EFFECT AND URGENCY:
RATING THE RESOURCES THAT THE BOARD OF EDUCATION, THE SUPERINTENDENT OF EDUCATION, PRINCIPALS, TEACHERS, PARENTS, AND STUDENTS SHOULD HAVE IN ORDER TO ENSURE THAT ALL STUDENTS MEET OR EXCEED A PROFICIENT LEVEL OF ACADEMIC ACHIEVEMENT

Instructions:

First, rate each resource according to the size of the "effect" you think it will have on academic achievement (*i.e.*, small to none, medium, or large).

Second, rate each resource according to how "urgently" you think it is needed by educational decisionmakers and leaders (*i.e.*, within the next 6 years, next 3 years, or next (1) year).

If you do not wish to share your opinion with us or do not feel sufficiently informed about a specific matter to form an opinion, please leave the space provided for rating an authority blank.

This survey was completed by (name): _____
Daytime telephone number
or e-mail address, or both: _____

Mail, fax, or e-mail by
Tuesday, September 3, 2002, to:

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Q. What resources should the Board of Education have in order to ensure that all students meet or exceed a proficient level of academic achievement?

	How big an effect will this resource have on academic achievement? *(Check only one)*				How urgent is it for the Board of Education to have this resource? *(Check only one)*		
Resource	Small to none	Medium	Large		Should have it within the next 6 years	Should have it within the next 3 years	Should have it within the next (1) year
1. Flexibility in contract negotiations and employment to ensure DOE has highly competent, solutions-oriented managers							
2. Need resources to provide incentives for hard-to fill positions and to retain teachers and administrators							
3. Tax revenues generated through BOE-controlled tax							
4. Watchdog group to monitor BOE and educational system							
5. Parents: BOE needs to consider parents resources at the disposal of schools and find ways to get parents involved as equal partners in educational system.							
6. Quality staff and administrators							
7. Professional staff support from outside system, including legal services.							
8. Computer system and data store to allow BOE to track scores and identify when improvement has occurred and problem areas.							
9. Qualified, certificated, licensed teachers in all classrooms systemwide							
10. Adequate support personnel (especially therapists, psychologists etc.) to enable teachers to concentrate on teaching.							
11. Ombudsman-type position at BOE level.							

Q. What resources should the Superintendent of Education have in order to ensure that all students meet or exceed a proficient level of academic achievement?

	How big an effect will this resource have on academic achievement? *(Check only one)*				How urgent is it for the Superintendent of Education to have this resource? *(Check only one)*		
Resource	Small to none	Medium	Large		Should have it within the next 6 years	Should have it within the next 3 years	Should have it within the next (1) year
1. Funding for training and retention of adequate numbers of school-level administrators							
2. Funding to upgrade/improvement of technology systems to allow integration of financial, personnel, performance, and outcome information, esp. to comply w. NCLB							
3. Adequate and on-call legal counsel							
4. Leadership team to help analyze data and suggest strategies and methods							
5. Qualified administrators at all levels							
6. Flexibility in contract negotiations and employment to ensure DOE has highly competent, solutions-oriented managers							
7. Need resources to provide incentives for hard-to fill positions and to retain teachers and administrators							
8. Funding for performance incentives for administrators.							

Q. What resources should a principal have in order to ensure that all students meet or exceed a proficient level of academic achievement?

	How big an effect will this resource have on academic achievement? *(Check only one)*				How urgent is it for a principal to have this resource? *(Check only one)*		
Resource	Small to none	Medium	Large		Should have it within the next 6 years	Should have it within the next 3 years	Should have it within the next (1) year
1. Resources to reward effective teachers							
2. Adequate resources (personnel and funding) distributed through a more equitable and integrated system that motivates school improvement rather than providing resources only based on need; coordination in position allocation							
3. Support personnel to maintain order and create a safe school environment							
4. Alternative programs or schools available to students who would benefit from nontraditional programs at school							
5. Ability to partner effectively with public and private entities such as DOH, UH, businesses and community groups							
6. Access to and funding for professional development for themselves and their teachers including staff coverage while training is taking place							
7. Funding for technology improvement							
8. Qualified staff in offices and classrooms							
9. Greater control over funding to target funds where they are needed for each school							
10. Full authority to choose personnel							
11. Need non-teaching support staff to reduce administrative load and allow more attention on instructional work							
12. On-call legal assistance							
13. More support to hold ground w. teachers on contractual issues and on dealing w. difficult parents or community members etc.							
14. Adequate resources to target reading, writing, and math achievement							

Q. What resources should a teacher have in order to ensure that all students meet or exceed a proficient level of academic achievement?

	How big an effect will this resource have on academic achievement? *(Check only one)*				How urgent is it for a teacher to have this resource? *(Check only one)*		
Resource	Small to none	Medium	Large		Should have it within the next 6 years	Should have it within the next 3 years	Should have it within the next (1) year
1. Personnel (including instructional and non-instructional support) and funding allowing teachers to concentrate on teaching							
2. Involvement of parents in children's education; teachers need (systemic?) help to get parents involved; incentives for parents including tax write-offs, donations in-kind							
3. Resources to perform more extensive student assessment to guide teachers							
4. Authority/resources to solicit community members and organizations to augment classroom needs or provide supplies etc. if not being provided adequately							
5. Reasonable work load, including reduction of # of classes and student counts for secondary educators							
6. Attractive work environment: painting , repairs etc.							
7. One-on-one tutors to support teachers efforts with students who need extra help in achieving standards							
8. Basic supplies (paper, pencils, folders, scissors)							
9. Funding to provide reimbursements for teachers seeking advanced degrees—service agreement required for reimbursements							
10. Support structure (school plan) that allows for effective collaborative planning time that is spent on instructional/curriculum issues rather than logistical issues							
11. Training and strategies for teachers to flag out "special needs" kids early before they have special needs; allows for early assessment and intervention							
12. Alternative certification programs—allow individuals without teaching degrees to teach in non-tenured positions based entirely on performance							

Q. What resources should parents have in order to ensure that all students meet or exceed a proficient level of academic achievement?

	How big an effect will this resource have on academic achievement? *(Check only one)*				How urgent is it for parents to have this resource? *(Check only one)*		
Resource	Small to none	Medium	Large		Should have it within the next 6 years	Should have it within the next 3 years	Should have it within the next (1) year
1. Training and access to resources in schools for parents and students including technology centers available during non-school hours							
2. Input into teacher and administrator evaluations							
3. Referral system to community resources for family counseling, drug rehab., etc.							
4. High quality teachers							
5. Time provided by employers for parents to attend parent-teacher conferences at least annually, attend training to facilitate student success, and volunteer at schools							
6. Regular communication with teachers							
7. Publicly funded tutorial services							
8. Parenting training for parents (such as program that required parents to attend classes to get their kids into free preschool); also coordinated w. welfare program as incentive.							

Q. What resources should a student have in order to ensure that the student meets or exceeds a proficient level of academic achievement?

	How big an effect will this resource have on academic achievement? *(Check only one)*				How urgent is it for a student to have this resource? *(Check only one)*		
Resource	Small to none	Medium	Large		Should have it within the next 6 years	Should have it within the next 3 years	Should have it within the next (1) year
1. Fully qualified teachers and staff in schools							
2. Proper counseling to help students maintain performance including academic counseling, college/career counseling and general counseling including peer counseling and teacher counseling to deal w. everyday problems							
3. Safe school environment							
4. Maslow's hierarchy of needs: Basic resources (food etc.) at home need to be provided if students are to be successful in school							
5. Adequate/organized progression of curriculum; vertical coordination among teachers in different grade levels							
6. Curriculum should facilitate multiple learning styles, including recognition of multiple intelligences theory—some students do not perform well under standard "sit down and learn" circumstances							
7. Adequate time to digest information/play/use up excess energy/use restroom/drink water							
8. School day and school year designed to facilitate learning, not accommodate union demands							
9. Specialists who can assist students whose needs fall outside of teacher's expertise							
10. Technology to support hands-on learning, especially in high-poverty/title I areas where students likely do not have access to computers/technology at home							
11. Basic supplies (paper, pencils, folders, scissors)							
12. Universal preschool							
13. Smaller schools; school units; classes							
14. Adult advocacy program							