	Jun 2, 2011 4:23 PM
208	English as a second language.	Jun 2, 2011 4:18 PM
209	We need to have greater access to middle grades training and coursework. Non-traditional routes to licensure are overly expensive and traditional routes do not take into account prior experience or supervisor recommendations.	Jun 2, 2011 4:14 PM
210	The apparent success of Vermont students in the NAEP suggests that small class sizes do pay off. Unfortunately, small rural schools are isolated and the technology is not accessible to support high level professional development. Driving for 2 hours does not work well Nov 1- March 31.	Jun 2, 2011 4:03 PM
211	higher ed programs need to focus on what early edcautors need to know, curriculum classes need to be relevant, classes about working as a team should be available, working with parents, and infant toddler classes.	Jun 2, 2011 3:55 PM

	Q14. What additional educational needs do you believe we have in our region?	
212	SID-Sensory Integration Dysfunction. I am great at observing, but I lack in techniques. I get frustrated at myself when I can't reach a child due to this. I want to learn as mush as I can. Internet is great. I will be trying to take OT classes on line in the fall. I wish E.I. would have a hotline or offer classes where we can bring a special childs profile(no name) and actually have the class work on teaching techniques we can use. I am frightened at the alarming rate of how many children are expericencing SID and to what degree they are experiencing it to. Out of the 6 children I care for I feel 2 severe, 2 moderate and 2 slight. Many some will grow out of it, but my fear is what if they don't. I need to teach them coping skills or as I put it techniques to help them regulate what they are going through. My other fear is that as I do show the children these techniques, will the schools except these techniques.	Jun 2, 2011 3:45 PM
213	Extend the student day and school year.	Jun 2, 2011 3:41 PM
214	More supports to OST!	Jun 2, 2011 3:39 PM
215	I am personally aploplectic about continual unfunded mandates being handed down from my state DOE. We are both licensed and accredited and yet I have wasted hours on QRIS and will be wasting more. These are hours that could have been better spent observing and supporting teachers and in behavior management with struggling children. I really resent this.	Jun 2, 2011 3:38 PM
216	People need to understand that learning begins at birth and that the same level of compensation should be awarded to professionals with the same levels of qualificationns and experience, regardless of the age of the learners. As the director of a NAEYC-accredited preschool program, I am disgusted by the fact that preschool teachers with college degrees are paid thousands of dollars less than elementary school teachers with the same degrees. We now recognize how much brain development occurs before the age of five -- shouldn't teachers who work with children of this age be entitled to respect and compensation at the same level as their elementary school peers?	Jun 2, 2011 3:36 PM
217	meeting the many needs of our students, as parents are less able or available to meet their developmental needs; ensuring that students have a good preschool and/or day care learning expearience; making quality child care affordable for all parents	Jun 2, 2011 3:33 PM
218	Lack of funding and innovative programming. Inadequate RTI programs and undertrained Special educators.	Jun 2, 2011 3:33 PM
219	education to help parents as well as child care staff recognize red flags when it comes to child development	Jun 2, 2011 3:28 PM
220	We are seeing a much higher population of children with social-emotional issues and behavior disturbances. We need to be able to meet the needs of ALL children and there fore need training and other resources including money to be able to hire consultants that can help support educators.	Jun 2, 2011 3:24 PM
221	Teachers and administrators could benefit from understanding fully the importance of having trainging for teaching to multiple intelligences, the impact that poverty has on our children and families, brain research on poverty & education, food stability, transportation equity, etc. It seems like the classism that exist between teachers and the students they serve is one the very barriers to support the very job they are trying to accomplish.	Jun 2, 2011 3:20 PM

	Q14.	**What additional educational needs do you believe we have in our region?**	
222	We need to have access to mental health consultants and other support staff. It appears with budget cuts that we are asked to do more and more in educating children with less resources. For example, I have a degree in Early Childhood Education and I am now expected to be a social worker, counselor etc in additon to an educator. I also have limited Special needs coursework and am expected to run an inclusion classroom without the necessary support services in place.	Jun 2, 2011 3:19 PM
223	Children with behavioral challenges need more support in preschool/child care. More emphasis on inclusive practices within k-12 system for students with disabilities.	Jun 2, 2011 3:19 PM
224	Many of the small schools have needs for before or after school programs, yet there is no way to make this available at affordable rates. Children go home without supervision or supports. Should we be investigating longer school days?	Jun 2, 2011 3:19 PM
225	Put Study hall back in school at the end of the day so students with sports or jobs will have time to keep up and other students to spend more time with family	Jun 2, 2011 3:13 PM
226	Some institutions of learning are not up-to-date with current thinking in Early Childhood Development or with regulations and on-going demands on teachers. Experienced working professionals would enhance the teaching/training of new teachers.	Jun 2, 2011 3:08 PM
227	Get back to basics and teach children to be creative, caring, respectful and to have fun.	Jun 2, 2011 3:08 PM
228	We need affordable full day care programs that are based in promoting learning for our young children	Jun 2, 2011 3:06 PM
229	time is one of our most important commodies - we need to find time for teachers to plan and collaborate	Jun 2, 2011 3:06 PM
230	More traninnings would be a great help	Jun 2, 2011 3:04 PM
231	Flexible learning environments and programs to meet the needs of nontraditional learners.	Jun 2, 2011 2:51 PM
232	High quality early childhood education is critical. We need to be sure that all children start kindergarten with developmentally appropriate social skills. They also need fine and gross motor skill development. Most importantly, high quality early childhood education instills a natural curiosity and love of learning that will help a child succeed throughout school. To assure high quality early education we must address pay parity. If the majority of a child's brain develops between 0 and 6 why are the teachers who work at the most critical time in the child's life get paid so little. High quality teachers leave the field because they have to feed their families.	Jun 2, 2011 2:51 PM
233	not enough help to deal with mtels	Jun 2, 2011 2:50 PM
234	Teaching kids who are living in poverty	Jun 2, 2011 2:48 PM
235	Collaboration	Jun 2, 2011 2:45 PM
236	Additional support for ELL/DLL to avoid the summer slump.	Jun 2, 2011 2:44 PM

Q14. What additional educational needs do you believe we have in our region?		
237	I think smaller classes, especially at the elementary level will increase student learning.	Jun 2, 2011 2:42 PM
238	There are so many regulations and standards that money is spent on personnel that are not directly involved in teaching. The money would be better spent cutting class size. There are too many children with too many needs in the typical public school classroom.	Jun 2, 2011 2:41 PM
239	Additional attention to teaching the "whole child," by appropriately funding art, music, physical education, etc. in the K-12 system, and seeking to achieve excellence in these programs. Massachusetts is so focused on the standardized testing (MCAS) that these very important areas are often neglected.	Jun 2, 2011 2:40 PM
240	Provide educational/professional development opportunities in multiple languages.	Jun 2, 2011 2:40 PM
241	We have a need to collaborate as towns around services. This could result in cost savings. Additionally, with the Common Core Curriculum Framework, towns should collaborate on curriculum development as well as bulk purchasing of tools and materials.	Jun 2, 2011 2:35 PM
242	Reauthorize NCLB and drop high-stakes testing that does not measure growth properly.	Jun 2, 2011 2:35 PM
243	Help in linking classes and students.	Jun 2, 2011 2:34 PM
244	More of an emphasis on STEM in early childhood courses	Jun 2, 2011 2:33 PM
245	We need to have more support in the community to address the social maladies we struggle with in the schools. Either schools need to be able to mandate treatment, or mental health support or we need funding support.	Jun 2, 2011 2:28 PM
246	The balance between government mandates and standards and 21st Century learning. If learning in limited to prescribed curriculums and not the tools and higher order processes needed to be a successful member of society (both now and in the future), we will not be fulfilling our calling to student learning.	Jun 2, 2011 2:27 PM
247	Educational facilities improvements beginning in early childhood programs -- too many leftover spaces are used to house ECE programs and it interferes with program quality	Jun 2, 2011 2:26 PM
248	I think is extremly important to have a out of school program, that motivates the children to continue their education as well as to keep them busy during the summer so they can stay out of trouble.	Jun 2, 2011 2:26 PM
249	knowledge of sepakers of languages other than English. this contetn could be threaded through all the topics noted above.	Jun 2, 2011 2:24 PM
250	Training	Jun 2, 2011 2:23 PM
251	money. for crying out loud, stop expecting miracles while cutting funds and staff.	Jun 2, 2011 2:15 PM
252	There is a growing attitude among parents and students of entitlement. We need to find ways to instill in students of work ethic.	Jun 2, 2011 1:49 PM
253	Equity in funding does not equate to adequacy across contexts.	Jun 2, 2011 1:42 PM

Q14.	What additional educational needs do you believe we have in our region?	
254	We need to rethink what high schools look like, how they're structured and the way they work.	Jun 2, 2011 1:41 PM
255	Financial support	Jun 2, 2011 1:40 PM
256	School budgets are the first to be slashed in poor economic times. We need to work to get people to protect and increase these budgets. It will take a fair amount of marketing.	Jun 2, 2011 1:38 PM
257	We need to find ways to develop more teacher leaders in schools. We also have to free school leaders from the hundreds of details and administrative burdens so they can concentrate on getting better results for kids.	Jun 2, 2011 1:35 PM
258	MONEY!!!!!!!	Jun 2, 2011 1:33 PM
259	rural poor - addressing needs with dwindling resources	Jun 2, 2011 1:31 PM
260	A need to bring those working in the private sector in parity with those working in the public schools, both in terms of training and in terms of compensation. Better training of the after-school care work force. A commitment to universal, public supported pre-K,	Jun 2, 2011 12:26 PM
261	More support for working families. More opportunities for parents to partner with other parents and educational staff. More consistant funding for all communities to create the schools that meet the needs of all citizens in each community: young, old, wealthy,poor, in the middle some where, encompassing all cultures and belief systems with respect for each other and all strengths and challenges.	Jun 2, 2011 11:54 AM
262	Stregthening Early Education and Early Ed opportunities to create a seemless support for children and families from birth through 12th grade.	Jun 2, 2011 11:46 AM
263	Hoe to better prepared teachers for English language learners. Bring back TBE programs, change the law about English only, is not good for our ELIs.	Jun 2, 2011 11:07 AM
264	Given the research, early literacy and learning opportunities for infants and toddlers are the key to success in school. Supports for parents and caregivers of these young children must be a priority.	Jun 2, 2011 10:52 AM
265	We know taht half of the achievement or opportunity gap exists at school entry and so we are appropriately expanding access to high quality early education. As we increase the qualifications and standards for quality, we also need to increase compensation. The best trained and most effective staff move to the setting that can pay them for their service, which often leaves the children that need the most support, with the teachers least able to provide it. Targeted compensation and benefit strategies need to be linked to quality programs and equalizing opportunity in low-income communities.	Jun 2, 2011 10:45 AM
266	Issues of equity in education, especially in our rural and urban schools. http://www.nwp.org/cs/public/print/resource_topic/diversity_equity	Jun 2, 2011 10:39 AM
267	Small programs/schools, particularly in rural areas do not have the needed resources to support them.	Jun 2, 2011 9:35 AM

	Q14. What additional educational needs do you believe we have in our region?	
268	More support for early education. We need to do more to attract and retain quality educators to close achievement gap birth -12. Increased reimbursement rates, career lattice, professional development support, tax credits are all ways to achieve this goal. These efforts also need to include the goal of attracting and retaining male educators.	Jun 2, 2011 9:11 AM
269	ESL training should be required for all would be educators.	Jun 2, 2011 8:53 AM
270	Special education using inclusive practices.	Jun 2, 2011 7:38 AM
271	Technology! The poorest students tend to have little or no access to computers at home and very little access to computers at their schools or after school.	Jun 1, 2011 4:51 PM
272	Understanding dialect	Jun 1, 2011 2:10 PM
273	Transform students into independent and engaged learners where every child becomes his or her own classroom. Utilize educational software to allow students to self guide their learning both at school and at home. Establish an initiative that guides students and aligns them with college and career readiness with chronological and measurable steps along the way.	Jun 1, 2011 1:29 PM
274	We need tighter requirements for teacher candidates in pre-service programs to graduate with certificates which enable them to seek employment. Too many candidates are given a "pass" for student teaching even if they did not have a successful student teaching experience just because they finished all the coursework.	Jun 1, 2011 12:55 PM
275	All children have special needs. these must be addressed by creative, engaged professionals. The degree to which we can encourage this approach is the degree to which our children will progress.	Jun 1, 2011 11:59 AM
276	We have to educate the public about the successes and challenges that occur in everyday schooling. We must make certain that we are getting our money's worth, and assure that the public, many of whom have not been inside a school for decades, knows what today's educators and students must face. We have to use the media efficiently and wisely to communicate our points.	Jun 1, 2011 9:59 AM
277	Their is a HUGE digital divide that continues to grow in school districts in R.I./M.A. and around the region due to lack of funding. As a result, many students are not even learning basic technology literacy skills that can help them use technology tools to support their learning in all content areas as well as achievement of 21st Century skills. This is becoming a bigger problem as school budgets continue to be cut or "level funded" for multiple years now throughout the R.I. and M.A. region.	Jun 1, 2011 8:21 AM
278	Increased access to Reading materials.	Jun 1, 2011 8:09 AM
279	The need to close the perfromance gap that exists between poverty and non-poverty students.	Jun 1, 2011 6:45 AM
280	better system for esponse to intervention with prescribed strategies	Jun 1, 2011 5:49 AM

Q15. Please use the space below for any other comments or suggestions that you would like to make to the Regional Advisory Committee.

1	Limits on special education costs by setting standards for what a district is obligated to provide as far as related services and special ed supports. There should not be unlimited therapy sessions, limits should be set. Schools should not be obligated to provide services beyond the regular school day or school year (beyond what is provided in the ESY Programs in place). Some parents are getting schools to pay for services that need to be community based with the rising needs of families and children with handicaps. Educational funds need to be spent wisely and community services need to bridge the gap.	Jun 13, 2011 7:30 PM
2	I am very concerned about the segment of our student population who will never pass the MCAS. These students have already begun dropping out of school as they realize they will not earn a diplome even if they stay in school. As a state, we have not adjusted our employement criteria to account for these students, most of whom are special education are ELL, who will no loger be able to earn a high school diploma. What are schools doing for these youth? Are we preparing them for an adult life without a high school diploma? Will they be able to support themselves and be productive members of society without that basic requirement?	Jun 13, 2011 1:04 PM
3	Education should be about preparing our students to be functional participants in our society...thoughtful, knowledgeable citizens who can do meaningful work, and contribute to their communities. With this in mind, I think that we need to rethink how we gauge the success and effectiveness of our schools. Yes, there should be accountability, but 100% proficiency on a single high-stakes test, doesn't seem to make sense (and is completely unrealistic). There needs to be a more meaningful way of determining success, that respects the rich diversity of our population. Perhaps multiple measures of different types should come together to provide a school profile of some sort. If we truly want to attract and retain highly qualified individuals to the field of education, teachers need to be treated with more respect. Much of the public rhetoric is very insulting...legislation implying that teachers are not measuring up,need to make it easier to fire teachers, etc. It is a difficult job. Every occupation has its individuals who are strong, and others in need of remediation (or another line of work). There should be ways to deal with the weak teachers without insulting all of the fine, hard-working people who are doing amazing work.	Jun 12, 2011 7:10 PM
4	In SAU 29 we only have one Curriculum Coordinator, and her workload is HUGE! We need more curriculum coaches in the main content areas available to counsel and coach teachers regarding updates in curriculum, best practices, and students' learning needs.	Jun 12, 2011 9:35 AM
5	n/a	Jun 11, 2011 1:02 PM
6	Where there is a will, there is a way. There is a lot we need to revise about our educational system in NH and the whole USA. Thanks for your efforts.	Jun 11, 2011 12:08 PM
7	Regional is good. Rural students may have different needs than urban ones. Also, more respect for the ability of the consortium of states to do the right thing. EX: NECAPs are asking more of our students than NCLB tests in other states. *** Use a GROWTH model for NCLB if this is to continue. It's the ONLY thing that makes real sense.	Jun 11, 2011 10:07 AM

Q15. Please use the space below for any other comments or suggestions that you would like to make to the Regional Advisory Committee.

8	I think that there is a need nationally to recognize some areas of the country as leading in education as opposed to just getting by-namely the Northeast as opposed to the South/Southeast. I am also against the easy media cop out of using public educators as scape goats for what is wrong in education. How about parents, communities! It's extremely difficult to educate a cold, hungry or ill child. It's cheaper and easier to blame it on the teachers. One has to ask, why would intelligent individual want to spend money and effort going to college to become a math/science teacher when as soon as they enter a classroom they are basically branded as lazy and not too bright.	Jun 11, 2011 9:32 AM
9	We need to stpo testing our students with so many national tests. I also believe that much of our curriculums do not focus enough on giving depth of knowledge; we often look at teh breadth and students do not have good backrouns to understand much of waht they are taught. Accountability by students needs to become more important.	Jun 11, 2011 7:49 AM
10	Again... each educator must be grounded in early childhood theories IN DEPTH not just a course but a 2 year program to truly understand the multiple ways children learn from birth through age eight... then with this solid foundation can move onto the chosen "grade"... We must prepare our teachers by providing the solid foundation so that with this understanding of learning styles, multiple intelligences, impact of environments.... they can build upon each child's needs	Jun 10, 2011 11:23 AM
11	Please remember that education starts at birth, and by kindergarten some groups of children are already behind. To prevent this school readiness gap, include a strong focus on early education and care.	Jun 9, 2011 10:18 PM
12	state hot line for health info-update old resource manual, plan trainings and grants in advance-space out	Jun 9, 2011 10:12 AM
13	Cities and towns need to combine to a state or county wide application process. There is too much "red tape" for teachers to untangle to find a teaching job.	Jun 8, 2011 10:22 PM
14	Early childhood educators are becoming more educated. Nonetheless, many educators or providers are still working. They can't get their diplomas quickly. Getting rid of them by requiring degrees will gut the field. Also having a degree doesn't mean that the person can build good realtionships with childrn. Indeed, many can't. Take care also about the mixed delivery system. All elements of the delivery system need to be at the same level. Equity in education depends upon that simple fact.	Jun 8, 2011 8:11 PM
15	No more unfunded mandates. Rethink big state-wide initiatives like universal preschool, if you can't get the money to fund it. Stop obsessing about testing and accountability, and provide leadership on the real issues : that parents can't afford quality child care through elementary school; that MA does not provide adequate assistance for families; that teachers must be celebrated, not hassled about tenure.	Jun 8, 2011 3:30 PM
16	Please get away from just looking at test scores and look at other quality indicators such as graduation rate, community involvement, etc. Thanks for listening!	Jun 8, 2011 3:09 PM
17	recruiting & retaining qualified and experienced educators through legislative support for increasing salaried, sharing benefit	Jun 8, 2011 2:14 PM

18	Approaching Educators from a supportive, accepting, inclusion framework - rather than from a demanding, "do-it-or-else" standpoint is so very important to helping all initiatives move forward with support, rather than resistance. Which in turn, benefits the children of the Commonwealth. Also, I must state that as we move forward with learning initiatives and higher goals for Early Educators, it truly is time that we look at the critical importance of Birth to 3 learning. We should be thinking about ways to improve the salaries of all Early Educators so that their compensation more accurately reflects a fair living wage in accordance with the critical role that they play in molding future K-12 learners.	Jun 8, 2011 10:08 AM
19	Do not cut educational funding. Make education the priority it should be but not through more and more useless testing brought about by NO CHILD LEFT BEHIND but through more relevant and innovative educational practices. The US needs to rethink education desperately. I suggest Ken Robinson's book OUT OF OUR MINDS. It poses some superb ideas that we, as educators, should all be thinking about.	Jun 8, 2011 8:12 AM
20	Smaller programs/communities should not be penalized for their size in determining their needs. This often happens on Nantucket when state funding is made available. Also, having an engaged representative who communicates would have helped us retain an on island liaison to ECE network with Cape /state. There is a very real communications disconnect to Nantucket making us more isolated and certainly the feeling that providers and preschools do not matter or are not considered important.	Jun 8, 2011 6:27 AM
21	I am extremely concerned that many of the federal initiatives designed to improve the quality of education and increase access to educational opportunities for children/students birth to 12th grade are not available to the Virgin Islands. Such discrimination against US citizens in the territories hampers our children from being able to participate and compete in the workforce of the future.	Jun 7, 2011 11:45 PM
22	Strong Early Care and Education Programs in combination with opportunities for family engagement and support are key to children's later school success.	Jun 7, 2011 8:46 PM
23	These are complicated questions.. based on theory and asking us for practical implementation.. I think it is too tricky for parents and even many teachers.. This seems written for administrators, not parents and teachers.	Jun 7, 2011 6:47 PM
24	As a State Department of Health and Human Services employee, I beg you to include State and community stakeholders in your work with individual states.	Jun 7, 2011 4:59 PM
25	I like to use the childhood mantra - "on your mark, get set, go". If Kindergarten is "go" - then we need uniformity. "Go" is the start of school, and according to the CCSS - go is Kindergarten. There is so much information available, often conflicting. How do parents and administrators find "their mark" and "get set" if the go point changes with every state line and zip code? Universal full day Kindergarten, cut off date October 15th. Let's "go"!	Jun 7, 2011 4:58 PM
26	I think Massachusetts is doing a fantastic job with QRIS in early education and The Core Competencies. If other states in the region are not involved in this they should take a look into it.	Jun 7, 2011 3:26 PM
27	Do away with MCAS testing!!!!	Jun 7, 2011 2:43 PM

Q15. Please use the space below for any other comments or suggestions that you would like to make to the Regional Advisory Committee.

28	The state(s) must develop a method of dependable and adequate funding for any programs to work. Each year we are working with less and less financial commitment from the states and federal government	Jun 7, 2011 1:45 PM
29	I suggest taking a look at the Family Success Partnership as a potential model for collaboration and the integrated work they are doing in MetroWest, MA. They are based out of the Assabet Valley Collaborative, and provide school and community based wraparound services to students and families with mental health needs that fall between the cracks of schools and state agencies.	Jun 7, 2011 1:44 PM
30	Thank you for this 0ppportunity	Jun 7, 2011 11:18 AM
31	Consider the opinions of students; optimize the integration of 21st century technology into learning.	Jun 7, 2011 10:53 AM
32	We need a broader perspective of how to develop a comprehensive educational system. Too much emphasis is being placed on teacher and administrator evaluation based on student test results. This will be short sighted. Look at the work of Linda Darling-Hammond and the recent International Summit for further information in this area.	Jun 7, 2011 9:50 AM
33	With regards to the urban setting in which I and my higher education students work, there are so many significant life-challenges the children bring into the classroom today that it is truly miraculous that as many as do make it through actually do! However, with less that 50% of the students graduating high school- and a large percentage dropping out in 8th grade-we need to find a way to address this challenge. There just aren't enough resources at this time to tackle all the challenges that the school district faces. Somehow, there needs to be a more seamless relationship with human service providers in the community to assist more successfully with these challenges. We are trying this kind of model in Syracuse with Say Yes, but there are still many issues that demonstrate the difficulty of bringing multiple partners together when there are significant power differences and insufficient time to really work on development of the core coalition group. Never enough time or resources-but we continue to work, commit, and have hope for the future.	Jun 7, 2011 9:12 AM
34	For Early Childhood Educators, the use of IPDP will be valuable - recognizing that there are educators who have been in the field for years who are extremely competent and have no intention of getting a degree. Acknowledge their worth, grandfather them letting their continuing training emphasize their strengths and introdce newer ideas of doing the old things	Jun 7, 2011 8:40 AM
35	A stricter policy on cell phone use in schools	Jun 7, 2011 7:09 AM
36	Services may be more costly in rural communities because of low population density and travel distances. Professional development opportunities must be offered to smaller groups in these areas where fewer resources are locally available. Funding formulas need to be based on more than just numbers in order to reach these populations and provide equity.	Jun 6, 2011 3:19 PM
37	I think that the training opportunites provided to the educatorsa in western ma should reflect a greater diversity. Offering things such as sign language, assessment tools, and curriculum ideas would be beneficial.	Jun 6, 2011 2:14 PM

Q15. Please use the space below for any other comments or suggestions that you would like to make to the Regional Advisory Committee.

38	I have taught for close to 30 years. Why implement new programs and not the resources to implement these programs?	Jun 6, 2011 1:07 PM
39	Teachers need time to collaborate with their colleagues for multiple reasons. Time needs to be made available in the day for them to review data, create lesson plans with other teachers, and discuss best practices for students in their buildings. Cross-discipline and vertical scaffolding of lessons would help students understand their learning more deeply, but time for teachers to work vertically and horizontally across the curriculum needs to be built into the schedule on a regular basis in order for this to occur. The time spent in the classroom should be balanced about 50/50 with time spent reviewing, planning, and collaborating purposefully to optimize student success.	Jun 6, 2011 12:41 PM
40	Include teacher educators in any grant-writing efforts.	Jun 6, 2011 12:38 PM
41	Many of our problems are not always fixable in the school day. I think we forget that. Between the changes in modern medicine, breakdown in families and neighborhoods, more transient nature of society, we need to think beyond school to find support for struggling children and families when school is not in session. I see so many children living an institutional-type lifestyle with poor nutrition, poor physical stamina, depressed ability to really develop executive function skills.	Jun 6, 2011 11:46 AM
42	Supports for gaining grant funding.	Jun 6, 2011 11:17 AM
43	Grassroots empowerment needs to be mentored and encouraged. Educators need to feel that they have the time and respect to do their work and also have reasonable time to enjoy their lives.	Jun 6, 2011 10:38 AM
44	the years from 0-5 are vital in engaging families and setting the stage for the childs future learning and development.	Jun 6, 2011 10:32 AM
45	Our program is run on minimal funding. We see great potential in our (and our community's) ability to better serve children and families. Sadly, continual budget cuts put a huge strain on our program and most of our efforts are directed to maintaining services as opposed to growth and improvement.	Jun 6, 2011 10:27 AM
46	It would be most helpful to our rural area educators if the trainings were closer, and timed more efficiently.	Jun 6, 2011 10:25 AM
47	Unfortunately, when we do have a licensed, qualified teacher - they leave the program and go to the public school to work in their Universal Pre-K program because most early childhod programs cannot match the salaries and benefits of the public schools.	Jun 6, 2011 9:59 AM
48	the mentoring program has become too scripted and contradicts itself in some ways. it is not conducive to supporting all teachers, and especially those who are special educators, or in a support role, such as guidance or nursing, etc.	Jun 6, 2011 9:47 AM
49	I just feel so isolated down in the extreme southern part of the state. I wish we were more connected but when you use the new technology , our district doesn't have it or I haven't got the training to access it.	Jun 6, 2011 9:44 AM
50	One hit wonders...the workshop style is nto very effective, we need the work to be done at the school level, in the classes with real data.	Jun 6, 2011 9:16 AM

Q15. Please use the space below for any other comments or suggestions that you would like to make to the Regional Advisory Committee.

51	This was a waste of time.	Jun 6, 2011 9:13 AM
52	Thank you for taking the time to develop this survey and to consider my input.	Jun 6, 2011 8:38 AM
53	Be clear about the need to define our values and thus the measures for student success - far more than state assessments.	Jun 6, 2011 8:23 AM
54	Teachers complain that they don't have enough time. They do have enough time. They do not know how to manage their time nor plan wisely. Teach them how to plan efficiently.	Jun 6, 2011 8:15 AM
55	Salaries of entities are still a major problem between systems. For those early educators with degrees, BA/BS or MA there needs to be some mechanism of salary enhancement in order to ensure these individuals remain in early education programs long term. Without this happening soon the early education field will continue to struggle with these issues.	Jun 6, 2011 7:41 AM
56	Smaller towns and rural areas lack access to statewide resources . Those of us in the southern part of the state travel (without direct access to the interstate) 3+ hours to participate in events that will enhance our skill and knowledge; participate in statewide committee's /think tanks etc. It is rare that meetings come to "us"... for when attempts have been scheduled folks from the north do not show up. This creates somewhat of a disparity . VT needs the resources to be more inclusive of those of us in rural regions. In addition, the ability to build up our workforce is compromised by the lack of higher ed opportunities in the rural regions of the state.	Jun 6, 2011 6:57 AM
57	Why would anyone answer anything other than extremely important to any of these questions/comments Survey rather begs the question......	Jun 6, 2011 6:44 AM
58	I am a daycare provider. I watch the children, keep them safe, we sing, do arts and crafts, eat and snack together, and spend time outside as much as we can playing and just being kids. That is what I do an love it. I am not a preschool teacher with a class that ranges from 6weeks to 5. I run a social school, where the kids learn to interact with other children their age, and some older and some younger. If I wanted to be a teacher I would go back to school and get my teaching degree and get a proper pay for all the work I do. Not the little money daycare pulls in after expenses, classes, relicensing fees, cpr/first aid fee. NAFCC fees, CDA fees, and all the other groups that have their hand out so we can say we are one of them. None of these have made one bit of difference in my care. The parents are not impressed by those. They are impressed by me and the love and care I give the children in their absence. So I would say I am doing a great job at what I do they way I do it right now, so why change?	Jun 5, 2011 10:54 PM

59	We need to change the paradigm for professional development. As long as we allow programs to "trickle out" throughout a school as is the typical model, we can anticipate change taking longer than students can afford. I instituted a model for professional development that resulted in full implementation of RTI at my school in less than a year. The investment of time and money paid immediate dividends in a jump in NECAP scores in all populations. I could not have done this without the ARRA money - they were instrumental in allowing me to make the investment in a year long professional development program which included two graduate level classes held on campus, during 12 school days. This was possible by alternating the time of the course from morning to afternoon, with two teams of professionals. The change resulted in a 16% increase in FRL students reaching proficiency in one year, a rate 4 times that which the state of Vermont considered statistically significant. If you are interested in the model you can reach me at [email deleted]	Jun 5, 2011 9:32 PM
60	Provide support to educators through professional development.	Jun 5, 2011 4:22 PM
61	MClass test small children one-on-one using a team of outsiders not the classroom teacher. Test them 2x a year only.	Jun 5, 2011 2:26 PM
62	I think teachers need greater focus and more support to plan for and teach students in the core content areas of academic, vocational and civic development.	Jun 5, 2011 7:38 AM
63	I am concerned that expectations for preschoolers are moving in a highly academic direction. Red flags have been going up in the early childhood community for some time as the greater community of educators and benchmark setters seem to have forgotten that young children learn best through play.	Jun 4, 2011 11:59 PM
64	I'll repeat what I wrote for question 14 because I think too many folks are missing the mark: Look at school management and supervision. Look at how well school officials have organized school-based management to oversee the work of teachers. How well do principals and other supervisors really know what is going on in classrooms? With curriculum and its application in each classroom? Don't blame the teachers; look at how well - or not -- they are being supervised! How many schools have done away with department chairs at the high school level and have not properly filled the void?	Jun 4, 2011 10:13 AM
65	Education needs help. Teachers need help. Teachers need to be evaluated frequently and without warning in the classrooms by their superiors and very often.They need a certain amount of trainings with a mandated area of expertise. There are an amazing amount of autism rearing. Is the traditional teacher capable of dealing/helping this autistic child? OR any other child in need of help. Today's teacher is with the children of America more than their parents are. We can no longer blame the destruction of the family, on the family. The people of the American Education System have an EXTREME INFLUENCE ON THE FUTURE CHILD.	Jun 3, 2011 9:52 PM
66	I would like to thank the committee for this opportunity paticipate in this process and hope that you will continue to reach out to a wide variety of stakeholders as you go forward to summarize and prioritize the country's educational needs.	Jun 3, 2011 9:16 PM

Q15. Please use the space below for any other comments or suggestions that you would like to make to the Regional Advisory Committee.

67	The role of teacher unions in delaying progress in education needs to be looked at. I am a building administrator who is struggling with moving on poor teachers who are represented by a strong union. Until we are able to put the highest quality teachers in our schools all the above will be a waste of our resources.	Jun 3, 2011 8:32 PM
68	Allow teachers time during the school day to work together. Devote close to 1/2 the work day to professional development and lesson planning. Provide time for teachers to work with small groups of students that are struggling. Require longer school days for students not meeting the standards. Do not allow students to fail - put supports in place.	Jun 3, 2011 7:21 PM
69	These Regional Advisory Committees do not include enough practicing teachers.	Jun 3, 2011 5:40 PM
70	leadership cohorts across regions more opportunities for contact with researchers	Jun 3, 2011 5:35 PM
71	I am a Family Child Care Provider, who loves my job. I love the idea of a FCC, it is a wonderful addition to the early educational programs. I feel FCC needs to be understood, families choose us for a family atmosphere with a less stressful, but structured environment for their children. Please don't make us a center, allow us to be the wonderful business we are meant to be. Thank you	Jun 3, 2011 5:20 PM
72	Not clear who this is really for, but I am intrigued by the questions. If common core is to succeed - if schools are to make a difference with respect to our most impoverished and neglected children/families, we have to be addressing questions like this.	Jun 3, 2011 4:26 PM
73	Also, visits/collaboration between district and charter and pilot schools.	Jun 3, 2011 4:03 PM
74	People making policies and procedures for early educators should be a part of early education. Too many times the regulations are simply not practicle and what we aim to achieve gets slighted. These concerns affect every daycare & preschool - please someone consider these concerns of ours!!	Jun 3, 2011 4:00 PM
75	Money to adress the above recommendations and support for parents and caregivers.	Jun 3, 2011 2:48 PM
76	we need to expand the use of the school-to-college report to include graduation rates and advertise this information more for parents and local school committee people.	Jun 3, 2011 2:15 PM
77	Early educators need to earn a living wage. More training is essential but just as with children, the heirarchy of needs applies!	Jun 3, 2011 1:54 PM
78	Public education starts at 5, but children are learning from birth on.	Jun 3, 2011 1:53 PM
79	Try to keep it simple.	Jun 3, 2011 12:39 PM
80	Developing an IPDP is a good start but there needs to be access to trained career planning services. There have been several resources developed one through Building Careers and the other through CCRC.They can be updated and added to with funding	Jun 3, 2011 11:35 AM

Q15. Please use the space below for any other comments or suggestions that you would like to make to the Regional Advisory Committee.

81	I vote YES for every override hoping this will get us the best teachers. Some system needs to be in place to get rid of teachers who not effective and use negative strategies. There are way too many of them. Thanks for listening.	Jun 3, 2011 11:11 AM
82	The only solution to quality care is to increase salaries to staff that are continually striving to educate themselves at their own expense in an industry that does not reward those efforts.	Jun 3, 2011 11:07 AM
83	Look for these super teachers, schools, principals to lead the way by opening up their classrooms and school to mentor	Jun 3, 2011 11:03 AM
84	The Steering committee should have a monthly conference call schedule	Jun 3, 2011 10:24 AM
85	Thank you for asking, keep asking this of ALL participants in the educational systems.	Jun 3, 2011 9:39 AM
86	As long as we believe education doesn't require more funding and staff, we will always be behind. We should focus less on NECAP, or any other standardized testing, and more on the needs of our students as learners. Our educational system needs to quit operating like a factory, and more like a place where students are given opportunites to discover their talents and have multiple avenues where they can learn basic fundamentals. The actual use of technology needs to be looked at as well and defined.	Jun 3, 2011 8:56 AM
87	Pre-school screening should be mandatory for all children not just children with identified service needs.	Jun 3, 2011 8:45 AM
88	With today's educational focus being placed upon data and accountability, educators and administrators are losing their ability to model empathy and compassion. It is time for the pendulum to swing back and offer some balance between nationalism and humanism.	Jun 3, 2011 8:42 AM
89	We need a comprehensive all encompassing system across all developmental and educational domains.	Jun 3, 2011 8:13 AM
90	As you look at early educators (0-5) you must remember that many of our programs run 9.5 - 10 hours per day, with insufficient funds to pay our educators well. Staff development time and funds are limited. Regulations are stringent. QRIS, etc. is challenging. Few early educators work just 9 - 3 with children for just an Academic Year with school vacations. Full-year programs are needed for families. Yet how does this allow time for educators to take courses, plan and prepare, collaborate with other agencies, recharge, etc. I don't know the answer, but the early education field is VERY different than elementary and secondary education.	Jun 3, 2011 8:00 AM
91	The best thing the Regional Advisory Committee could do is help develop coherent and comprehensive birth to college completion and career readiness plans for all states and create opportunities for sharing best practices and increasing public awareness about this	Jun 3, 2011 7:49 AM
92	Stop cutting all the early childhood and full day K funding in the state budget. Earmark more money to these initiatives, instead of giving out nickels and dimes to try to sustain what we have started.	Jun 3, 2011 7:09 AM

93	Let teachers' voices be heard. Don't included them for their presence on committees unless you really listen and hear their perspective. Thanks for asking these critical questions.	Jun 3, 2011 12:28 AM
94	College teacher preparatory programs should be reviewed and compared, and be aligned to insure all programs are offering the same high quality preparation. Perhaps a QRIS for these progams?	Jun 2, 2011 10:23 PM
95	Reconsider how we define "success" and "achievement". There is too much focus on STEM and not enough on arts, creativity, music, and social-emotional well-being.	Jun 2, 2011 8:58 PM
96	I feel that if trainings/on-line or in house or certain classes are necessary and they become mandatory and put into the regs, then educators will be more informed.	Jun 2, 2011 8:38 PM
97	New bench marks need to be practical and understandable for parents as well	Jun 2, 2011 8:20 PM
98	I cannot advocate more strongly for the National Writing Project as a model for meaningful professional development. I have worked with other programs and organizations (TTEC, NELMS, NCTE, etc.) but no other work I have done has "stayed with me" in the way that the writing project work has. My practice continues to be enriched more than 5 years after doing their summer institute, my interest in leadership and advocacy continues to grow as I work with the educators associated with NWP and specifically the Western Mass. Writing Project.	Jun 2, 2011 6:36 PM
99	There needs to be more equality for non profit and for profit centers. The for profit centers don't receive the contracts, grants, funding etc as the non profits receive	Jun 2, 2011 6:31 PM
100	School districts are struggling under unfunded mandates and how to provide exceptional educational opportunities with limited fiscal resources. We have cut staff over the past five budgetary cycles and are being asked to do more with less. Local leaders' voices are not heard by the DESE and the atmosphere in MA is not one of collaboration. Rather one of top down mandates and unrealistic timelines.	Jun 2, 2011 5:58 PM
101	Educators need professional homes outside their schools and districts - places where they can learn from their colleagues, share their insights and best practices, and advance the profession. One such professional home that has made a major impact on teachers in this region and throughout the nation is the National Writing Project, but its future is threatened by a cutoff of federal funds. The U.S. DOE needs to address this disaster and find ways to insure the continuity of this and other worthwhile professional development programs for teachers.	Jun 2, 2011 5:56 PM
102	Sped administrators should tsp worrying about budgets and worry about students. Early intervention is more cost effective and less damaging to students than later remediation.	Jun 2, 2011 5:43 PM

Q15. Please use the space below for any other comments or suggestions that you would like to make to the Regional Advisory Committee.

103	I think there needs to be a way to compensate educators fairly. I understand that there is a method of paying the gap between what a small business can pay teachers, and what public school teachers are paid by cities and towns in some other states. I think that early childhood educators need to be compensated at the same rate as elementary school educators - especially those that have the same educational background and experience.	Jun 2, 2011 5:32 PM
104	I believe that I've commented enough...	Jun 2, 2011 5:25 PM
105	Our rural MA town is subject to the same requirements as urban MA towns, but the model does not fit well. Please keep the arts in our programs. Please value parent education. I am the Director of a regional Family Center and we have seen record numbers of families using our facilities. More and more dads, grandparents, aunts and uncles, and friends are caring for preschool aged children while their parents are at work. Families cannot afford preschools.	Jun 2, 2011 5:04 PM
106	Mostly, we need to prepare students in the beginning, higher education, before we issue licenses for them to be in a classroom. The practicum should be longer and monitored so that when in the market place looking for a job a prospective employer may be somewhat assured that person has concrete trackable experience. And that experience needs to be in various kinds of classrooms.	Jun 2, 2011 5:02 PM
107	In the rush to incorporate technology, let's make sure that we know if/how it works for subgroups of students e.g. second language learners. It is flashy but it is not a pancea.	Jun 2, 2011 4:57 PM
108	Please consider the importance of the field of Early Childhood Education as the foundation of a child's entire learning experience. You cannot build a strong learner on a weak foundation.	Jun 2, 2011 4:55 PM
109	At the secondary level, all teachers need to be writing teachers and reading teachers. We should not license those who cannot do so.	Jun 2, 2011 4:45 PM
110	These are great questions. I don't see the infusion of funds on the horizon to make it happen, unless the higher corporate taxes could be syphoned of to support a higher skilled work force. Yeah!	Jun 2, 2011 4:03 PM
111	Yes I want this committee to advertise that all children should be evalutated by an early age and records kept on this. That children should be worked with at an early age before school, not when school starts. It will only bebefit the child and them as well and make life a lot more meaningful for the children in the process. Ask me how I know. I was one of those children is is know 54 an was helped with sensory issues when I was a child. Somewhere along the track t got pushed to the side. My last comment is to get back to E.I. as it was before and not what the Parents personal Health Insurance has to offer. One on my FCC children is not being accepted because he is in FCC and his moms insurance does have great mental health benefits. They keep pushing him to go to Special start and I feel he would do better in a small group. I could replace him in a heartbeat, but what would that say about me. My other children also need to learn techniques on how to work with children who are dealing with these tye of issues. Ostrasising isn't an answer. We all need to be taught in this manner, Thank you for listening. I will be trying to bring these questions to my School Committee meting as well	Jun 2, 2011 3:45 PM

Q15. Please use the space below for any other comments or suggestions that you would like to make to the Regional Advisory Committee.

112	We have not gotten a raise in three years--not even cost of living for an already underpaid staff. I wish I could afford to retire--and I make twice what my lowest paid teacher makes. I am advising anyone who asks that they not go into early childhood education. They will find that they can't afford much of anything if they do. I work for a non-profit. There's no money. I am very discouraged. --[name deleted]	Jun 2, 2011 3:38 PM
113	I would be willing to help in any way: [email deleted]	Jun 2, 2011 3:20 PM
114	Need to look at what the role or educators should be and how to support the development in the field and retaining high qualified stafff when we can't compensate like the public schools. For example I had a teacher who had not earned her Associates Degree so she was making 14 and hour in our program. She was offered a positon in Boston Public School as a para-professional making $19 dollars without a degree. We can not compete with those inbalances in the system.	Jun 2, 2011 3:19 PM
115	The northeast has a strong reputation for high quality education, historically this may be true but we are not meeting the needs of our increasingly diverse population. We are behind rather than ahead. Fund public prekindergarten programs and for goodness sakes fund full day kindergarten	Jun 2, 2011 3:19 PM
116	Students need to be treated with respect, Don't lock the bathrooms because some vandalize. That's child abuse taking away their basic rights and ability to function properly in school. Get rid of detention, you only punish the parents. Send an email from the school will suffice and maybe a meeting to discuss the problem.	Jun 2, 2011 3:13 PM
117	I feel in the early childhood filed I have so much pressure put on my staff and myself to keep up with professional development only to be told there is no money for raises or training. I think the advisory committee should make guidline for a career ladder for people in the Early Childhood field. A daycare should have a salary with a career step, one should have days off for illnesses because children are coming in sicker and parents don't want to take them home, one should have insurance provided, and paid training.	Jun 2, 2011 3:08 PM
118	As Educations of young children we need to be provided the opportunity to meet our educational roles in order to best meet the needs of our children We can only do this by attending a university or college that gives us the education for children birth to 5 years of age the true early childhood	Jun 2, 2011 2:59 PM
119	Focus on early childhood education. Get it right from the start. There will be little remediation required if children enter school ready to learn and succeed,	Jun 2, 2011 2:51 PM
120	Get rid of the ridiculous MTELS. These tests don't show the qualities of good verses bad teachers. They only go to show who can easily pass a test and who can't and has not a thing to do with teaching skills. If the state of Massachusetts is so hard up for money they should look elsewhere than the price they are receiving from all of those who hope to be future educators who want to teach with all their hearts and can't pass a math MTEL that is designed for math majors not 4th grade teachers. Try reevaluating this system!!!!!	Jun 2, 2011 2:50 PM
121	NCLB and Race to the Top have been less than useful. Schools need more funding and teachers and administrators need to be paid mor.	Jun 2, 2011 2:48 PM

Q15. Please use the space below for any other comments or suggestions that you would like to make to the Regional Advisory Committee.

122	Life Skills should be a mandatory course at some point in a childs curriculum. "how to open a bank account" "how to determine interest rate on a credit card and mortgage" etc.......	Jun 2, 2011 2:42 PM
123	The number of standards borders on the ridiculous: QRIS, NAEYC, ECERS-R, the Arnett,, and the other scales do not translate into helping children realize their goals. They do keep administrators busy. But, I firmly believe class size needs to be a prime focus.	Jun 2, 2011 2:41 PM
124	Special Education and funding must be addressed. Actually, the way all education is funded must be addressed. I believe we need to look at the millions and millions of dollars we already spend, eliminate duplication and provide a strong educational system. I'd love to sit with a group that looks at what we actually are doing and how to improve!	Jun 2, 2011 2:35 PM
125	WE NEED TRUANCY SUPPORT FROM THE COURTS!!!!!	Jun 2, 2011 2:28 PM
126	Thank you for gathering this kind of data or asking this information usually for educators in this field or specially me as a parent is really rare that the state ask for input or any suggestions before taking an initiative that might involved our community and children.	Jun 2, 2011 2:26 PM
127	non at this time	Jun 2, 2011 2:24 PM
128	The collection and use of data has gotten out of control. Let us use our time to teach and interact with students. Do not rate teachers based upon NECAP scores.	Jun 2, 2011 2:15 PM
129	It is unfortunate that many schools are being mandated to juggle many iniatives that were addressed by other community organizations or groups. Such as scouts, church, family and neighbors. We are losing the human touch, even though technology permits more avenues to stay in touch. Unfortunately we have much work to do on teaching citizenship and responsibility.	Jun 2, 2011 1:49 PM
130	There is a need for law makers and bureaucrats to adopt laws and develop regulations that are practical and realistic, not politically expediate or self serving	Jun 2, 2011 1:40 PM
131	Come visit our schools and see what we are doing!	Jun 2, 2011 1:38 PM
132	As you develop programs, ask yourself: "Is this information sufficiently useful and appropriate for a busy classroom teacher to pay attention to?"	Jun 2, 2011 1:35 PM
133	1. Our curriculum needs to be reduced in breadth and increased in depth, emphasizing creativity, analysis and problem solving. We need to be introduced to successful models for teaching which incorporate information technology. teachers need to master the art of collaboration. Elementary schools need to find ways to increase content knowledge of teachers in the areas of Science and social studies. Students need to be educated about issues involving community, environmental studies and sustainability.	Jun 2, 2011 1:34 PM
134	You can't keep raising expectations of teacher professionalism and program quality without tackling the compensation issue. We all want quality. We have to be willing to pay for it.	Jun 2, 2011 12:26 PM

Q15. Please use the space below for any other comments or suggestions that you would like to make to the Regional Advisory Committee.

135	I believe we have created an enviroment in schools and education are expected, but not respected. Parents, Caregivers and Educational staff need to come to a place where respect is the primary goal in partnering to create the best possible out comes for all students	Jun 2, 2011 11:54 AM
136	Resources (ie Title 1 that is currently in grades 7-12) must be incrementally shifted to support Early Education (birth to 6), both the teachers, parents and caregivers. Build a strong foundation and see how the house will stand and withstand!!	Jun 2, 2011 10:52 AM
137	Families that need the most support are often interacting with various state agencies, and that process is often confusing and duplicative. Reources are needed to build information systems so that state agencies can appropriately share information and still respect privacy.	Jun 2, 2011 10:45 AM
138	Two of the barriers for families in this rural area are the lack of transprotation (many families do not have cars and public transprotation is less accessible than in urban areas, and the lack of infant toddler care available in this county.	Jun 2, 2011 9:47 AM
139	Funded, regional entities to support educators birth through 12.	Jun 2, 2011 9:35 AM
140	To be meaningful the project must create broad guidelines that can be implemented in a variety of ways across a diverse region. Key items should include: Services that make sense from family perspectives rather than funding streams. Strong participation of families in decision making process. Screening by all programs on entrance and referrals if concerns of special needs. Research based curriculum and appropriate ongoing assessment. Goals for adults to achieve ever higher professional standards, along with adequate training opportunities, supports during working time, and higher compensations as goals are achieved (may be linked with QRIS systems) Opportunities for mentoring, reflection and other practices that enhance quality and link with ever expanding research base!	Jun 2, 2011 8:41 AM
141	Get back to STUDENT - centered educational classroom activities and assessments!	Jun 1, 2011 11:59 AM
142	Local educational leaders should have an open line of communication with other local municipal leaders, state governmental and educational leaders, as well as those on the federal level.	Jun 1, 2011 9:59 AM
143	It is crtical that teachers resist the urge to use historical peformance of students from poverty as a rationale for underachievement of this group.	Jun 1, 2011 6:45 AM
144	the key to better education is better teachers	Jun 1, 2011 5:49 AM