

Title I program survey

[Edit & Review](#) [Invite & Deploy](#) [Analyze Results](#)

[Results](#) [» Individual Responses](#) [» Raw Data Export](#)

Results Overview

Filter: No filter applied

[Print](#) | [Excel Export](#)

Reports

View Report:

Results Overview

[New Cross Tab Report](#)

Filters

[New Filter](#)

Options

Show Responses:

Completes



Survey Coach

- [» Learn how](#) to use filters
- [» View a demo](#) of reporting

Title I program survey

Survey Status: Active Launched: 11/29/2007 5:58 AM Closed: N/A

Email Invites: 0	Visits: 70	Partials: 0	Completes: 35 <i>(Does not include blank responses)</i>
-------------------------	-------------------	--------------------	--

- There is a proposal going to the school board on Thursday, December 6, 2007. The proposal is that each elementary school would have a literacy specialist and at least one ed tech. Current identification and support would remain the same. The Literacy Specialist would be responsible for teaching the most struggling learners to read as well as leading the improvement of literacy instruction throughout the building. Please indicate your feelings about this proposal
1. Specialist

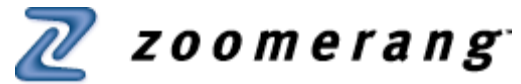
I don't support this idea		5	14%
This idea could help		13	37%
I really like this idea		7	20%
This is so important-great idea.		10	29%
Total		35	100%

2. Please add your thoughts below

[View 25 Responses](#)

Title I program survey

Results Overview



Date: 12/5/2007 11:04 AM PST

Responses: Completes

Filter: No filter applied

2. Please add your thoughts below

#	Response
1	<p>This question is worded differently than the proposal that Howie outlined in the e-mail. It also does not address the "what ifs" that pop up to me with regard to future caseloads. Does this mean that in the future, fewer students will continue to receive the one-on-one or small group attention that HAS made a difference in my observations of student growth and ability?</p> <p>This survey question does not mention that the current ed. tech staff would continue to service our neediest students as Howie said, it instead states that "at least one," would be on hand to help the specialist. How? How will one specialist and one ed. tech. spread themselves across the school to service students, AND help teachers teach? One is clearly a hands-on teaching idea, the other is consultation. Can't we hire an outside consultant to help us revamp our program and address these gaps that exist, rather than pay 5 specialists? What happened to Mary Giard? Did she sense our overall lack of excitement to take on one more thing in the middle of all of this transition and curriculum and grading upheaval and say, "When the dust settles, give me a call?"</p> <p>Also, Howie mentioned that the specialist would service k-3 students. What about our fourth and fifth graders who are at even greater risk for continued lack of achievement and disenchantment with our education system because they still can't read or are below level? Especially as they are heading into middle school?</p> <p>There are so many questions and concerns that I feel that in order to make a sound choice that is more about reaching our students instead of reducing more and more of our support staff, while we adopt a model that hasn't been made clear to staff, let alone taxpayers, we look at the possibility that the lack of cohesive curriculum and sequence of teaching reading in our classrooms could be an issue. We have a k-5 program for math, science, writing (that is at least 3-5), and social studies, yet we are all doing "our own thing" in reading. Has anyone researched the available programs that have resulted in great achievement in reading that will fit our needs? I just feel like swapping out the only chance that these kids have for more individualized lessons for a "new model" that has been an ever changing mystery for us isn't really going to the root of the problem.</p> <p>Explain the model in detail to us, illustrate how it works and what EVERYONE'S responsibilities will be, and be honest about the limitations or hardships it will create, and then I can give you a more positive, if not supportive, reaction.</p>
2	I am so pleased that the district is moving towards supporting struggling readers in the early years instead of waiting until it is too late. I would also like to see the literacy specialist work with teachers that consistently have low achievement in the area of reading and writing as a model in the classroom . This should not be an option but a necessity for the success of all students.
3	I think that having a literacy specialist for support would be a big help!
4	I feel that a trained Literacy Specialist that not only works with struggling students, but also with classrooms, teachers, and the principal would be ideal. The support would remain the same for the student, but would improve for other students through the Literacy Specialist and his or her consultation with classroom teachers for other students that might not quite meet Title I eligibility criteria.
5	I am pleased to hear the number of Title 1 people will not change. How will this affect Title 1 math students? If each building has a Literacy Specialist and one ed tech, will the ed tech be doing all the math? What about students in the 4-5 area? Will the Specialist be serving that population as well?
6	The research that I am familiar with is that a Literacy Coach/Specialist at the building level would help to provide a model for best literacy practice and consistency. I do believe that this is a great/important idea.
7	I do think that there are some classroom teachers who could benefit from the help that a Literacy Specialist could offer. I'm concerned about the 3-5 students who need help in math. Will they be getting what they need? Also, I strongly feel that all students' MEA scores should be looked at as not all low scores come from Title I students.
8	As an early educator (Kindergarten) a large portion of our day is spent on Literacy. Some children need many repetitions of a specific sound, letter or concept before it is solid for them. I am hoping we do not lose Ed. Tech. support and can continue to rely on this much needed and valued resource. To have a Literacy leader to share his/her expertise with us, to train and support us as we work with our young learners seems to me the piece of the circle we are missing. I hope we can make this possible. Thanks for your continued support!
9	I think it is worth a try. However I am a little hesitant because I am not sure spending the money on a specialist is the answer. I think giving the children more time each day on reading instruction may help.
10	I would consider a genuine literacy specialist in my building an invaluable resource.
11	I am not in favor of eliminating positions but do feel that a literacy specialist who can help the entire school would be helpful in each school. I feel the addition of a math specialist has helped a great deal especially with new teachers coming into investigations. The same could be true in reading.

12	I believe that administration needs identify teachers that are not meeting the district expectations (guided reading, comprehension strategies, leveled books, small group instruction, individualized assessment, time to read, reading aloud to students, etc.) and hire 1 literacy specialist to work with individual teachers to improve their teaching. Help them buy into what works! Don't remove the people who provide the one-to-one instruction that our Title One children need. It is my belief that as instruction improves the numbers of referrals will decline, and that can be a natural consequence of investing time and \$ to have a specialist mentor those who need it most! Don't abandon children's needs until the training has had a chance to work.
13	My concern is that the Lit specialist would not have enough time to fulfill both rolls adequately.
14	If both the Ed. Tech. and the Literacy Specialist would be working directly with students who need the help, that would be very helpful. If they do not work with the students, then I would not be in favor of the proposal.
15	Addressing the needs of struggling readers is so important, especially at the pre-K, K, and grade 1 level. It seems like if a child does not get the basics there, he or she never is able to catch up to his/her grade level peers. By third grade level, this also impacts performance in every other area as well.
16	As long as there is no reduction in the number of Ed Techs (because their case loads are already so heavy, at least at RV) I think a literacy specialist would be a great idea. I would look forward to working with this individual in improving my own reading program.
17	As I have had said, I think we need someone in the building who will be able to "diagnose" reading difficulties and be able to regroup students for intensive remediation. The ed techs do a good job of providing "reading activities". But, I just don't feel the activities are geared specifically to the learning needs of each student. Literacy specialists in each building would provide a person who would know each student's learning needs through ongoing assessments and adjust instruction... and provide more direction to the ed techs.
18	I still have quite a few questions about this proposal. My biggest question is, would each of the literacy specialists be trained in decoding strategies and have the caseload/schedule to provide individualized, specific, explicit, and direct instruction regarding decoding skills? Because Title I students (who have difficulty decoding) typically have specific "gaps" in phonetic skills, I believe that a targeted action approach based on a screening such as the Phonics Skills Screening would be more appropriate than the Guided Reading model that is currently being used. Even if the new proposal is not accepted by the board, I think that a more targeted and direct instruction model of Title I should replace our current small group Guided Reading model.
19	I like the proposal, but I would still like to see 2 ed tech positions at our building, not just one. I think many of these struggling readers would benefit from smaller groupings or even one-on-one. If you cut back the number of ed techs. I think it would be difficult servicing these children in small groups. I like the idea of having a Literacy Specialist in each building to oversee the program and be available to work with the most struggling readers, though.
20	Is the Literacy Specialist going to be considered as the primary reading teacher for the struggling learner instead of the classroom teacher or in addition to the classroom teacher?
21	I do not want our current Title 1 teachers to lose their positions, but it sounds like they wouldn't. How would Title 1 math be affected? Would students still receive extra math support, or would that be eliminated with this change. That was the major concern that crossed my mind. I think we do need extra support with literacy instruction and leadership.
22	I like the idea of having people professionally qualified and aware of available research as well as a myriad of teaching methods (and the purposes for using them) organizing and facilitating reading programs for struggling readers. Since reading is the backbone for performance within all other disciplines, the professionals teaching struggling students should be held to the same level of accountability as classroom teachers. The assistance of ed techs in each building would be an integral part of this program working since research indicates struggling readers need require a high level of comfort with their teachers in order to let their guard down and become responsible for their own learning.
23	If a literacy specialist is going to only have one or two ed techs, they will also have a full caseload and will not have the time to be available as a resource to classroom teachers. Between 8 and 8:30 and 3 and 3:30 is not an acceptable time to do this, most teachers have morning duties and meetings before and after school.
24	We had this model for 7 or 8 years and our MEA scores were no better than they are now. I hope that the upheaval this time around will be worth the trouble. I am concerned that the Specialist, with a full caseload, will not be able to be available for classroom teachers to the extent that it would make any difference to the instruction.
25	While I think this idea could work, I think that the sacrifice of more ed-techs would be unfortunate. We surely need to change what we are doing, but I think that the parameters that had been set up for entrance into and exit from the Title I program were not well thought out. A big factor in the statistics that you sent us was the percent of parents with post-secondary education. I don't think that our connection with the community is strong enough—I'm not sure that they feel a part of their child's education, or that they value education as much as in some other communities. What can we do to strengthen our partnerships with parents?