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Wednesday, January 03, 2007

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## 2. Demographic Information

1. What grade level(s) do you teach? Check all that apply.

	Response Percent	Response Total
Grade Pre-K <input type="checkbox"/>	3%	37
Grade K <input type="checkbox"/>	10.4%	129
Grade 1 <input type="checkbox"/>	17.8%	220
Grade 2 <input type="checkbox"/>	17.6%	218
Grade 3 <input type="checkbox"/>	18.1%	224
<b>Grade 4 <input checked="" type="checkbox"/></b>	<b>18.5%</b>	<b>229</b>
Grade 5 <input type="checkbox"/>	11.1%	137
Grade 6 <input type="checkbox"/>	11.7%	145
Grade 7 <input type="checkbox"/>	12.1%	150
Grade 8 <input type="checkbox"/>	12.1%	150
Grade 9 <input type="checkbox"/>	14.7%	182
Grade 10 <input type="checkbox"/>	15.9%	197
Grade 11 <input type="checkbox"/>	15.9%	197
Grade 12 <input type="checkbox"/>	14.7%	182
<b>Total Respondents</b>		<b>1238</b>
(skipped this question)		21

2. What content area(s) do you teach? Check all that apply.

	Response Percent	Response Total
CTE/Technology Applications <input checked="" type="checkbox"/>	10%	124

English Language Arts		51%	632
Fine Arts		9.8%	121
Foreign Language		1.9%	23
Math		49.7%	616
Physical Education/Health		8.1%	101
Science		44.6%	553
Social Studies		47.3%	587
Specialist/Other		14.9%	185
<b>Total Respondents</b>			<b>1240</b>
(skipped this question)			19

**3. Survey**

1. Please rate the following statement using the scale provided.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Response Average
I teach from the District's curriculum within the allotted time frame.	26% (296)	<b>48% (548)</b>	11% (122)	12% (137)	2% (27)	<b>2.16</b>
<b>Total Respondents</b>						<b>1130</b>
(skipped this question)						129

2. Please rate the following statement using the scale provided.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Response Average
I am able to be effective in utilizing the District's curriculum.	8% (90)	<b>44% (493)</b>	15% (167)	25% (282)	9% (98)	<b>2.83</b>
<b>Total Respondents</b>						<b>1130</b>
(skipped this question)						129

3. Considering the district's curriculum, please rate the following statements using the scale provided.



	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Response Average
The format of the documents makes them easy to use.	5% (51)	<b>43% (477)</b>	17% (190)	28% (309)	8% (94)	<b>2.93</b>
The content of the documents facilitate planning.	6% (66)	<b>53% (598)</b>	18% (200)	18% (197)	5% (57)	<b>2.63</b>
The documents are easily accessible online.	20% (221)	<b>53% (589)</b>	20% (222)	6% (66)	2% (22)	<b>2.18</b>
The pacing of the bundles is appropriate.	2% (18)	15% (164)	19% (212)	<b>39% (435)</b>	26% (297)	<b>3.74</b>
The sequence of the bundles is appropriate.	2% (18)	23% (254)	22% (243)	<b>38% (424)</b>	16% (180)	<b>3.44</b>
The documents are aligned with state standards.	16% (179)	<b>58% (645)</b>	22% (240)	4% (41)	1% (8)	<b>2.15</b>

The documents ensure that students are learning the tested student expectations before a student encounters a state assessment.	6% (72)	<b>38% (418)</b>	30% (328)	20% (222)	6% (71)	<b>2.82</b>
The Nine-Week Curriculum Bundle Review/Revision process allows for adjustments in the documents.	2% (19)	23% (260)	<b>35% (386)</b>	28% (311)	12% (136)	<b>3.26</b>
The Solution-Seeking Feedback form is a useful tool to make suggestions to improve the documents.	2% (25)	21% (234)	<b>50% (556)</b>	19% (207)	7% (81)	<b>3.08</b>
The documents guide my decisions about classroom instruction.	15% (171)	<b>59% (654)</b>	17% (185)	7% (77)	2% (26)	<b>2.22</b>
The documents make it easy for me to complete my lesson plans.	7% (77)	<b>39% (440)</b>	22% (246)	24% (263)	8% (91)	<b>2.87</b>
I have the freedom to choose how I teach the curriculum bundles.	10% (106)	<b>45% (500)</b>	19% (207)	19% (216)	8% (86)	<b>2.71</b>
I have the resources and materials I need to implement the district curriculum.	3% (33)	27% (303)	17% (190)	<b>34% (374)</b>	19% (214)	<b>3.39</b>
<b>Total Respondents</b>						<b>1134</b>
(skipped this question)						125








4. What one thing would increase your satisfaction the most in reference to question #3?

<a href="#">View</a> Total Respondents	<b>774</b>
(skipped this question)	485

5. If you marked any of the above items on #3 as Disagree or Strongly Disagree, have you previously communicated your concern and possible solution?

	Response Percent	Response Total
Yes 	<b>80.6%</b>	<b>753</b>
No 	19.4%	181
<b>Total Respondents</b>		<b>934</b>
(skipped this question)		325

6. If Yes, to whom? Check all that apply.

	Response Percent	Response Total
Assistant Principal 	54.3%	419
Campus Representatives to the Curriculum Writing Team 	60.6%	468
Content Coordinator 	21.2%	164
Curriculum & Instruction Department 	23.8%	184
Director 	5.8%	45
Executive Director 	2.5%	19
Principal 	53.8%	415

School Board	■	4.1%	32
Solution-Seeking Feedback Form	■	14.4%	111
Superintendent		0.9%	7
<b>Team Leader/Department Chair</b>	■	<b>67%</b>	<b>517</b>
<input type="button" value="View"/> Other (please specify)	■	10.6%	82
<b>Total Respondents</b>			<b>772</b>
(skipped this question)			487

7. Overall, please rate your satisfaction with the KISD Math curriculum.

	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Not Applicable</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>Response Average</b>
Specificity	6% (57)	<b>41% (426)</b>	39% (397)	11% (110)	4% (38)	<b>2.66</b>
Sequence	3% (27)	27% (271)	<b>39% (395)</b>	24% (240)	8% (82)	<b>3.08</b>
Pace	2% (19)	16% (166)	<b>38% (386)</b>	31% (310)	13% (135)	<b>3.37</b>
Overall	2% (24)	28% (287)	<b>40% (405)</b>	24% (248)	5% (50)	<b>3.01</b>
<b>Total Respondents</b>						<b>1035</b>
(skipped this question)						224

8. Overall, please rate your satisfaction with the KISD Science curriculum.

	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Not Applicable</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>Response Average</b>
Specificity	2% (22)	35% (348)	<b>44% (442)</b>	14% (142)	5% (49)	<b>2.85</b>
Sequence	2% (17)	29% (291)	<b>44% (436)</b>	19% (191)	6% (62)	<b>2.99</b>
Pace	1% (13)	22% (221)	<b>44% (436)</b>	23% (226)	9% (94)	<b>3.17</b>
Overall	1% (12)	29% (289)	<b>45% (448)</b>	20% (200)	4% (43)	<b>2.97</b>
<b>Total Respondents</b>						<b>1015</b>
(skipped this question)						244

9. Overall, please rate your satisfaction with the KISD Social Studies curriculum.

	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Not Applicable</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>Response Average</b>
Specificity	3% (31)	36% (363)	<b>41% (411)</b>	14% (137)	6% (64)	<b>2.84</b>
Sequence	3% (30)	32% (323)	<b>41% (405)</b>	17% (172)	7% (67)	<b>2.92</b>
Pace	2% (24)	25% (251)	<b>41% (408)</b>	22% (218)	10% (97)	<b>3.11</b>
Overall	2% (17)	31% (311)	<b>42% (418)</b>	19% (186)	6% (60)	<b>2.96</b>
<b>Total Respondents</b>						<b>1016</b>
(skipped this question)						243

10. Overall, please rate your satisfaction with the KISD English Language Arts curriculum.

	Very Satisfied	Satisfied	Not Applicable	Dissatisfied	Very Dissatisfied	Response Average
Specificity	3% (34)	35% (353)	<b>36% (369)</b>	18% (187)	7% (69)	<b>2.91</b>
Sequence	2% (24)	31% (310)	<b>37% (372)</b>	21% (212)	8% (82)	<b>3.02</b>
Pace	2% (21)	26% (260)	<b>37% (370)</b>	25% (249)	10% (101)	<b>3.15</b>
Overall	2% (20)	30% (300)	<b>38% (378)</b>	23% (224)	7% (73)	<b>3.03</b>
					<b>30</b>	
					<b>Total Respondents</b>	<b>1023</b>
					(skipped this question)	236

11. Considering the Curriculum Based Assessment (CBA), please rate each of the following statements using the scale provided.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Response Average
The format of the CBA's is aligned with the state assessments.	6% (62)	<b>48% (515)</b>	30% (324)	13% (142)	4% (39)	<b>2.61</b>
The content of the CBA's reflects the student expectations within the curriculum bundles.	2% (20)	23% (248)	23% (244)	<b>39% (424)</b>	13% (141)	<b>3.39</b>
The CBA's are aligned with state standards.	5% (58)	<b>51% (548)</b>	32% (346)	9% (92)	3% (30)	<b>2.52</b>
The CBA Review/Revision process allows for adjustments in the test questions.	1% (15)	18% (190)	<b>36% (383)</b>	29% (305)	16% (176)	<b>3.41</b>
The information gained from the CBA's guide my decisions about classroom instruction.	4% (42)	<b>41% (439)</b>	26% (283)	22% (234)	7% (78)	<b>2.88</b>
The CBA student expectation review sheet helps me prepare my students to take the CBA's.	2% (22)	15% (163)	<b>44% (471)</b>	19% (199)	20% (212)	<b>3.39</b>
Students are able to complete the CBA's in an appropriate amount of time.	10% (106)	<b>54% (583)</b>	22% (234)	11% (115)	4% (40)	<b>2.44</b>
I use Compass Data Management Systems to view my student's performance on CBA's.	26% (277)	<b>46% (492)</b>	25% (269)	2% (24)	1% (10)	<b>2.07</b>
					<b>Total Respondents</b>	<b>1091</b>
					(skipped this question)	168

12. Please rate the following statement using the scale provided.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Response Average
I believe I have a non-threatening way to communicate campus concerns.	27% (300)	<b>52% (589)</b>	8% (91)	9% (104)	4% (46)	<b>2.12</b>
					<b>Total Respondents</b>	<b>1130</b>
					(skipped this question)	129



13. Please rate the following statement using the scale provided.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Response Average</b>
I believe I have a non-threatening way to communicate district concerns.	14% (159)	<b>41% (458)</b>	16% (184)	20% (221)	9% (104)	<b>2.69</b>
	<b>Total Respondents</b>					<b>1126</b>
	(skipped this question)					133

14. Please rate the following statement using the scale provided.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Response Average</b>
The August campus-based training prepared me to utilize the curriculum appropriately.	5% (53)	<b>32% (354)</b>	26% (282)	27% (295)	10% (115)	<b>3.06</b>
	<b>Total Respondents</b>					<b>1099</b>
	(skipped this question)					160

15. To effectively teach the curriculum, do you need additional content-specific professional development?

	<b>Response Percent</b>	<b>Response Total</b>
Yes 	47.7%	514
No 	<b>52.3%</b>	<b>564</b>
	<b>Total Respondents</b>	<b>1078</b>
	(skipped this question)	181

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 Displaying 1 - 250 of 774 [<<](#) [>>](#)  [Go](#)

What one thing would increase your satisfaction the most in reference to question #3?

1. The math curr. I have no real gripes against. The science seems to be out of order.
2. The pacing and sequencing needs to be more realistic in relationship to an 1/2 day Kindergarten program.
3. na
4. I find it IMPOSSIBLE to teach everything in the curriculum with only a half day Kindergarten. IMPOSSIBLE!!!!
5. Child friendly curriculum that incorporates a product assessment rather than pencil and paper. Such a format would allow more time spent on key concepts that support future learning of abstract ideas.
6. The Soutlion-Seeking Feedback form was not sent to teachers until AFTER the November 27th School Board Meeting when board members aired their concern for teachers in the district. Also, the lateness of the the solution form indicates an afterthought by the curriculum team/administation. Teachers need information in a timely manner to impact student achievement and improvement. The curriculum seems to becreated for teachers but not by teachers. Also, the amount of change has been too much too fast.
7. The sequencing and pacing of some of the bundles.Such as Egypt in S.S. during Christmas time. Also, In 2nd grade LA there are some specificity parts that are too hard and not developmentally appropriate in my opinion. 2nd graders should be working on becoming better readers and improving their basic comprehension skills and when needed the teacher can extend on that. Many of the skills they are asking us to do in the specificity are on a 4th grade or higher level.
8. More teacher input.
9. The fine arts curriculum is in the works. I hope to see speceific things that should be taught for each grade level, from which composer and peice to which concept.(Such as the Core Knowledge curriculum) In other words, each grade level would learn a specific curriculum so that by the time they have finished elementary, students would have been exposed to a larger area of the fine arts. Weekly bundles will not work for the type of schedule we have in the district, however, units based on 4 week rotations would work more effeciently.
10. Pacing. I do not have enough time to teach the material at a depth to guarantee understanding. If students don't understand a concept, I only have one week of flexibility for the ENTIRE YEAR. If I use this week in the beginning of the year, I cannot reteach when I need to. The curriculum also doesn't take interruptions in teaching into consideration (i.e., two days of benchmark testing, programs, pull-out tutoring). This is the primary reason for a high volume of negative communication from parents. Q: What is the Bundle Review/Revision process? Q: What is the CBA Review/Revision process? Q: What is the CBA student expectation review sheet? I never saw one and my students are NOT prepared for the tests. This



is unfair!!

11. More time on the more "difficult" areas and concepts.
12. Cross-referencing readily available resources for each specificity, such as textbook sections or Carnegie units.
13. Having time to reteach. Instruction time in each topic should be seven days (instead of 5) so students have enough time to master the content. If they learn it faster than that, we can use the reamaining days to go back and reteach previous topics. In the scope and sequence, there's no time for this. You do not have a reasonable time frame to go back and reteach subjects that have not been mastered by the students.
14. If we are testing the hardest objectives on CBA's, we should be spending the most time learning the hardest objectives in the classroom - and not put kids in a position that they have to sink or swim. The problem is students are not able to learn the material before it is tested because there isn't enough time allotted on the harder concepts. Most of the materials I really feel I have needed in order to feel I am effectively implementing the curriculum - I have purchased myself.
15. I wish that the curriculum was easier to look through to tell exactly what I am supposed to be teaching. Also, the pacing of certain concepts is off either too slow or too fast. I feel like I am hop-skipping around with math concepts especially.
16. I would like for the curriculum to not be disjointed and to have the textbooks cover the needed material to teach the TEKS.
17. The pacing and Sequence changing a little, especially for the regular classes.
18. I would like very much not to be told exactly when I need to teach a specific lesson. I would like my desperate stress to be lessened by less stringent curriculum guide lines.
19. The pacing of the map is ridiculous and so is the sequence. Jumping around from skill to skill makes no sense and is not logical. The students are confused because they don't have time to grasp a concept before moving on to another concept. We need the ability to teach them the background information, but there is no time to go back and reteach or give the background information. An example is the amount of writing on the map. Writing should be done every week, not just assigned to weeks 4-6, like was done in the first nine weeks. Any good writing teacher worth her salt knows that you can't go through the whole writing process from pre-writing to sharing in three weeks. Give me a break!!! Teachers have been made to feel that they should behave as robots and treat the students as robots. Students are all individuals and should be treated as such. We preach differentiation, but in reality, we are expecting every 6th grade student to be on the same page and level, as far as the map is concerned. I have been teaching for ten years and before this year have felt like I had the ability to meet the students at their point of need, but now I don't feel the freedom to do that. I also feel that the pacing of the map and the stress placed on the teachers makes us feel that we do not have the time to build rapor with our students and enjoy them as we once did. We also don't have time to do most of the hands on creative projects that we once did that our students so much enjoyed. Basically, I feel as though the school board is micromanaging everything about the education in Keller ISD and they are not the education professionals. The teachers are the professionals!!! We are the ones with the experience with the students. We are the ones who see the students' needs. We are the ones that cry for these kids at night!!! We should have the freedom to do the job we know how to do to the best of our ability! Keller ISD has some of the best teachers in the state, but unfortunately we are now very disenchanted with this school district. I have taught in KISD for the past nine years and have always bragged about what a wonderful district it was... that is no more the case. Keller ISD is going to lose many teachers and its wonderful reputation if some things do not change and if the "powers that be" do not stop to listen to what the teachers are saying.
20. more understanding that students are not cookie cutter material. They learn at different paces. The current curriculum is in direct opposition to NCLB. A teacher has not taught until the student has learned. Just teaching the material and expecting that everyone has got it, is ethically wrong.
21. If the Curriculum were put into better order and not so scattered. The wording in the curriculum is to vague.
22. Scrap the timeline. We are expected to move so fast that we are not allowing our students to achieve mastery.
23. The sequence and time given to teach the objectives. There is also not enough time built into the curriculum for any reteach time since it is very fast paced.



24. Time to reteach and reorganization of the sequencing of the bundles.
25. I would like to see a more developmentally appropriate Benchmark test. The students are expected to learn a brand new skill and immediately apply higher level thinking application to that skill (via the Benchmark). I would like to see the skills (only) tested in the 1st 9 weeks Benchmark, then in the 2nd Benchmark take a couple of the skills taught in the 1st 9 weeks and ask them at a higher level. Continue that process until the end of the year Benchmark. They (especially in 1st grade) must have a chance to master the skill before they can be expected to apply it at a higher level. Of course, we do teach through all levels of Bloom's, but they student's must be given a chance to master a skill in order to apply it. How can the Benchmark guide instruction when it does not tell me if my students have MASTERED a skill, reather, only it they cannot apply it critically at this point in the year???
26. Social Studies curriculum for sixth grade is very confusing and very little exists in the form of direction. We are spending much too long on some continents (9 weeks on Asia) and too little on others (3 weeks on Europe). I feel like we are simply winging it. It would help if the bundles were labled by the nine weeks, for example Second Nine Weeks, week 1 of 8 instead of "week 19 of 36" because it's difficult to assess if we're on the right track.
27. The pacing makes it hard to complete everything. It forces us to teach a "survey course" instead of getting deep into the material, so that the students put more value into it.
28. Ad building personnel told us that the resources and materials would be provided for us. That is not correct. The teachers have to hunt and purchase with our own money the materials and resources to implement the district curriculum. I also think the district curriculum that we are using this year should have been piloted. We were told it would be a seven year process - not here implement this entire curriculum now. There are so many holes, incomplete, and inconsistent items throughout the curriculum. There is no time to review. The CBAs approach and the way we are instructed to use the information is wrong. The questions are not testing the TEKS correctly in my grade level. I am very disappointed in this curriculum and the CBA testing. I am grateful that the school board wants to hear our honest opinions of this curriculum.
29. I would like a copy of the curriculum.
30. Pacing needs to be reworked and tests should reflect the material from the bundles. I would prefer to make my own test.
31. More time for the first semester material. The 3rd nine weeks seems like a vacation compared to the 1st and 2nd nine weeks. The 1st and 2nd nine weeks material should not be a cram session for our kids. I would have liked to have spent more time on certain topics (that I know were not masterd) but was not able to, to keep up with everything in the bundles.
32. We have submitted suggestions regarding the allotment of time and order in which topics are presented. These suggestions were a collaboration among several 7th grade math teachers. The suggestions need to be incorporated into the curriculum. These suggestions were offered in October but no changes were made to improve THIS YEAR. It is now almost too late to improve THIS YEAR since a majority of the problems with timing occurred in the first semester. More time needs to be allocated to the basics - fractions, decimals, integers. We do not have a useable textbook. Whatever textbook is selected - the curriculum bundles need to be altered to align with the new book. I feel that our suggestions to improve the curriculum for my students THIS YEAR were ignored. The emphasis has been to improve it for next year - it has harmed the learning process for my current students who have been at the mercy of a curriculum that moves too fast through the basics. At this point in the year - Fix it for next year Align the curriculum to the new textbook chosen Give a copy to the teachers before school ends in May.
33. Slow the pace.
34. Some of the "Specificity" need to be reviewed for relevance to a grade level. For example, 2nd grade language arts TEKS 2.11J states "recognize the story problem(s) or plot." Here is the specificity listed in bundle 19: Plot- recognizes Plot as the "careful arrangement by an author of incidents in a narrative to achieve a desired effect. Plot is more than simply the arrangement of happenings...It is the result of the writer's deliberate selection of interrelated actions and the choice of arrangement in presenting and resolving a conflict. Most plots involve conflict, a struggle between two opposing forces." The TEK itself is more relevant to 2nd grade.
35. resources that actually accompany the bundles.
36. The curriculum documents confine my teaching to only teaching what is in the document - when it is specified rather than when it makes sense on the calendar. The "monitoring / policing" of if I am teaching the curriculumm docs. makes me feel that I am not trusted to do my job as a professional.

37. The sequency of the bundles does not seem to be appropriate.
38. Give us more freedom to teach certain topics, not topics given. Topics that go along with the calendar. I feel like I am being told what to teach and how to teach it. I don't feel like I can teach my class the way they need to be taught.
39. Better technology. Our district's technology is a joke. It deters learning. Lousy, old computers, not enough for students to use, unlike other districts that provide state of the art technology.
40. The last question...I need to be able to hook up the sound from the computer to the monitor (for United Streaming, Brain Pop, etc.) I have had a work order in for quite a while, with no satisfaction.
41. The curriculum should be tested before being rolled out district wide.
42. There is not just one thing. There are several things that need to be changed.
43. More freedom in deciding how long to teach a certain concept. More time for in depth instruction and therefore less need for lengthy review
44. The time that is given to some expectations are not enough. I feel that we are rushing through the curriculum, to stay on pace and the students are not getting the indepth instruction that is needed.
45. Pacing is too fast. I don't feel there is enough re-teach time built into the bundle.
46. The bundles are completely out of sequence. There is no logical order to when or why we are teaching concepts. Pre-requisite skills are not taught before we begin a completely random topic. I would like to see our curriculum follow a successful pattern written by experts in their subject. Teachers being pulled out of their classroom to throw something together is not "best practice".
47. I would like to have a textbook that is more closely related to the student expectations. Extra resources and ancillarlies would also be helpful to a teacher in searching for activities/lessons with the appropriate depth and complexity as well as TAKS format so that children would be familiar with it prior to the testing.
48. The pace of the curriculum is way too fast. I cannot meet my students' needs to mastery at the current pace. I feel like the goal to have a curriculum in place is necessary, but we need to work on the pace and sequence in order to effectively teach and practice the curriculum.
49. There is a problem in the cycle of planning, instructing, and assessing. Teachers should make the decisions regarding sequence and pace. Why would a quality assessment require a conversion chart for the scores? Are parents aware the scores reported are not the actual scores?
50. The pacing is too fast.
51. The bundles move too fast. We, as teachers, are not allowed to monitor our students' progress and move forward in the curriculum only when the students are ready.
52. I would like to have more clarification with the Language Arts specifications. We get a laundry list of items to cover but the same specifications will be repeated for 3 weeks. Is this the curriculum writers way of letting us choose what gets covered in each week as long as it's all covered by the 3rd week. I like that Social Studies gave us 3 week bundles. That gives us some control over how we present the material. I feel we need more specifications and/or suggested activities for Science. Math is very rushed. All year we have been pushing on with very little time allowed to review.
53. The bundles are not aligned with each other to help get everything in that needs to be taught. For example in science we might be teaching one thing and then later have to teach it again in Social Studies. Why not combine them to help with mastery and understanding?
54. The curriculum is not the issue - it's great - based on the TEKS - I know that's what we need to be doing. My problem is with the Benchmark Exams. I want to see the research that says that having the students tested on the Webccat questions increases TAKS scores. This is very important! When you have a teacher who had 100% of her students pass the TAKS test last year, but a large percentage are failing the CBA - there is a problem with the test - not the kids, and not the teacher. We are not encouraging our students to improve scores, we are depressing them and confusing them. How can we explain to them (and to their parents) why they are doing so well in class, but not on the benchmarks? It is also very demoralizing for the teachers. I understand CBA exams, I even think it's a wonderful way to infuse accountablility and a good idea, but some how we need better test questions. I am one of the persons reviewing the tests and am continually told that even if I think the question is not fair (too hard) it will still be on the test. I think having a few (1 or 2) difficult questions is alright, but there are too many on these tests. Also, having such a large percentage of questions from the previous exam on the test is just

not fair. It makes the test a semester exam, not a 9 weeks exam. This leaves fewer questions to address the current 9 weeks. With so few questions, we are not covering all of the areas they are learning. The number of questions for each TEKS does not reflect the amount of time we need to spend on each TEKS. We should not just have 3 questions for each TEKS, some TEKS take a shorter amount of time to teach and others take longer. After talking with persons in charge about how to prepare my students for the 2nd Benchmark, I followed their advice. Not only did I teach the TEKS, I also used every single available question left on webccat for the TEKS being testing for this 9 weeks. I have to tell you, some of the Webccat questions show answers that are not correct! After three days of dedicated study over these questions - where I went over each question individually with each class - me on my Elmo, showing them how to answer each question - my students did much worse on this test than one the first one! And I am a CBA reviewer!!! In my 11 years of teaching - this is my most stressfull year. EVER! I know we need to be doing these things, but I think the pace of change and amount of change is too much. I have heard through the grapevine that we are not using the CBA's for a grade next year. If it is better to not count it as a grade for next year, why not this year??? I feel so sorry for Highschool students trying to work on their GPA. I have some of the highest CBA scores in the district for my area, but my students the test scores are still very low. My Pre- AP students are totally stressed out! I don't know what else to do to help them improve their CBA grades, and I havn't found anyone who can tell me either. That's really not good. In order to have improvement, you need to have a system in place to show teachers how to make it better. This MUST be done BEFORE you start the testing. I feel like we are just have to settle for more and more low scores with no direction about how to improve. I have never worked so hard with so little results. I feel like my principal and assistant principals are doing as much as they can to help, but the district is tying our hands. One final question is; why was the curve for the test created before any of the results were in? Were you that certain the test you created was going to produce low scores? Why would you create a test like that? This is so difficult - and every teacher I have talked to feels the same way. I am afraid Keller ISD is going to loose some really great teachers... that will definitely lower TAKS scores...

55. The pacing of the bundles
56. resources and materials needed. No built in time for reteaching.
57. Having the materials and resources available to teach the Science, Social Studies, and Math TEKS would help my students the most. Also, having a 1 page summary of each subject's TEKS would make planning easier. It is very difficult to sort through the specificity of all areas on a weekly basis.
58. I would like to see a one page "TEK of the Week" or summary of the documents. No built in time for re-teaching. I have spent over \$300 on materials for science, language arts, and math. Because I am having to research some of the specificity I am working between 12 to 15 hours a day to feel comfortable in teaching what should be provided in a textbook.
59. I don't think that the pacing of the curriculum is beneficial to students who do not have the foundation needed to address the curriculum. The ELA bundles in particular are not user-friendly. I would like to see more integration between the strands.
60. Having the curr. go across other subject areas. Make them link together
61. -ELA is way to lengthy. It is about 3 pages each week. -I would like to see more integration across the subjects.
62. more freedom "time" to teach the material..don't lock us into 3 weeks...let us pace according to students needs...it should be "OK" if Central is on chapter 8 while Keller is on chapter 9 and Fossil is on chapter 10 etc... give us time to reteach if necessary...no time was allowed for review, testing, or schedule interruptions
63. If teachers felt they were able to give input or ask questions without being reproached, and the creators of the documents would actually use the input and the questions to make the necessary changes. I understand that there is a lot of ground to cover, but many of us feel that we are just skimming the surface in our most important subjects.
64. Because I am a new teacher, I spend a lot time looking for material and resourses. I have some materials but since our plan is TEKs driven it requires much "hunting". This is very time consuming.
65. The state should revise the TEKS to allow more time for the content to actually be taught.
66. Need more time to be able to reteach. Need to fix bundles this year not next
67. Divide life, physical, and earth science into separate grade levels. Too little time to adequately cover all topics in one year.
68. 1. More time to teach the content of the bundles. Students are only being introduced to a concept, and



not given the time needed to master it.

69. I would like to have more campus control of the pacing.
70. I am satisfied with the curriculum maps.
71. Not having to teach a week long bundle in a two day week period, or during a week benchmarks are given.
72. I need to be able to adjust the amount of time I spend depending on the unique needs of my students. I cannot move ahead when I know my students need more time. I should be allowed to adjust the benchmark exam to remove material that I have not had time to teach. I would make sure that I included the material in the next 9 weeks. I would be certain to teach everything, just at my students' pace and not the district's pace.
73. The pacing of the curriculum is inappropriate, and interruptions to the academic calendar are not taken into consideration..(programs, testing, holidays, parties) There is no time for reteaching. Differentiation is very difficult, or sometimes impossible, when ALL students are expected to take, and pass, the 9 weeks CBA's. It is a "One-size-fits-all" approach - very INFLEXIBLE and does not allow us professional judgement when it comes to our students.
74. Many hours are spent weekly to plan and gather materials to effectively teach the objectives in the bundles.
75. The pacing should be done according to the students abilities.
76. More facility space for PE use.
77. The time constraints are inflexible. Teachers need to be able to gauge their teaching to the students' needs. Integration of content areas could help solve this problem, but planning time and gathering resources for integration is mega-time-consuming. The document insures that skills are taught, but NOT that students are learning.
78. Go back to Life science one year, Physical science another year and Earth science another year - as it stands, there is no way to effectively cover all of the material in the 7th grade curriculum in one year. There are too many topics and too little time, so we barely get to touch on a subject, much less spend enough time delving into it for students to master anything.
79. The format of the curriculum bundles do not allow the flexibility to differnciate to her/his classroom. It limits what is taught and does not give the teachers the time they need to be sure that the skills are mastered and learned by the students. The bundles also take away the freedom to introduce the skills in a unified manner. For example, in the math bundles, week 5 of 36 you are talking about arrays, area, factors, and products, and in week six you are teaching dividends, divisors, quotients, and fact famillies. What happened to building off of the multiplication in order to introduce the division. I feel that there is no alignment of the teaching, we are required to hurry through the material and move on, leaving all of children behind.
80. Social Studies should be in week bundles instead of 3.
81. We spend many hours each week looking for materials woth which to teach the curriculum. In some cases, a textbook reference is given. However, many times, we are given websites. this is not appropriate for instruction in second grade. United Streaming is referenced often and I have not had a working television in my classroom until now.
82. More guide lines from the spec. ed. dept. about expectations and options for students.
83. Provide the materials and the funds necessary to teach according to the bundles.
84. The curriculum is moving so fast that we are teaching and students are learning but not to the point of mastery. We are throwing too much at them too fast and skimming over skills to keep up with the curriculum document. As a KISD teacher for 17 years, it is like a first year all over again. The documents do NOT make lesson planning easier as we had hoped. On our grade level planning night we are at school sometimes until 7 - 8:00 pm. We are trying to do what is expected in the documents but supplementing what we know kids need in the obvious gaps. This is exhausting. It might look good on paper, but I expect it will not take long to see a negative effect in our test scores. On CBAs we have seen a bit of this already. In regards to these tests, I do not have a problem giving them as a 9 week assessment in second grade. What I do object to is the 10% grade it is to be recorded as in my gradebook. If it were just a daily (unweighted) grade that would be better, but BEST would be to take the test as a benchmark as it is designed to show progress. We were told at the beginning of the year

there would be study guides provided before testing ...this has not happened and that is disappointing. Timing is everything and we don't have enough of it!!!! On the document to count the first week of school as a regular week in elementary is unrealistic. That should be left for the teacher to start the year and lay groundwork without being thrown into curriculum. Same goes for the two days we had before Christmas break ... honestly ...you don't get much out of second graders that close to the holidays and I was expected to teach a full week in two days that happened to also include our holiday program for parents and holiday parties. Upon returning in January, same thing ... two days to teach a week. It might look good on paper in black and white but it does NOT work with real live kids ...and that is what we are supposed to be about ... it sadly seems that KISD has forgotten that a bit ... and that is beyond disappointing.

85. Please allow for the lack of time and resources.
86. We need adequate resources to teach from. We are being required to teach certain subject criteria that we have no resources for. We also need more instructional time.
87. There needs to be more instructional materials provided along with specificity in the Social Studies document that is basically not useful at all to the sixth grade. There is also not enough time to teach the items that the students are interested in and too much time spent on things that can be condensed. For example in Social Studies we are spending almost 9 weeks on SW Asia and only part of one nine weeks on Europe which the students are the most interested in.
88. More time allotted for instruction and mastery learning. Supplemental materials for mandatory lessons.
89. More resources & materials
90. I would like more flexibility in Math. It is difficult to move on to content before students have mastered the one before.
91. Materials
92. Changing the pace to allow more time for instruction, reteach, and review before having to move on. Providing materials and resources needed to effectively teach the curriculum.
93. \*More resources for implementing the curriculum - (including ideas/resources for special populations like gifted/talented)\* I'm continually having to buy, borrow, or find sources online (books/activities/ideas) to effectively teach the curriculum. Our science labs are not efficiently stocked with materials/activities needed for hands-on applications, so that is another area of individual cost.
94. Fine ARTs Curriculum is in development for on-line use, but we have a strong curriculum that is in place currently
95. The curriculum needs to either allow for easier use of the textbook or additional material must be presented in order to teach the bundle. Under the current system, new teachers, either new to the profession or new to the subject/grade level, are not given adequate material and are forced to use an excess amount of time to adequately prepare for daily lessons and activities.
96. Having the resources and materials to teach the curriculum!!
97. Bundles for Social Studies leave no time to re-teach objectives. I feel like I am leaving certain students behind to fulfill the requirement of "being on the current bundle". A Document/Bundle driven instead of learner driven curriculum is not good for our students. I do agree with teachers/classes being on similar topics/objectives, I would just appreciate more flexibility to reach student needs instead of feeling like I'm leaving them, or having to tutor them several times a week just to keep them afloat. Thank you.
98. Need resources to implement curriculum and need flexibility to teach to the needs of the students. Curriculum moves too fast without allowing time for students to master skills. Too much jumping around. Changes are going way too fast without testing the changes and making gradual changes. We need to get back to what is best for kids.
99. Having a curriculum that was better organized, made sense sequentially and that I had the resourced and materials to teach would make me more satisfied.
100. MOrE information on how to align curriculum with student in special education that can not move at the pace of the curriculum. In addition need to consider resources for implementation of curriculum in special ed classrooms.
101. More communication. I was not aware there was a solution-seeking feedback form.
102. Allotting more time to teach difficult subject areas. Example more time for addition and subtraction with

regrouping.

- 103.** Any assessments given at the end of each nine weeks should better reflect the curriculum as a whole and not just low-performing TEKS.
- 104.** I would like to have more available resources, more suggested literature and web sites in helping me with my lesson plans.
- 105.** For the maps to be reviewed by a variety of teachers after the 1st implication to discuss pros and cons and make any changes for next year.
- 106.** I am at a new school. We need more materials. We don't even have base ten blocks at this time.
- 107.** The questions need to be separated. Some of the curriculum bundles are paced appropriately and I have adequate resources etc., but others are not. For example the social studies bundles are not easy to use and I do not have adequate resources to teach them. Also, other bundles are sequenced well but the math bundles could be sequenced much better.
- 108.** We do not have enough time (and resources) to effectively teach these bundles!
- 109.** In order for lessons to be effective, we need materials and manipulatives that will be beneficial for student learning.
- 110.** I need the materials.
- 111.** Having more resources to help cover each bundle. Some bundles are too long.
- 112.** Easier to read curriculum documents and more time to teach each objective.
- 113.** we need all the materials in order to teach the most effectively
- 114.** A unified district curriculum for ESL is a necessary next step. Trying to go through 4 different curriculum documents for each grade level and pick and choose what is important to focus on for our ESL students is a daunting task.
- 115.** We need the materials to teach it
- 116.** having the materials needs to be an effective teacher.
- 117.** There is not time to reteach according to the curriculum guide.
- 118.** The documents rush learning and delivery. They do not foster a good learning or work environment. They do not allow time for reteaching or making learning meaningful to the student. They really cut back on the fun things we can do in relation to the curriculum. I like the idea of knowin what things need to be taught an when, but I do not like feeling like my students and I will be rundown by a "curriculum bus" if we slow down to get a better grasp on a topic. The curriculum is not evenly spaced out and divided.
- 119.** Let me use the resources that I have available to me in order to teach necessary objectives for my grade level.
- 120.** no current art curriculum
- 121.** Units could be linked more thematically to allow a more integrated teaching approach. Also, pacing of some units needs to be tweaked.
- 122.** time allocated for reteaching within the bundles
- 123.** As a specialist, it would be better to have a way to access the K-6 bundles in a more concise manner. It takes me 3 hours to plan each week because I have to access the bundles on the web. I need paper copies of the bundles or a concise version for ESL planning.
- 124.** No new material should be introduced on the last week of each nine weeks. Some units need to be rearranged to improve the flow.
- 125.** The subjects are not aligned. Science requires us to teach one thing at a certain time and then it comes back up in Social Studies at a different time. There is not enough time for us to teach everything that is expected in a 3 hour day and I feel like we are doing an injustice to our kindergarteners. There is to much in the curriculum for that and I feel like all I can do is skim the surface to try to hit on everything but not really doing the best I could if I had more time, or if some of the subjects were aligned together better.



- 126.** I do not think there was any overarching knowledge of curriculum design used to plan the bundles. It just seems as if the effort was to make sure all of the TAKS tested TEKS appeared before TAKS and everything else was an afterthought. All of the elements of language arts are not integrated into the bundles effectively. Many of the decisions seem random in order to "make everything fit".
- 127.** The pacing allows for little or no mastery of objectives. The week we spend giving CBA's is a lost week as far as instruction is concerned.
- 128.** The pacing of the curriculum allows for mastery of very little.
- 129.** To be given time to teach to understanding. I teach a new concept almost daily. This is not an appropriate amount of time for most students to successfully master new skills. This is also the biggest parent complaint that I receive.
- 130.** I would like to see the pacing slowed down. I cannot TEACH. All I do is through the information at my students and say, "sink or swim".
- 131.** More resources and lesson ideas
- 132.** I think that overall the curriculum maps are a good rough draft and there a few bundles that could be reorganized or lengthened. The Geometry bundle for instance had too much vocabulary to cover in a one week time period.
- 133.** The bundles move too fast. I do not feel like my students are given the appropriate amount of time to master content.
- 134.** Improved sequence and time allotment for SEs to allow for greater depth and cross-curricular integration opportunities. Decrease specificity in Science and Social Studies and/or provide resources to support instruction for stated specificity.
- 135.** It would make it easier if we had the suggested materials readily available.
- 136.** N/A
- 137.** Better pacing and placing of the bundles and giving us the resources and materials needed to instruct.
- 138.** If the pacing did not change for next year.
- 139.** Actually having the time to teach at the pace required to cover all of the material that has been crammed into these documents. It's unrealistic, unfair, and slanted against the student. Trim down content or stretch out the time in which to teach it so that our students are being taught at a pace suitable to their age level rather than sticking to this belief that if it can be written down in a curriculum and spoken by a teacher then they will automatically recall what was covered- they won't.
- 140.** CBA's given at beg. of nine weeks and then again at the end to measure progress. It is use less as a teaching tool unless done this way.
- 141.** Some items are barely hit while others we "camp" on for an excessive amount of time.
- 142.** Allow time for reteaching; Don't expect a weeks worth of curriculum to be taught on weeks we only come 2 days or weeks we give CBA's.
- 143.** The pacing of the socials studies bundles needs to slow down for the students to be able interpret, relate, and apply the material to other subject areas and their own lives.
- 144.** better technology on campus
- 145.** I believe that we need more flexibility in the order of what we are teaching. With some 9-weeks being 8 weeks and some being 10, sometimes subjects need to be moved around to fit everything in without rushing student learning.
- 146.** Students depend too much on the curve, tests are too short to really evaluate how a student will do on the longer TAKS tests-
- 147.** I think the pacing is way too fast. It should be slowed down for the students to fully understand before moving on.
- 148.** I feel as if the curriculum was designed by adults who did not take into consideration the students. I feel as if administration has become so consumed with the TAKS test they forgot who is most important-the student. I feel as if my students are missing out on their education.

- 149.** Allow the TEACHERS to be involved in making our decisions on how to teach. Also do not make the CBA a grade.
- 150.** I feel that there needs to be more allowance for integration across the content areas (especially Social Studies and Science.) In regards in to the pacing of the curriculum, I feel that it is entirely too fast (especially for your at-risk students who benefit from re-teaching). One of my high-performing students decribed her second grade year to her mom as "a fast moving train that wasn't stopping". I think we need to redefine our district goals and philosophy in order to meet the educational and emotional needs of all our students. Also, no review sheet has been provided this year for any content area. A review sheet for the CBAs would be helpful.
- 151.** Content should be season appropriate.
- 152.** More resources provided by the department / school. Computers in math classrooms would help tremendously - there are various software programs that we can't purchase or utilize. Due to an increase in teachers, we do not have a open computer lab on our campus. (Our portables were retained until this semester.)
- 153.** I would like to see a "sample" days lessons for each grade level (from start to dismissal) so that we can see how the district wants this done, especially in Language Arts. The ELA document is very confusing and has many gaps. I have many questions about what the district/curriculum writers envisioned teachers doing when they created this. More guidance on how to actually teach using this would be helpful. The pacing is also really wrong and doesn't allow (or doesn't seem to) for integration among subjects. It also takes away from "teachable moments". We need resources. When the only resource given is 2 pages in a text book and we are supposed to teach something (such as Lewis and Clark) for 3 weeks, that's difficult to do.
- 154.** If we would receive the temporary buildings we were promised at the beginning of the year so I had my own room.
- 155.** Information printed in color needs to be printed in color. The only way for me to print in color is to print the curriculum at home using my color printer.
- 156.** Allow Special Ed. teachers to test using the CBAs not the SDAA released tests. I teach using the bundles but my students are not tested on that material because they are in resource classes. This makes all my testing invalid.
- 157.** Easier district interface with a dropdown menu of documents for staff.
- 158.** If the materials were available to implement the curriculum, less time would be spent "publishing" materials on our own to use in the classroom. Too much time and energy is spent creating documents to use in math, since we do not have a textbook that is currently aligned with TAKS or even remotely useful in teaching a lesson. The current textbook is TAAS based, and does not provide the amount of practice that students need. Also, the current textbook is not student friendly or useful for parents to use as a resource to help their children. Parents are frustrated without anywhere to turn for specific help with a lesson. I do understand that the textbook is up for adoption in the near future. A textbook may not be the answer. It may be wise to adopt a series or published curriculum program that would encourage more problem solving and engaging activity for the students in the classroom. Activities Integrating Math and Science (AIMS) produces such product and the appropriate lab items as well. The middle school and high school students need the engaging activity that is often left behind in the elementary classrooms. More technology in the form of CBL's, and classroom calculator labs would be also very useful in the secondary classroom.
- 159.** Alter the pacing in an attempt to provide for reteaching where merited and to provide time for alternate teaching methods and interdisciplinary projects. Due to the pacing only auditory learners are able to keep pace with the material.
- 160.** I would like to see the teachers at each school prepare their own CBA's! We know what we teach. If not, I would like the adminiistrators that create the test to allow the teachers to make a test that would evalutate their work. The test was given a curve BEFORE we gave it. Someone needs to wake up and quit trying to change things that are already working.
- 161.** Would like to be able to go more in depth on some topics. Curriculum does not facilitate long term projects for students.
- 162.** I teach special education. There has never really been any curriculum that I can utilize, or support. Public education is designed for the mainstreamed students. Special education is a mere inconvients. Modifying grade level bundles, to accomodate five learning levels is difficult to say the least. I would like to see a curriculum bundle that would be more user friendly for the special education field.

- 163.** Improve the pacing and sequence. There needs to be some minor changes in the sequencing. The pace does not allow enough time for some critical concepts.
- 164.** Actually implementing changes that are recommended by the teachers that are in the classroom going through this process.
- 165.** n/a
- 166.** The pacing could be flexible, except we have a benchmark that is graded. In the past I only had to crunch once, at the end of the year before TAKS, which means everything else I taught well. Now I'm having to crunch 3 times throughout the year and my teaching is less effective during those times. The pacing does not allow for reteaching because of the graded benchmarks. Anything with a grade should be teacher-designed specifically for their students. Benchmarks should occur for useful data purposes, but should not be the End of 9 Week exam. I don't think we should grade the benchmarks, especially in our first year of the curriculum maps, which we are still modifying. I don't think this is fair for the kids.
- 167.** It would be easier to follow 3 week bundles instead of 1 week discrete bundles. This would allow more flexibility for shared resources, such as library time, novels, and computer lab time.
- 168.** Most of the information is sterile; there is very little significance or application to the lives of students. Specific details of history and the interesting aspects of historical character development is what is missing. Open up the topics to other aspects of higher order thinking through a slower paced curriculum.
- 169.** Pacing is off and time is too restricted by benchmark dates.
- 170.** The pacing would have been ok if the 1st bundle did not have so much in it.
- 171.** I am very satisfied with the new curriculum implementation. Although the pacing and sequencing is sometimes not logical to me, there is enough leniency in the timeline to accommodate that.
- 172.** We have block English at my school, and the bundles do not fit this very well. The guide was written for the two schools who don't block. They need to be more simplified, and ideas need to be better blended between the English map and the Literature map. In regards to question 5, we did voice our concerns at the beginning of the year. Nothing could be done this year. Another teacher on our campus voiced concerns when reviewing the CBA. There has been no response. In regards to question 11, on the first CBA, questions that were wrong or confusing were not fixed or removed. Also, there was really not time for much review because the map is so fast paced, my kids needed more time. There isn't much time for reteaching.
- 173.** MORE TIME.
- 174.** curriculum pacing is too fast hard to find time to re-teach s/e items not mastered on CBA
- 175.** I think a district wide curriculum is a great tool for the teachers. However, I feel the curriculum is tied too closely to the textbook. The vocabulary and units comes from the textbook. Of course, the textbook is a great resource, but it is only one of many resources. I feel that some units are cut short simply because the book doesn't cover the information in detail. Additionally, I feel some units are too long simply because the book is really heavy on that subject. The curriculum needs to be aligned more with the TEKS and less with the textbook.
- 176.** Get more resources!!
- 177.** Allow more time for students to learn the material. I feel like I have to choose between teaching students and teaching concepts.
- 178.** Provide examples
- 179.** I teach enriched/Pre-Ap classes. The curriculum bundle does not address this class. Thus, I am basically on my own as far as pacing and implementation. In most cases I have surpassed what the regular curriculum is asking for. There is very little guidance or mapping for the advanced class. My disagrees in #3 has to do with there is no map or bundle for enriched/Pre-Ap English classes.
- 180.** Time to teach.
- 181.** There doesn't seem to be a 'flow' in the language arts bundle -- there is no reference to texts either.
- 182.** Adding resources to the bundles like power point presentations or assessments. Also take into consideration weeks that are shorter than 5 days by giving one week per quarter for review/extension of quarter objectives.

- 183.** It is important to ensure consistent progress; however, the current pacing of the curriculum allows little if any time to assist those students that are not grasping new concepts. If you take the time to ensure students are not left behind, you are rushed to complete the necessary information before it is included in the CBA. This leaves the teacher with a tough choice: ensure proper understanding of concepts covered or ensure coverage of all the topics. With this pacing, it sometimes means these propositions are mutually exclusive. They should not have to be that way, and if we are to reach all of our students, they should not be.
- 184.** Time. We are rushed and therefore teachers don't feel that they have time to reteach if necessary.
- 185.** subject areas are not related or taught in time frame that makes sense. Example: community helpers are all spread out not taught as a unit. Also we taught about nuts in December not in fall when talking about tree changes taking place. Lacks consistent flow...very confusing.
- 186.** Ideally, I would change the focus from breadth to depth, but given the amount of time, I would slightly change the sequence.
- 187.** If the science and social studies were more aligned with each other or taught at different, perhaps two week intervals. Also, it would greatly help me if they were somehow themed/aligned with the rest of the curriculum.
- 188.** I would like the pacing of the language arts curriculum to be more appropriate for first grade. Some of the skills need more time to be taught effectively.
- 189.** I would like to have a hard copy bound to use as a reference. I can get to it on line easy enough but by the time I magnify it enough to actually read I lose the edge of the chart and can't see the entire list at one time.
- 190.** If we were allowed to teach what we wanted to teach within the curriculum at any point. I don't like being confined to teaching specific thing specific times of the year; however, the bundles are good for knowing what needs to be taught. I just don't think we should be bound week by week.
- 191.** Supplemental materials to mirror the TEKS!
- 192.** consistency! The bundles are not thorough nor give us enough time to teach the objectives. Give us more time with the objectives instead of spending a week on one objective, to switch to another one, only to come back to the last objective a month later.
- 193.** Consideration given to reteaching and extra time given to areas where students struggle with the concepts. Allowances for weeks where there are only two or three school days and weeks where benchmarks are given. As is, the curriculum guide exposes students to all students expectations before a state assessment, but does not allow time to ensure that students own the concepts.
- 194.** Have a broader time frame for implementing the curriculum. The students are not retaining what they have learned because the pace is too fast. The scope and sequence does not recognize that students learn at different paces and doesn't leave room for the teacher to pace the instruction to the needs of the class. This varies by week and by subject matter, some weeks/subjects being better or worse than others.
- 195.** Currently we do not have the 9th week to review. Our curriculum bundles include nine weeks of instruction without time for a Benchmark review. This is unacceptable!
- 196.** More resources for Social Studies curriculum and the scope needs to be aligned with our school's calendar. For example, we were to continue teaching Thanksgiving after the holiday was complete. Also, Week 19 for our 1st grade Language recommends we teach prefixes and suffixes. First, this is a huge amount of material, even for 5 days of instruction but week 19 consists of only two instructional days.
- 197.** Having more time to complete the objectives given in the bundles or having a time for review and reteach.
- 198.** I think that teachers are losing the freedom to teach in their classrooms and too much pressure has been placed on us. Also, some schools are still teaching Saxon phonics while others are not - how is that going to help district alignment?
- 199.** Having more resources available by the district. We spend too much of our own money on materials
- 200.** It is not made very clear what bundle you should be on each week. Some weeks are shorter than others, and I do not feel the pace of the curriculum addresses that issue.
- 201.** When there is a topic chosen that to me simply does not belong in the time frame given, I would like



some freedom to rearrange to a different time. I would like to see more examples of types of lessons to demonstrate what specifically is being taught (some of the scope and sequence is broad and I'm not sure what specifically is being taught.)


- 202.** Alignment of Science and Social Studies Curriculums would help TREMENDOUSLY!!!! I have not used the feedback form b/c somehow I missed the introduction of it.
- 203.** More specific lesson plans. It would be nice for the lesson plans to be detailed giving us something specific to follow everyday. Then we could spend all of our time trying to find ways that would engage all our students.
- 204.** Being trained on how to use the bundles effectively.
- 205.** I believe that the pace is too fast, not allowing time for reteaching or multi-modal teaching.
- 206.** If the lessons were in the correct week and they were wqrritten completely. If they were alligned with the textbooks which we use.
- 207.** Working the bundles in a more realistic time frame.
- 208.** giving a larger window of time to teach specific items in, and more flexibility in teaching them
- 209.** More resources and materials to implement the curriculum. In science especially, all teachers need the same lab equipment/materials during the same period of time. That necessitates having more than 1 or 2 classroom sets of basic equipment and consumables.
- 210.** more resources
- 211.** The bundles do not include some important things like phonics, letter identification and letter sounds. These have to be taught as well, in Kindergarten. We are trying to teach many concepts and cover many TEKS in a half day program which is impossible. The state recommends a full day Kindergarten program, and the TEKS are wrtitten for a full day program. We would be able to do much more, and more efficiently with a full day Kindergarten. I can not stress this enough.
- 212.** I would like to see some time to reteach.
- 213.** We are often asked to teach topics that we do not have resources to teach. Also, many times the order of topics to teach does not make sense!
- 214.** extreme improvement in the pacing and sequence of the curriculum content and resources/materials sufficient to teach the curriculum
- 215.** more time to teach subject(s) before cba is given and not to count the cba as a grade, just a guide for the teacher to see where the student is in his learning.
- 216.** What would help the most would be to have the Social studies, science and language arts work together. In teaching 1/2 day kindergarten it impossible to have a separate L/A, Science and Social Studies time. We are taking TEKS written for all day Kindergarten and cramming them into 3 hours. We desperately need to have all subject areas coordinated to work well together. Satisfaction will only be reached when the school board looks at the Kindergarten TEKS and sees that all day is in the best interest for all of KISD!!!!
- 217.** sometimes the pace needed to keep up with the bundles seems to quick for the students. LA needs more resources to use.
- 218.** There needs to be more time for review before the CBA's and to revisit them afterwards. The curriculum leaves no time for me to reteach a students b/c we are always moving forward at an unreasonable pace.
- 219.** I would love to see the sequence changed. Also, more time needs to be allowed on some topics to ensure the students are mastering the concepts taught.
- 220.** The sequence and time allowed in the bundles is the hardest thing to do. It doesn't follow the natural flow of teaching or learning. We also don't have the technology need to meet all of the technology teks.
- 221.** District wide labs for science, online resource suggestions from Keller specific to the bundles. Review time before the CBA, reteach time scheduled in for the kids and teachers. In addition, the 6th grade math CBA for the 2nd nine weeks did not test content from over half of the nine week period.
- 222.** The timing of some of the curriculum seems to not connect to "real world" events. I also feel like it jumps around quit a bit which may not help the child make those important connections needed to learn. In

addition, I feel some areas need more than 3 weeks to effectively teach the material. In other words, there is not enough time to appropriately teach some of the curriculum in only a 3 wk. timeframe.

- 223.** Curriculum writers should consult across the curriculum to facilitate authentic learning in the classroom.
- 224.** Give us more detail in what we are to teach. Give us a more materials from which to pull what we are to teach.
- 225.** I do not have curriculum bundles because I teach an elective class.
- 226.** The current science curriculum sequence jumps around without any apparent organization. It would be beneficial to revise/edit the order of the instruction. Social Studies should be divided into one week bundles to assist in pacing.
- 227.** I would like the bundles to be in an order that flows well with what the children are learning while allowing sufficient time to learn the objectives. The students were given the entire first semester to learn addition and subtraction facts, while only given a week to learn carrying and borrowing.
- 228.** In my Dyslexia class I have my own curriculum to follow.
- 229.** Resources! In science, social studies, math, and grammar I am constantly having to look for resources outside the curriculum provided. That takes a lot of time and money for purchasing and copying. The scope and sequences continuously skips around and goes back and forth to cover areas that should be covered at one time and then reviewed. The CBA's are not testing our TEKS accurately, either. Many of my students get confused with the information on the test and the format. The actual skill is not being tested because of the way it is presented. Many of the test questions are on a 3rd and 4th grade level. The questions have 2 and 3 levels of information and children who are 6 and 7 years old cannot determine what is relevant information and what is not! This is very unfair for our district's students.
- 230.** Curriculum alignment
- 231.** TOO much information being FLASHED before the children then moving on to something else that is not related. Using bundles in an order and speed that children will learn. By overlapping core subjects so relationships are shown and allowing enough time so the children can explore the subjects. Enough time to learn and higher order thinking to happen!
- 232.** Re-visit the timing and sequencing of the material in the bundles
- 233.** \*district provide time to facilitate and plan for a more content-integrated curriculum. It is a disservice to our students to provide a curriculum that is not integrated and innovative levels. \*materials - 7th gr. language arts teachers are not provided enough time to gather materials that would be deemed innovative. \*even though our curriculum will be better aligned, I am in high hopes that the next step of the district is to mandate that teachers use innovative strategies. \*district needs to facilitate and provide time for vertical teams to form and meet. i.e. - 7th grade teachers should be meeting regularly with teachers of gr.5-8.
- 234.** I think that there are certain areas of the curriculum that have too much information to teach for the time allotted. I think it would be beneficial to go back and give more time to the areas that go a little more into depth. I also find it very hard to teach from the Language Arts bundles. Some of the objectives seem to jump around and others don't give enough information about what should be taught (i.e. what word families should I be teaching and when, what sight words, etc.)
- 235.** The district curriculum is extremely organized and well formatted.
- 236.** An easier format the pacing does not allow for depth and holidays etc.
- 237.** Make the bundles easier to read and less about having ten things to view before actually getting down to lesson plans.
- 238.** More guidance as to whether to follow the bundles of enrolled grade level or instructional grade level in special education.
- 239.** I feel it would be very beneficial for Special Education teachers to have more curriculum guidance from the district. It's very stressful at time to formulate lessons without complete curriculum materials and guidance, especially since we will be working from a TEKS basis for our State Testing also.
- 240.** Not having the pressure to move on so quickly--even if the students haven't gained sufficient understanding. The students are being hit with so much information in such a short time, they can't soak up all they need for mastery. The CBA's are much too difficult for elementary & do not align well with the bundles.



- 241.** More meetings within our social studies groups.
- 242.** The pacing of bundles is very strict. There is no time for depth or reteaching. I feel as though we are skimming the surface.
- 243.** Creating a skeleton with curriculum teams, but adding the meat with all teachers involved.
- 244.** Make subjects flow together.
- 245.** I would like a format that better facilitates lesson planning. I think, at times, the current format is busy and tedious to follow.
- 246.** Students should only be tested on curriculum that we have taught, not from prior, or upcoming material. Teachers need a heads up when reviewing, if prior material is on the CBA\*
- 247.** the pacing is too fast for my classes...we need to spend more time on certain areas
- 248.** The sequence of the bundles
- 249.** To be more flexible with the pacing of the bundles.
- 250.** I teach special education and the bundles are to fast. I try to have my students learn what their peers are learning, but we cannot keep up. The other problem is the trying to follow grade level bundles for students below grade level. They cannot learn what their classmates are learning because the bundles are aligned differently for each grade due to skills.

Page Size: Show 250 per page 

Displaying 1 - 250 of 774



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What one thing would increase your satisfaction the most in reference to question #3?

**251.** Resources

**252.** The teachers are told to teach things and not given the material needed to do so. The amount of stress the teachers are asked to endure is unbelievable. The teachers are doing all the work and the administration keeps taking time away. They take our planning periods for meetings with the bridge teacher and care team meetings. They take all our time away and tell us to write and research all the curriculum at the same time. I would not be surprised if half the teacher ask for a transfer out of KISD because they have been told to give up their lives and get the job done.

**253.** The scope and sequence goes entirely too fast. I don't feel like I can adequately & fully teach something before I have to move on. Also, there's no time for review built in!! We can't go over material before a CBA, and there's no time to review objectives missed on the CBA. If we don't review until the end of the year or right before TAKS, there's really no point.

**254.** Fine Arts does not yet have a curriculum and I am concerned that as it works to create one timelines/bundles are not realistic for the Elementary Art schedule and classroom dynamic. Also, with funding getting cut for Fine Arts that we will not have adequate resources to effectively teach all of the TEKS/Curriculum to a high level. For instance, 4th grade Art TEKS say we should be teaching photography, but how can we when our students don't have access to cameras or the funds to buy them (for student use).

**255.** The format, pacing, arrangement written to be more user friendly.

**256.** Let us just teach.

**257.** More time in implementing the changes, including much more field testing and teacher feedback on the curriculum document before mandating use in KISD classrooms!

**258.** List more resources that correlate with the TEKS that are being aligned especially in science. For example week 19 of 36: It is not very useful to put the process and objective with no ideas on what to do.

**259.** That during testing week, no new materials are introduced.

**260.** I need more specifics about each topic I am to teach. Many of the objectives are too broad and hard to decipher what is expected of me.

**261.** There isn't much of a curriculum for the Foreign Language Department. We have a book that we follow

**262.** The time frame allotted to the Math Curriculum. CBA's directly match the areas that were to be taught during "that" nine weeks period-change needed in all subject areas. However, they were improved the second time around. Needed resources for science and social studies.

- 263.** If we were to have a working color printer on campus to print these documents.
- 264.** Having hands on materials to teach the curriculum that I do not have to make and that will be durable enough to last several school years using with first graders.
- 265.** Too much information to teach in a given amount of time.
- 266.** There is no time allotted for reteaching. The pacing is too fast especially for slow learners.
- 267.** I have at this time no opinion on the bundles since I teach pre-k and use IEP's to drive my curriculum and daily lessons.
- 268.** I think we need more grammar in a more logical order.
- 269.** The freedom to teach history, at the pace of student ability, rather than information for the student to pass a test to decide if they know all of a specific TEK (in other words, be less test driven in our approach to educating the students). I do understand though that it is not possible anymore because of the nature of "the beast" (public education is test driven).
- 270.** Some campuses that are new have more resources than the other campuses. It is hard to follow all the bundles if you don't have all the same materials and resources.
- 271.** Having more available resources for Science, Social Studies, and some Math. Listing of resources for Science.
- 272.** Allow for teachers to get specific in some topics to peek the interests of our students in stead of a rushed broad overview of our world's history that allows for very little indepth looks and decreases the chance to pull kids into the subject material. Because of the great detail that needs to be covered I also feel that it impedes on my ability to choose how I teach.
- 273.** The pace of the implementation of the curriculum needs to slow down.
- 274.** Adjusting the pacing and sequence of some of the bundles.
- 275.** There is not enough time to teach all the curriculum areas in K in a half day. If you add the time up in all areas, it is impossible to get all the material in adequately.
- 276.** If you would understand the pace of the bundles is absolutely insane for these kids... while it may eventually work out once every one is teaching what they are supposed to you are making these kids that are the "testing subjects" stressed out, cry, overwhelmed, and most importantly they do not retain anything they learn... Giving children a grade for a benchmark we don't even have time to cover in "9 weeks" because you only give us an 8 week time frame is not fair. I am a professional and I know how long each item should take to master... now we will be done with our whole curriculum by the end of January only to be left with 80 kids who don't remember or understand anything because we sped through important concepts they were "supposed to master in fourth grade". Benchmarks are great... attaching a grade isn't. Honestly this year and the choices this district has made- have altered my passion for teaching, and have forced me to seriously consider another career. WHICH by the way is sad, because I know I am an awesome teacher and all my kids always pass TAKS while at the same time love learning... this year I don't have that confidence and worst of all I don't even have time to establish that relationship of love and learning for my students. This isn't how education should be... and I hope for the sake of the students, teachers, and parents some changes will be made... because if you don't you are going to lose many amazing teachers.
- 277.** The sequencing of the material taught should be in a different order.
- 278.** Actually having a more indepth knowledge of the curriculum bundles and how to more effectively support them in the fine arts.
- 279.** The documents make it easy to complete my lesson plans.
- 280.** I do not feel students are mastering all objectives, largely because they lack the prerequisite knowledge the bundles expect them to have. The sequence and pacing of the bundles does not allow enough time for reteaching. Additionally, I feel as though I do nothing but teach to the TAKS test. Frankly, I feel I have a bit more to offer, and I think my students need more than this curriculum offers.
- 281.** Multiplication and division are too close together. There needs to be more time for multiplication practice before division is introduced.
- 282.** It would be helpful if they were more carefully aligned with our school calendar. I found it hard to teach a whole week worth of material before this break and now have a new week to teach in another 2 day

week. If it was lined up with the school calendar more carefully, that would help!

**283.** nothing

**284.** Format

**285.** What in the world is a solution-seeking feedback form?? My concern is with the CBA quality. I serve on the district committee and have heard the necessary changes noted in our meetings. However, when we get the revised document, there are errors galore, making the time and sub money spent at the committee meetings, a wasted effort. I would like to see the revised copy--it's like someone is just getting by in their job in the admin building, not giving the quality that's expected of the teachers of this district. The way the test is testing the math is NOT the way our curriculum has developed math in first grade in the past. If we are going to teach math as a process, we need training and materials to do so. On our level, we have no CBA review sheet. I know from church in talking with children of various grade levels, the children themselves are stressed over CBA's--they couldn't believe my first graders were taking them, too.

**286.** As a teacher in Keller ISD for 12 years, I have never felt so hurried and scattered as I do this year. The pace and sequence of the new Scope and Sequence does not allow time for understanding of the concepts being taught. The lack of leeway and time to reteach concepts to struggling learners is giving me frustration as an experienced teacher. I feel supported on the campus level but not at the district level at all. The impression I get from the admin. building is that teachers are expendable---if we don't like it, go elsewhere- instead of working as a collaborative team to solve our curriculum crisis and make KISD the best district. Another concern is the CBA's. First of all, the quality and format in which it is given is poor. Our campus representatives are not being heard in the CBA meetings. Changes are made but the final document will have errors , more difficult problems, and are hard to read. Grading the CBA's is not fair to the students. It's supposedly a tool to be used by the teacher only to reteach when necessary for mastery.

**287.** PACE: The pace needs to be SLOWED way down because the students are not able to retain all the material thrown at them. I happen to have a class of low readers; so much of my instruction is teacher-led because they do not read on the textbook level ... if you can find the information in a textbook. We are told that we have a two week window, BUT THAT IS NOT TRUE IF YOU WANT YOUR STUDENTS READY FOR THE CBAs at the end of the nine weeks. If you get behind even one week, there is no time to catch up ... much less two weeks. What I have are frustrated students because I am constantly trying to get them to complete assignments because we have to hurry and go on to the next thing. As a teacher I feel I am NOT effective when I get the results of the CBAs and the students do so poorly. The pace has taken the fun out of teaching because there is no time for activities that allow students to think out of the box!!! It has really stifled creativity on my part as a teacher and the students' part because there is no time! I believe it is vital for students to be encouraged to think outside of the box and to use their imagination because at home there are video games and DVDs that just entertain them or are strengthening their eye/hand coordination not brain creativity! Because of the pace I cannot differentiate like I need to. I end up teaching to the middle of the road with the higher level students not being challenged as they could be and the lower ones in tears because they do not understand the material. THERE JUST HAS TO BE TIME TO RETEACH BECAUSE THEY ARE NOT GETTING IT, ESPECIALLY IN MATH! IT WILL DEFINITELY BE REFLECTED IN OUR MATH TAKS SCORES!!! As a third grade teacher it is like a death sentence to wait for our voices to be heard, wait for positive action to address the problem and in the meantime ... there is the Math TAKS which is one of the main indicators that gives our school and district an exemplary or recognized status. My school is a Title I school and my students do not have parent support and participation in their school work as with schools like Bette Perrot and Hidden Lakes. Most of my parents are just trying to make a living and keep things going at home as best they can. RESOURCES: Especially in science and social studies, we do not have the materials for the subjects we are teaching and the textbooks are not very good. I personally have subscribed to EdHelper and I share the materials with the rest of my team. I know many of us get on the internet to find information and ideas to teach a subject. The overall information provided students is anything, but consistent.

**288.** Our grade level would like to be provided a review sheet for the students before each test.

**289.** the Science curriculum does not progress in a logical order.

**290.** I don't know.

**291.** My disagreement is more with the social studies bundles because currently we don't have anything to go with besides the 5 keys of geography. This is so broad. The time for the lessons are also hard to judge. We had 3 weeks for Europe, however we have 9 weeks for Southeast Asia at the end of the year. With the science bundles, the kids were really interested in the periodic table, however we had only about a day to cover it. But the nitrogen and carbon dioxide cycles we had a week each to cover it.



- 292.** Align bundles with state curriculum. Adjust themes so that they will work....Example: Fall leaves should not be introduced in Aug/September. Thanks!
- 293.** In relation to materials, it would be nice to have a subject curriculum (math, for example) that went with a specific program or textbook. The math curriculum does not follow any materials that we have and highly lacks a good structure and order that is essential in being introduced to math concepts. For example, since when does addition and subtraction get taught before whole numbers and greater than/less than? I know that certain programs like Everyday Math strongly focus on the concept of numbers before even touching on addition and subtraction. It would be nice to have a program with constant spiraling review to reinforce concepts.
- 294.** I feel that when given a new curriculum, materials should be a part of the package. It is so confusing to try to use the Silver Burdette Ginn curriculum that we already have. It's not in the same sequence and I tend to use it to supplement the math curriculum. To me, that is a waste of money. The materials given to us should compliment the curriculum, not make it confusing where it takes more time to plan.
- 295.** The curriculum making sense and being sequential. Being able to teach what my students are weakest in and staying with it until I am sure my students have mastered it.
- 296.** I have never been in a district where the curriculum is so talked about, yet guidelines are so general as to how, or what to use when teaching it. I feel very "on my own" when finding things to teach the bundles. I'm pulling from several different books/resources to try and incorporate all that is being asked of me. I would enjoy the actual teaching materials to be at my fingertips instead of searching for things to cover all my bundle areas. District wide teaching utility would be nice. :)
- 297.** Give us a curriculum that is more flexible and ensures mastery for early childhood education students instead of skipping around and rushing to the next topic.
- 298.** The CBAs match each 9wk curriculum. Teachers get the CBA at the beginning of the 9wk period to go over the test and make sure all areas are covered in instruction. Resources and materials are provided for all expectations that are included in the curriculum. A better aligned wee-to-week timeline included with the curriculum bundles to ensure appropriate time frame with instruction.
- 299.** Clear specificity in the sixth grade SS bundles that align to vocabulary and content assessed in the CBA.
- 300.** Resources to teach Language Arts
- 301.** Grammar needs to be put together in a way that shows a logical order to introducing important concepts. It would be nice to have flexibility with when (within the nine weeks) we teach the content that we are supposed to cover. With the Social Studies curriculum I feel like there isn't much time to go in depth with anything. The projects I have successfully used in the past are unusable now because I do not have the needed time.
- 302.** More support related to special education classes and students.
- 303.** I wish we had more resources and materials to implement the curriculum.
- 304.** More direction on how the bundles should be used within a special education classroom.
- 305.** Kindergarten is in need of a Science and Social Studies curriculum textbook. We have math and language arts. Some of the units need to be more than one week. The children are grasping some knowledge, but not in depth, concrete knowledge. I believe the curriculum moves too quickly.
- 306.** clustering objectives that create a vertical alignment
- 307.** To have appropriate pacing of materials and make sure that students are grasping the information being covered. We have to be in such a continual hurry that many times I feel very ineffective and scattered.
- 308.** Pacing and sequence of some units are not logical in the documents. Students need to know what makes up an Atom so they know and understand what you are talking about when you say that electrons are being carried in electrical energy. We also need to know about potential and kinetic energy.
- 309.** I want the freedom to teach the way I was used to. I miss the flow. The 1st semester all I did was jump from one area to another. I knew what worked for me as an experienced teacher. I have completely lost that "knowing."
- 310.** What is the Solution-Seeking Feedback form? I haven't seen it.
- 311.** We need materials to teach the science curriculum.

- 312.** One week is not enough time to successfully teach a unit of study....especially in a 1/2 day K program. Planning takes hours every week, and then the unit changes. Planning would take less time if more examples were given, sources, etc. We also need a science and social studies curriculum.
- 313.** Change the sequence of events
- 314.** I am so disappointed with the new curriculum! I agree a little "tweaking" is beneficial, but I felt that my students were successful with the previous curriculum. The bundles leave NO TIME for reteaching, reviewing, or addressing small group concerns. It is so ineffective and such a waste to blunder ahead with more information that is relying on previous knowledge, when so many students have not mastered the week's lesson. Very frustrating. As far as the CBA's for elementary children, once again....very useless. They are spending more time every years TESTING....but not LEARNING. In addition, these tests are such low quality that we give each student "fake" scores...with the "handicap" points added on the conversion chart. This is a huge concern, because I feel that when the students take the TAKS test, they will have the same frame of reference when they come upon a puzzling question. Will they repeat their thoughts as one did during the last Social Studies CBA....he asked if "they" will add points to his score due to the poorly written test question. He expects to do well on his work...every day...but remembered the last CBA test scores when he got TWO scores. VERY CONFUSING and wasteful. Just let us TEACH our students as we have been...after much thought and planning. Trust us.
- 315.** I would be more satisfied with the scope and sequence if we were allowed to teach Science and Social Studies in three week intervals instead of teaching both subjects in the same week. Language Arts is difficult to comprehend and I've been teaching eleven years.
- 316.** Providing ample resources to teach the curriculum.
- 317.** I think there needs to be more time to teach the material. My kids do not necessarily grasp all of the material before it is time to move on.
- 318.** The one thing that would have increased my satisfaction the most would have been if this were a pilot and trial year to work out the kinks, such as labeling the bundles all by week,the quality of readability, weeks counting for two days, testing not flexible with time, however, teaching flexible.
- 319.** We need more time to teach certain objectives and the resources to do so. I would really love some teaching ideas and/or lesson plans for objectives!
- 320.** Vocal/choral music curriculum is presently being written.
- 321.** Textbook that would reinforce and present ideas in an understandable fashion and would give resource materials for teachers to use with all level learners.
- 322.** I am a PPCD teacher and teach from an IEP therefore, I do not think I should give an opinion of the curriculum. I do team planning with "K" teachers and I do have a major concern that a specific phonics program is not being utilized across the district in "K". It appears to me that "k" teachers are left up to their own creativity to come up with phonic lessons. There are so many wonderful phonic programs and it would be easier for the teachers and the lessons would be unified district wide if a specific phonic program was utilized. I am personally still using Saxon Phonics with my "K" special ed. students and am very pleased with the results.
- 323.** I would appreciate the fact that I was hired as a professional & capable of planning lessons that made more connections with students than what these bundles allow. Often, what's happening in science correlates in no way, shape, or form to what's being studied in math, social studies, or language arts. Many parents have commented that even though their child is doing well grade-wise, they're just "not getting it" as well as they have in past years. I feel much of this is because they aren't able to make the connections across the content areas as they were able to in previous years. Also, as far as having the "freedom" to choose how I teach the bundles...yes and no. I have some freedoms, but since page #s, videos, united streaming, and other resources are listed, I do feel somewhat limited. If I feel a topic is better covered by different page #s at that particular time, I'm unable to swap lessons for a different time or I'll not be following the bundles appropriately. That aspect makes me feel very limited in my teaching strategies.
- 324.** Extension of time...not tied down to a weekly time period. I also think more freedom of choice in how I teach the bundles would be beneficial. I think the resources available to use are minimal and make my job much more difficult!
- 325.** More flexibility with the order and time frame used to teach the TEKS. The structure of the bundles doesn't allow us to be as student centered.
- 326.** The documents should look alike for each subject level...for instance, the social studies is grouped



- differently than other subjects. This makes it more confusing.
- 327.** I believe a review of the sequence of the curriculum is needed.
- 328.** The ability to use my professional judgement as to when and how the material would be best presented for maximum learning to occur.
- 329.** In some areas such as social studies and science, it is extremely difficult to have the time to cover the material in the depth that is specified by the curriculum. Also, especially in the social studies, we do not have adequate resources to cover the curriculum.
- 330.** A written curriculum...
- 331.** More input into the bundles from a wider variety of Social Studies teachers. For example, with the final CBA during the second 9 weeks, our one allowed representative was an A.P. teacher who didn't even teach the bundles. So, she was unaware that teachers had committed to teach up through World War I in the first 9 weeks and that the second 9 weeks/Semester test should cover only material from 1919 forward. Unfortunately, there were at least 5 questions prior to that timeframe. We told our students to review and prepare for post-World War I to the present. I felt that was unfair to the students.
- 332.** having a curriculum document that is actually readable and usable; a new teacher would have no clue as to what to teach having more flexibility in sequencing
- 333.** The Scope and sequence is not logical. It skips around too much and the benchmarks do not reflect state assessment criteria, therefore these maps are faulty and should be changed. If you want them to be effective make the user friendly. It seems that all they did was pile on as much as possible in hopes of teachers covering everything...all it is doing is overwhelming teachers because we think we need to cover everything. Example is language Arts... it seems all you did was place random suggestions and expect us as teacher to do everything in one week... ridiculous.. no wonder these kids are not prepared for school or college ... you are not letting us teach them... you are micromanaging us thus causing us to not look at the needs of our students, but rather follow a map that was designed by someone that is not in our class and does not know how kids learn or how behind or ahead they are. It needs to be changes and aligned with the adopted materials this district has or adopt new materials that will align your maps to our teachings.
- 334.** The sequence and pacing do not allow for much integration of subject areas, and it does not have the flexibility necessary to teach first graders.
- 335.** If the bundles remain the same, it will be easier to teach from next year. I do think we need to keep in mind the "creative edge" that comes from teaching---we would not want to lose this in our district.
- 336.** I don't like the textbooks that the district uses. Not enough resources for teachers. Bundles are too vague, and they need to be very specific and give way more resources for teachers to use, so the classrooms can be more successful. CBA's are not a valid tool to be using because they don't match up with curriculum guides used.
- 337.** This new curriculum should have been piloted and adjusted as need before testing on it began and I would like to be treated as the trained professional that I am and be allowed to make decisions regarding time allotment, sequence, pace, etc.with regards to the makeup of my class so as to ensure that my students are not just being introduced to everything but that there is mastery as needed and required by the state. I would like to have all the resources available that are listed in the bundles. Too much time is being spent on testing and not enough on teaching. If a timeline is given for administering the CBA's, then ALL schools should follow the exact same timeline. We are setting the children up for failure by giving them a test over material not possible to cover in the allotted time and then converting the actual score to adjust for the test. The TAKS test scores are not adjusted and converted. I am expected to teach a weeks worth of material in two days when we have short weeks. There have been no provisions made to allow for special programs, field trips, etc. These are elementary children that I deal with and they can only be pushed so far. When there is not continuity to the curriculum and NO time to reteach or discuss, the children can be easily confused or not totally comprehend. This whole experience is VERY FRUSTRATING and makes one wonder why I should continue to put my students and myself through this. Change is not the problem (even though many in the district say the teachers just don't want change)it is the way the changes were made and not trusting the professionals they have hired to be responsible enough to implement the changes in a TIMELY manner.
- 338.** I teach Life Skills. I do not use the bundles, but if I did I do not have access to the same curriculum as a regular ed. teacher. We need some lower level textbooks for our classrooms.
- 339.** a little more flexibility in time frame

- 340.** The pace does not allow for short weeks, time lost to CBAs and TAKS Benchmarks, and reteaching. I answered no opinion to the freedom of how to teach response as I feel a lack of choice due to the pacing or the need to be within a week of the timeline of the scope. Some of the subjects are more difficult to follow in the format (like LA) than others. We do not have adequate access to subject resources (or money) to teach as we spend much of our own money and time looking for information to supplement what we are required to teach. The science text is not utilized well. The CBAs should be discontinued. We are testing too much at the elementary level. What are the CBA review sheets in question 11? I have not seen any of these. At the elementary level we need integration between the core subjects in order to teach everything required well.
- 341.** Funds for purchasing additional curriculum and resources to help aid lessons.
- 342.** The district's curriculum is not the problem that needs to be addressed. The old curriculum was never broken and did not need to be replaced. Our audit said we needed to make corrections, but we have thrown the baby out with the bathwater. The new scope and sequence has created more problems than it has fixed. Teachers are being put into a mold and not allowed to be individually creative. There is unneeded pressure to make sure you're on the exact place in your lesson plans and that those plans are in perfect sync with the scope and sequence. The message we are getting is it doesn't matter what you teach as long as you document things correctly, have the right posters on the wall, and use the right verbage. None of these things inspire kids or improve our curriculum. You might as well give us a script or replace us with robots. To do what you ask diminishes our output and fails to treat us as professionals. If we question the course we are on or try to give the correct feedback we are threatened with the words, "If you don't like it find somewhere else to work." Even this survey is a sham, because it does not ask the right questions. But in the outside chance that someone may actually be listening the state of affairs in district is poor and morale is low. Please act now and try to change things at the top, because we feel frustrated and can't seem to get administration to listen.
- 343.** There is no district curriculum for foreign languages
- 344.** Make the CBA an assessment tool-not an actual grade.
- 345.** The time line is not flexible so that subjects can be integrated. Everything in the elementary level is taught in isolation, and there is not enough to teach quality to all four areas. We are testing the students too much. The scope and sequence doesn't go with our calendar. Sometime we have a weeks worth of material, but we are in school just two or three days. Plus you have to cover the ninthe week early, so it is covered beofore the CBA. So you end up teaching everythin in 8 weeks not nine.
- 346.** In the first grade language arts curriculum; more specific skills, and materials need to be listed. Phonics is a key to teaching reading. Phonics needs to be included in the Lang. Arts curriculum for first grade.
- 347.** The sequencing in Math is confusing. Also, a district wide text book adoption that follows KISD scope and sequence would be very helpful. As it is now, teachers are jumping around the current text (if the text can even be used) and are having to mostly find other resources to teach Math skills. A standard resource(s) across the district would be more effecient.
- 348.** Resources such as websites, labs, and assessment materials to go with each bundle.
- 349.** I teach special ed and follow my student's IEP's.
- 350.** In response to the items in question number 3, I strongly disagree with most statements made. I find that looking over the statements I cannot seperate just one statement that would increase my satisfaction with the implementation of the new curriculum or the CBA's that follow every nine weeks. The whole experience has been TOO time consuming and overwhelming and highly underplanned BEFORE being put into use. The word pilot comes to mind here...why didn't we???? Before I have time to scrutinize and then plan what and how I will teach, I am already having to teach it and test it. The pace is rediculously TOO fast! I am spending everyday, in every subject, jumping from one thing to the next, moving on to something new the next day...no days for follow up practice..no review..no time for mastery of anything...no allowance for short weeks, holidays, or even getting a class going at the beginning of school. Look back on that first week bundle to get an example of just how rediculous things started this year. This is a very forced and uncreative learning experience for children to be expected to thrive in. I have had many parent complaints about the pace I am expecting students to keep up with. I feel there is absolutely no freedom or creativity in my job anymore, only the threats of walk throughs to check up on me to see what I am doing wrong.
- 351.** There needs to be time for review and testing. As it stands, there are no "cushion" times. The way the bundles are set up now even the CBAs aren't a part so we have a week's worth of information and only two days to teach it. There has to be built in cushion days!!
- 352.** Allow more flexibility in pacing. If my students do not understand a concept, then I need to be able to

make the professional judgement to spend more time on the concept. Now I feel forced to stay with the scope and sequence.

- 353.** Would like to see higher level administrators and coordinators show growth by refraining from giving "canned" and/or often unresearched answers and/or blaming previous administrators when asked to clarify or interpret KISD policies which are related to state and/or federal laws or guidelines. Please, "The right hand needs to know what the left hand is doing!". Those who lead need to adhere to the same rules as those who follow.
- 354.** I would like to be given more Algebra worksheets that are designed for the bundles. For next year, I would like to see the bundles closely related to the text book that will be chosen.
- 355.** Curriculum should have a 3-4 week window to teach objectives. There have been shorten weeks and it is impossible to teach all subject matter listed. A teacher has to cram the curriculum and then move to another skill when they are not ready to have their classes to move on to another skill. The loss of freedom to do in my classroom as I see fit, has made this year my most unhappiest in my career. I long for the days when I loved my job.
- 356.** More Lesson plan ideas or examples
- 357.** Pacing of Math objectives needs to be addressed. Students need more time to practice one skill before moving on to the next. Also, the curriculum is written for nine weeks of instruction. One of those weeks is actually used for testing. My team of shares Teacher Editions in all subjects. Each team member needs a complete set of TE's including supplemental workbook TE's.
- 358.** In Math I would like to see more time spent on each skill to deepen the students' understanding. I feel like the pacing sometimes forces us to "skim the surface." I would like more books/resources for Science and Social Studies content.
- 359.** Resources to teach content AND revision of math sequence on maps.
- 360.** I need materials to teach with in science and social studies. Most curriculum isn't in our textbook. I'm also lacking some math materials that I need. Language Arts textbook is too difficult to follow. It is too unorganized and I have to pull from other resources.
- 361.** The pace at which we are required to cover most of the material is entirely too fast paced. Too many children are left in confusion as we are required to move on to the next bundle of information! We are teaching way too much material too fast! Also, if teachers are expected to include technology in the classroom, then the district must provide the materials and equipment for each teacher to do so without expecting the teacher to comply without providing the needed equipment and materials.
- 362.** Time is the one thing that would increase my satisfaction the most. The curriculum is overwhelming and I don't have enough time to learn, plan, or teach it effectively. It moves so fast, the students don't have time to fully understand what they are learning.
- 363.** More time to change over to the new curriculum. The order should make sense and allow student learning to be effective. I believe the order has made learning ineffective because of the quick pace and not allowing time for re-teaching harder topics.
- 364.** more time- more resources, and less data to comprise and analyze
- 365.** I am satisfied even though I think it is still a work in progress.
- 366.** Allowing us as professionals, determine when to teach the topics per quarter (with quarterly goals designated by the district)...to allow for differentiation and re-teaching.
- 367.** I teach Resource and I use the bundles as a reference tool.
- 368.** We need more time for children who are not mastering or even understanding certain skills; Some of the bundles give us too much time for certain material and not enough time for others. I am not sure that I am effectively teaching my students because I am trying to stay on track w/the scope and sequence.
- 369.** Quit trying to teach to the TAKS, instead concentrate on teaching the subject areas and students will enjoy learning, develop thinking skills, and will pass TAKS because they want to learn. Let teachers be professionals and students be individuals, not robots.
- 370.** More resources, a more logical order of TEKS/content
- 371.** The older campuses are lacking many of the materials and manipulatives needed to fully teach as the documents suggest!



- 372.** I would like to be able to download more at one time. For example, Being able to download the entire Kindergarten year with one click, all bundles all content areas at the same time.
- 373.** I would like a more usable lesson planning template related to the bundles. I also would like the English Language Arts returned to a genre-based curriculum, which would enable the cross-curricular teams to work together better.
- 374.** The freedom to ensure that the students have acquired a given skill/ concept before moving onto the next concept. As it is now there is NO time built in for reteaching and then reassessing whether or not the students understand and can apply their knowledge before the next skill is to be taught.
- 375.** More supplies (textbooks, etc.) to supplement curriculum to teach-textbooks are outdated due to new curriculum
- 376.** More time allotted to teach the curriculum
- 377.** I believe that schools that are low performing should be required to follow a uniform curriculum. This program should have been piloted and revised before implementing to all campuses. Bundles do not give enough time for instruction, holidays, testing, or review.
- 378.** Better pacing in the guide and better sequencing of the things that are taught.
- 379.** More input from teachers and less pressure for the rigor of the change
- 380.** The pacing and order of the bundles need to be realigned.
- 381.** Sequencing the bundles in appropriate order and allowing more time for reteaching.
- 382.** The curriculum should have been a well piloted program. The bundles do not allow for review time, short teaching weeks, special programs, and testing. I spend an enormous amount of time looking for teaching resources that will aid the curriculum map. At times there are not textbook correlations for the subject area, and some of the suggested materials are not available. I feel that the pacing of the curriculum is so fast that we need more resources at our fingertips. The handicapped score on the CBA's give the students a false sense of security (they now think that they will get extra points on the TAKS tests this year). Also, other schools have reviewed the CBA's prior to being tested, we do not get to do this. I understand the reasoning for the CBA testing; however the tests are not formatted properly. Even though adjustments are being made to the tests, the tests are not an accurate measure of the student's progress nor does it give me an idea of how they will perform on the TAKS tests in the spring. I feel that testing in Science and Social Studies is wasted teaching time, especially since the tests are invalid. This is my sixth year as a teacher, and my first with Keller ISD. I absolutely love working here; however, the curriculum has been an overwhelming addition to the amount of work on everyone's shoulders. I feel that I am a great teacher who has had wonderful TAKS scores in the past, but I am very nervous about not having any control over my student's learning because of the bundles. I have placed everything in the hands of Keller ISD Curriculum Maps because I am afraid to NOT follow the maps. I understand this is something that we have to do; however I am extremely concerned.
- 383.** The curriculum should have been piloted before implemented. The bundles do not allow for review time, short weeks, or testing. The CBA test is not appropriate for young students. Giving a 9 weeks social studies and science test (to be counted as 10% of their grade) is cruel when there is no review. It would be more beneficial to give chapter tests or 3 week tests. The CBA test are often hard to read and are not formatted appropriately. We are trying to prepare our students for TAKS and the CBA test are confusing to the students. Instead of helping prepare students for TAKS, I'm afraid these bundles and tests will hurt them in the long run. On question 11 it asks if the student expectation review sheet helps prepare the students for the CBA. I have never seen a review sheet.
- 384.** This should have been a piloted program that was well thought out. We needed time for review and testing time included in the bundles. We should not be testing right before a holiday. The tests were difficult to read because of the light ink they were printed with. Students complained because they could not see the print on the page. Students get used to having a handicap score on the CBA. Now, some students are asking if they get a handicap score on TAKS this year. I am afraid we are giving them the wrong message with the handicap score. If we are allowed to be a week behind in the bundles, it is not fair that we are tested over something that we have not covered. This should be taken under consideration when the tests are prepared. We have not had a review for these tests. Teachers from other schools have indicated that they had a review ahead of time, and some teachers have indicated that they have seen the test a week ahead of giving it. This is not fair! Our tests are handed out the morning of the test, and we sign for them just like we do for the TAKS test. Overall, the format of the bundles is very hard to follow. It would be nice to have a condensed format that is easily accessible.
- 385.** I feel that our effort to comply with the "curriculum" is counter productive to the child development that I

have always held important. We are so structured to the statistics and numbers, dates and deadlines, teks and taks that we always are looking for the deficits in the students learning. All that is to say that we know that success breeds success and we aren't really looking for the success, but for the deficits. We can't teach a fish to fly or a rabbit to swim but we can celebrate their talents. When a teacher loses the creativity and flow of the routine in the classroom and those wonderful teachable moments, because of the CBA's and the curriculum scope an sequence- by the way, being monitored significantly by the 3 minute walk thoughts - the gifts the teacher have to offer are strapped and lost in the shuffle. Not all of the new curriculum is bad, but there will need to be some major reviews needed in philosophy before I am sold on the usefulness of all of this "new" approach to an old art of teaching the very most important resource of our civilization - our children.

- 386.** If I was given specific materials and resources, I would be more effective in my teaching. Also, the pacing of the documents allows no time for review or testing.
- 387.** More time given to reteach some Teks and the layout of the bundles should be consistent between LA, Math, etc. Sometimes the layout is hard to read at a glance.
- 388.** Material being stressed on the CBA should be communicated to the teachers much sooner. (Or teachers who are teaching the material should be included in decisions on what is important and should be tested.) What I think is important and what the person who created the CBA think is important are very different at times.
- 389.** I would like more time to review certain lessons than what is provided in the bundles.
- 390.** The language arts scope/sequence is extremely vague and difficult to understand, as well as the fact that the curriculum must be better aligned across subjects to facilitate successful learning.
- 391.** Due to the fact that the bundles move so quickly and are so random in their order it is difficult for students to reach mastery or teachers to plan. To keep up in Math there are times you must pull things from several different chapters without ever completing the chapters. It is very difficult to hunt and search for the materials to use in math, science and social studies. Especially when everyone has to teach at the same time. We used to stagger lessons so materials could be passed around. Now that is not possible. Another problem is with student economic backgrounds being so diverse on the north and south side of the district, the needs and learning rates are not going to be the same. Some of the terminology on the CBA is "assumed" to be known by all students. This becomes a case for culturally/economically biased tests. Also, if the maps allow for being a week behind, then the CBA should not test the last week's concepts. AND, there are no time allowances for testing, parties, field trips or any other disruptions in the day.
- 392.** Having more flexibility and materials
- 393.** More re-teaching time. Some freedom for "fun" learning.
- 394.** more time/materials to intergrate language arts with sci/social studies
- 395.** The documents are extremely difficult to read and understand for ELA. I am frustrated every time I look at them. All of the information needs to be in one place, instead of scattered all over the document.
- 396.** nothing
- 397.** The organization of the topics in the bundles, especially science and social studies, doesn't flow smoothly or hang together. Topics are disjointed and isolated. I feel like I'm just touching the surface and not having time to go in-depth in many areas. The pacing is off. Some units such as "weather" in science go on for weeks when a week would do. Some other topics such as rocks which needs at least two weeks, is only given a week. Fixing these areas would increase my satisfaction.
- 398.** Slow down!!! Give me time to teach some depth.
- 399.** I like to see things on paper, also. Our budget does not allow printing of these unless we purchase a cartridge ourselves.
- 400.** more supplements for review & reteach
- 401.** We don't teach with the bundles, but I believe there needs to be more communication with the other schools in the district concerning how the curriculum is approached at taught.
- 402.** The pace of the curriculum is too fast to thoroughly teach the students. Key elements often need more time for students to grasp. The sequencing of the curriculum often does not make sense. The bundles are difficult to read. Too much is repeated over and over again.

- 403.** Flexibility in working with Pre-AP students.
- 404.** I do have the resources I need, but not the time I need to re-teach.
- 405.** Once I am able to understand what each bundle wants me to teach for that week (form is difficult to understand), I do not ever notice that there is time allowed in the bundles for reteaching that is necessary for many individual students. It is so fast paced that I feel rushed to complete the weekly bundle and do not have time to go back and review weak areas in the instruction.
- 406.** English Language Arts needs more flexibility in the sequencing. Working within a 3-week window rather than a 1-week window, for instance, would greatly help with availability of resources.
- 407.** The integration of the scope and sequence in a more logical timeline for retention of information and skills by our students. It seem a little choppy jumping around to skill and not allowing the last phase of bloom's taxonomy in their learning for future retention.
- 408.** The curriculum bundles and the documents themselves do not allow adequate time to teach to mastery. They also allow NO time for reteaching after the CBA's, instead the curriculum continues to march full steam ahead. There is no time built into the district's curriculum for things like 2-day weeks, reteaching, assemblies, early release days, or, frankly, time spent getting to know and bond with your students. The pace of the curriculum is ridiculous, not to mention that none of the individual subjects are integrated in any way, shape, or form. The separate subject curricula should be compared/contrasted with each other so that they may be integrated and TEKS for more than one subject may be taught at the same time. One specific example is natural disasters (social studies) and forces that change Earth (science). Why not teach these at the same time? I don't believe integration of the different subject areas has even been thought about at all.
- 409.** Ability to pace my own classroom versus having to be on the same thing as everyone else. Not all students learn the same way or at the same pace.
- 410.** I believe that the bundles are good in theory, but clearly needed piloting. My colleagues and I have little opportunity to bring our own gifts/talents to the classroom because so much has to be covered in such a short amount of time. The skills are not sequential and do not build upon themselves in a coherent way. The pace is too fast; leaving little time for re-teaching. No time was allotted for the CBA's or for the State/district testing in the bundles. A teacher is expected to administer CBA's, DRA, & TPRI assessments, as well as, cover the curriculum at a ferocious pace. The children are the ones that fall short here. No consideration is made for school programs/assemblies and other "incidentals" that help in creating the "whole student". While I believe in data-driven instruction, entirely too much time is spent testing and not enough time is spent teaching. I am saying this as an educator as well as a parent. I, like every parent in the district, want to be assured that my child has had ample time to imbed skills that are fundamental to his/her academic success.
- 411.** The pacing and ordering of the bundles do not make sense for a Pre-AP classroom. Many of the skills must be taught before they are encountered in the bundles so students can deal with the literature they are reading (or have already read). Some of the bundles are tied so closely to the literature that (due to book number constraints), it is impossible for all of us to teach them in the same week. It is also relatively unreasonable to expect us to write papers and do research on a specified timeline without regards to our reading timelines in class or library access. As English is not a linear subject, but rather a cumulative one, we hit multiple TEKS daily, regardless of the bundles, so it is also ridiculous to expect us to record all TEKS daily on our boards. Also, what exactly is a "Solution-Seeking Feedback" form, where do we get them, and if they are intended to provide a forum for feedback, someone should do a better job of informing teachers of what they are and how to use them.
- 412.** We need to be more realistic about the amount of material/content to be taught in a 9-week period. There is simply not enough time to conduct labs, work on implementing skills & presenting new material. Moving so quickly has taken the joy out of teaching!
- 413.** Pacing, having the flexibility to take more time to ensure the students master a concept fully before moving on without the fear of being so far behind you can't catch up. I feel like we would like to teach to a deeper level, but we are now covering so much material that we are unable to really sink deep into concepts.
- 414.** The bundles should have been piloted first. There is little or no time to reteach, they are not developmentally sequential, and do not allow the teacher "freedom" because so much has to be covered. The bundles are "one size fits all" for the entire district. We are spending way too much time testing children this year.
- 415.** The resources available at Fossil Ridge are not reflected in the document.



- 416.** Having more materials and resources that follow the curriculum map
- 417.** I wish that I could have more freedom in regards to the themes I want to teach. I would like to be able to choose what themes I use according to my class' needs. What might be appropriate for one group is not necessarily appropriate for every group. I just think that we as teachers should be trusted more, and given the freedom to do what we do best- teach our students according to their needs.
- 418.** The pacing of the bundles is not appropriate for the lessons to be taught. Having one week for a subject area is not enough for some themes set in the bundle.
- 419.** Allow more time on some topics - mainly equation solving.
- 420.** The pacing of each week is too fast. We need sometime to go back and reteach some of the new units that were introduced. Allow reteaching to be done at the end of every nine weeks. Also, allow for the report card assessments that are taking place during that nine weeks. Knowing that there are only 15 questions on this survey and knowing that after I click next I can't come back to this page I would like to comment on the CBA testing. I believe that this can be used as a guide for the teacher to help guide in her/his classroom instruction, but I do not in anyway see that having it reflect any part of the students grade can at all be fair for any student in Keller. As teachers we are just now learning what is expected from us on a day by day basis. Keller ISD can't give the teachers here time to learn the scope and sequence without handing them something else to do that will only take a "minute" but promises to be a better tool(How many times have we heard that this year?). Be secure in what your expectations are and then give us time to learn what it is you want from us. Everyone is throwing out change and the true question is, is anyone's right hand meeting with their left hand? CBA testing was never designed to be apart of the students grades but rather a guide for the teachers to use when reteaching. My advice to the administration and board, SLOW DOWN. Change is good when you give people enough time to make the change. What happened to the districts expectations - Listen to and respect the opinions if others; work toward consensus. Only make promises that you can keep. Have fun! Take a closer look, find the areas that need to be changed and don't be afraid to admit that mistakes were made. Honesty has been and always will be the best policy!
- 421.** Resources and curriculum to teach the new topics we are required to teach--Especially resources that would allow us to integrate the subjects more so that we are not skimming the surface of everything we teach!
- 422.** I feel that some of the themes chosen are inappropriate for Kindergarten-age children as they are not engaging, nor important to their lives. Some themes such as "Acorns and Walnuts" are too specific and relatively boring. As a special education teacher, I feel that the district bundles are not learning friendly to students that have special learning needs. There is not enough allotment for re-teaching, relearning and modifications. Because the district is making it harder for students to qualify for special education services, these children are left in the regular education classroom with minimal support and expected to meet standards that they physically can not meet without the proper support. I understand that the district is trying to provide students with a less-restrictive environment, and I am an inclusion advocate, but you must have a special education teacher or assistant in the regular education classroom in order to provide the necessary support for students with special needs. One teacher can not possibly be expected to have 22 children including some with learning disabilities and have all the children meet the expectations set by these bundles. A child with special needs that goes unidentified and/or without the proper support is a child that will grow up hating school and learning because it is too hard for them. These are the children that find solace in gangs and violence or end up on welfare because they never were able to acquire the skills to help them lead an independent life. I do not believe that all special education students must be served in self-contained classroom (although children with severe learning needs do benefit from a smaller group and quiet workspace). I think that it is very possible to serve students with learning disabilities and mild mental retardation in the regular education classroom if it is properly supported. The new district curriculum and policies on testing are not meeting the needs of all the students in Keller leaving the teachers feeling helpless and hopeless because watching even one child struggle is heart-breaking.
- 423.** I think that the sequence of the material to be covered should be improved or looked at more closely to see if the sequence is accurate.
- 424.** I am completely happy with the curriculum.
- 425.** Remove bundles...it's a good idea in theory, but it clearly needed to be piloted and adjusted where weak.The teacher does not have the freedom to reteach where needed, because so much material must be covered.Age appropriateness is not always considered....skills being introduced too fast without an opportunity to build a strong foundation. The students are stressed as a result of the fast pace.
- 426.** I teach Pre-K so much of my thoughts are from the teachers that use these bundles. It seems to have

created a lot of concern, disappointment, and stress from an otherwise group of teachers filled with pride and enthusiasm. Our district is such a source of pride for all of us I hope things can be improved for the good of everyone.

- 427.** Drastically slow the pace of instruction to allow for reteaching, practice and mastery of skills.
- 428.** The curriculum bundles should be piloted and revisions made BEFORE they are forced on teachers throughout the district. To always be in sync with the bundles disallows teachers the flexibility needed to review/reteach to ensure students reach mastery. The CBAs test information that has not always been taught (when a teacher is "legally" one week behind, the student suffers the consequences) The CBAs should be used as a tool to find where the student needs more instruction, not as a grade. The testing (CBAs) interferes with time that could be spent reviewing information and helping students actually master essential skills. Teachers are spending hours and hours trying to prepare lessons based on the curriculum bundles, and are feeling like we are reinventing the wheel, or fixing what was not broken. Teachers are not able to teach life skills and utilize "teachable moments" in the classroom for fear that they will get behind on the curriculum. The curriculum seems to lack a logical sequence in many areas, and are often developmentally inappropriate. A student (or class or teacher) should not feel forced to move on to the next concept when the first concept has not been mastered at an appropriate level. The curriculum is one-size-fits-all, but as we know with little human beings, one size NEVER fits all, and teachers should be allowed to use their professional disgression when making decisions about when to teach certain concepts--a document should not be the end-all/be-all for the education of our students.....it should be the educational and experiential needs of our students that should drive our teaching.
- 429.** Enhance the communication between the KISD Curriculum Department and the teachers teaching the bundles. Many times information is lost between the administrators and department chairs before it gets to the teachers.
- 430.** A more realistic pace.
- 431.** More time for each bundle.
- 432.** There needs to be a more realistic pacing and sequence for the math guide. Not all Keller schools have students from the same socio economic status. Thus many of my students have little or no exposure to what numbers and letters even are before kindergarten.
- 433.** As a resource teacher, it is very difficult to know how best to even try to utilize the bundles. Although it seems their format and information would be very beneficial for the general classroom teacher, I would like to see much more support and directional help for special education teachers as well. There has been much confusion among specialist throughout the district as to how to use the bundles with students who by nature will take more time to master concepts, and who may not need all of a bundle on a lower grade level for skills already mastered. Of course, we improvise, keeping focus where it should be on the students' IEPs, but more support for special education teachers would be wonderful.
- 434.** More specific page/book/chapter references in each bundle in all subjects, (Health, Psychology, etc. have no bundles.)
- 435.** I would like to have the appropriate resources to teach the themes and units. We don't have books, manipulatives, etc.
- 436.** I would like to have the ability to change the order of the bundles within the nine weeks to work with the limited resources we have in the department in regard to novels and availability of the library and computer lab.
- 437.** Throw out the bundles--in theory good idea but it clearly needed piloting. The teachers don't really have the "freedom" because so much has to be covered. We need to be able to have time to reteach. Needs to be age appropriate. Skills build upon skills - late work needs to have consequences. It doesn't teach the students any responsibility and also hurts the students that work hard and turn it in when it is due. Also, the work is too fast paced don't have time to make sure students understand. Bundles are one size fits all for entire district -- not realistic - students stressed over/fast pace of bundles. No time allotted to give all other "testing" interferes with "Bundles".
- 438.** The pacing and level of specificity of the Social Studies curriculum turns this exciting material into something more akin to cramming details than exploring big ideas. Whereas we previously were able to integrate Language Arts and Social Studies, I now feel as if Language Arts gets short shrift in the drive to get bits of information in students' heads. I'd like to go back to using the "such as" statements that are part of the TEKS in favor of the District initiated "including" statements that seem to make the details more important than the big ideas. I think teaching the big ideas in 5th grade would be of much greater help to students when they finally take the 8th grade TAKS test because they will have learned to love

history's excitement and the details that they learn in 8th grade will have a schema to attach to in their emotions; developmentally, students are not

- 439.** To see that suggestions and adjustments to the curriculum are actually done.
- 440.** Slow down the pace for first grade instruction during the first nine weeks of curriculum. Students are unable to master concepts because of the speed at which the information is coming at them.
- 441.** I cannot relate just "one thing". There are too many areas that need to be addressed. First of all, the bundles are possibly a good idea but clearly needed to be piloted first, not just "thrown at us" at the beginning of a new school year when a lot of good plans had already been made over the summer. Keller ISD has been very successful in the past several years due to the incredible dedication of its teachers. Why "re-invent the wheel"? The teachers don't have the freedom to teach everything they feel needs to be addressed (especially within the time frame allowed). They need to take time to re-teach and even though we've been told that we can be a bundle behind, that doesn't help when students have to take the CBA's that cover things that haven't been taught yet. CBA's should not be given the last days before major breaks due to other appropriate activities going on within the school. Having to complete a week long bundle (first week of school in the Fall, first week of school after Christmas Break) in 2-3 days is TOTALLY unrealistic. Bundles need to be age-appropriate (some of skills required are too difficult at the beginning of the year and skip around a lot so there is no logical sequencing). Skills build upon skills but the pace is too fast. Bundles are "one size fits all" for the entire district--not realistic. Students are stressed over fast pace of the bundles. Parents have to deal with that stress. There are so many other "tests" being given (ESL, Bridge, TPRI, DRA, etc.) that it is difficult to stay on track with bundles. Keller teachers are professionals who want to do the very best for each of their students and, while the bundles are a good planning tool and a good way to keep track of the TEKS, the requirement of having to cover so much information within three week time periods is very unrealistic. Our students are not machines, they are individual human beings with a lot of other needs that have to be addressed in addition to the "Bundles". Thank you for your interest.
- 442.** The CBA reflecting the content of the 9 week cycle, without getting into the previous 9 weeks.
- 443.** I feel that in theory the curriculum bundles are a good idea, but realistically they are very difficult to implement. Teachers do not really have the freedom to choose how to teach the bundles, because so much information needs to be covered in a very short amount of time. Teachers are also not provided much time to reteach and review if necessary to assure that ALL students are understanding and retaining the information. The bundles are not conducive for students to build on previously learned information because the information they are expected to learn is not sequential in many cases. Students and teachers are feeling overwhelmed and stressed due to the large amount of information required to learn and teach in a short amount of time, and the bundles do not provide teachers time to teach important life skills and other information that may come up during the daily school day (conflict resolution, social and friendship skills, discussion of current events, etc). The curriculum bundles do not allow teachers time to administer state mandated assessments (TPRI, DRA, etc) because they are feeling as though they are required to follow the curriculum bundles for that week. The CBA's are not appropriate for our age level, the copies are not clear, the questions are confusing and are difficult to read, and have ambiguous answer choices. The one thing that would increase my satisfaction the most in reference to question #3 is to know where this curriculum was utilized before, its effectiveness in that district, and how we could improve its use and effectiveness in Keller ISD.
- 444.** I think that more time to process the entire year's scope and sequence would have been beneficial. I feel there are many teachers who do not have an idea as to how much needs to be taught for each subject. It is a tremendous amount! I have been teaching a long time in Keller and was never really made aware of all that needed to be taught in all subject areas. I think all teachers should have to go through the process of seeing how much is listed in the Objectives and Student Expectations. We need to have a better coordination between subjects (integration) to get everything done. There was not a lot of time to do this because of the timing of the release of the curriculum. (It was available July 18th. I start thinking about my next year long before that.)
- 445.** The pacing of the bundles.
- 446.** Being in Fine Arts, I have no "bundles" at this time. I'm allowed flexibility and creativity in teaching my classes. I am afraid, based upon what I've heard from other departments, that these positive feelings will change when we are forced to use "bundles."
- 447.** I need ALL the resources and materials specified to implement/teach the district curriculum.
- 448.** more time to teach thoroughly, and reteach when necessary
- 449.** I believe we have made our bundles TOO specific. When we were creating the bundles, we didn't know



they were going to be so heavily "enforced" (through CBA's) and so we added a lot of specificities, thinking they would be more like suggestions. Now we are unable to actually teach all of the specificities within the time we have in our schedule. Also, and perhaps most importantly, by being "locked" into the pacing and schedule in the bundles, I feel as though much of my creative control over my classroom has been taken away. The autonomy of being able to decide what to teach and how to teach and when to teach it was one of the main reasons I got into teaching in the first place. But now many of the things I like about teaching are rapidly disappearing due to the pressure put on us to follow the curriculum bundles. The bundles can be very useful documents--AS GUIDELINES--but they can be crippling when they are implemented as they currently are. In other words, I would love for teachers to be handed the curriculum bundles and told, "Here, these will help you plan your course. Use them in whatever way suits you best." But right now teachers are being beaten over the head with the bundles and told "DO THIS!"

- 450.** I would like to be able to access more than just 1 week at a time. As a curriculum writer, I do not feel that I get good feedback from the district teachers.
- 451.** Room for reteaching. Some of the bundles have so much packed into them that I don't feel I am being as effective as I want to be. When reteaching needs to happen or longer time for mastery, I don't feel I have time to do this.
- 452.** If I was trusted enough to gauge my own time schedule on what my individual students needed and not on what would be ideal. Students are all different, and each group needs a different amount of time to master a concept.
- 453.** I think that the district should have had piloted the curriculum bundles and had a plan on how to implement the curriculum bundles. That way all of the problems that are coming up would have previously addressed prior to handing it out district wide. I think that the way that this was handled has created a very negative feeling not only in the school, but the district wide pride that many teachers had. I also get the feeling that the district does not care about the how this is affecting the students and the teachers that they just care about how it looks on paper.
- 454.** Being in CTE, we don't have bundles ... this doesn't apply to me.
- 455.** Freedom
- 456.** Testing of the curriculum should have been done first, giving teachers that volunteered the opportunity to experiment and see if the bundles would work. Throwing us into the curriculum without having a chance to actually see if they worked was a mistake.
- 457.** The pacing of the bundles sometimes does not match up to the amount or importance of the information. Some historical events may need more time, while some do not justify the amount of time allotted.
- 458.** Less vague or broad descriptions of the specificity.
- 459.** Having a more teaching and learning friendly curriculum. Also allowing students to actually be "retaught" on materials not mastered instead of just going on to the next week or bundle.
- 460.** A slower pace for the scope and sequence and a better alignment between the subjects so that, integration is more of a possibility. This would aide my ability to manage my teaching time and increase the students ability to master concepts instead of a hit and miss approach that the curriculum pace is setting the students up for.
- 461.** Teachers are not given materials to teach what is in the bundles so we are teaching off the internet or buying all the stuff with our own money using our own time pay-free to do it. This makes me so mad. It is an injustice to teachers.
- 462.** The curriculum does not work in Special Edcation classes because of the various levels in each class period. Last semester I had 3rd, 4th, 5th, 6th and 7th grade level students in all 3 of my class periods. My previous instructions before the new curriculum was that I had to teach the students according to their IEP's. Now I am being told to use the curriculum and ignore the IEP's. I believe this is in violation of IDEA and could cause a lot of problems for the district. I have had parents calling and telling me that I was not following the students IEP. I was instructed to tell the parent that by using the curriculum I would eventually cover the students IEP. Since I only have some students for 9 weeks and others for 18 weeks, this is just not true. I hope the administration can clear up what Special Education teachers are to do. Do we follow IDEA or the district curriculum?
- 463.** It seems as if we are not given enough time to spend on certain areas in order for mastery to take place before testing.
- 464.** I would like to see the curriculum themed. In other words, what I am teaching in Math, LA, SS, or Sci



can all connect in some way enabling the children to make connections and get a better feel for what they are learning. The idea would be to create an integrated curriculum vertically aligning the subject areas matching subset skills within the same nine week bundle.

- 465.** I think just more time to effectively use the bundles will help.
- 466.** The pace is unacceptable and makes it hard to be an effective teacher. Kids are being left behind and I am tired of rushing through material. Also, the question that refers to teh CBS Review Sheet is invalid as the district has failed to provide one, ignoring all teacher requests to do so, stating as their reason kids are not allowed to see the TAKS before the fact.
- 467.** Allow teachers the ability to be flexible in the time frame (alloted time)based on how well the students are learning the information. In Language Arts, it would help to have the subjects broken into Reading, Spelling, Composition and Grammar. It would also be nice to have the ELA grade broken down this way as well. A review sheet for each subject area would be helpful. Have you thought about providing them?
- 468.** We need more time to teach certain objectives. The curriculum doesn't allow time to go back and reteach. We are not given time to teach the objective to mastery before it is tested on the benchmark.
- 469.** I do not use local curriculum but state curriculum instead as my subject area is not addressed locally.
- 470.** I would like to have the materials and resurces needed when specified according to the concept and unit of study. I would also like to have more input on what is placed into the bundles and when.
- 471.** This system compromises creative teaching and should be eradicated.
- 472.** Some of the materials suggested are no where to be found. Some are out of print. There should be a consistency in the 4 different curriculums. We have to many different formats. It is hard to go from one to the other.
- 473.** Since there is NO district curriculum for what I teach, some of the questions were hard to answer. I use the Lewisville ISD curriculum to teach my class. We are in the process of creating the curriculum for Keller ISD.
- 474.** For Math, the curriculum needs to provide more time for learning add/sub. It jumps around too much. The Lang. Arts curriculum should not be based on one reader--what if we change basals? It is almost impossible to teach Science and Social Studies weekly/daily and do justice to any of the content. I feel we are just "hitting and missing".
- 475.** The math bundles need to be reconsidered. Many of the skills have designated an inappropriate amount of time for instruction and student mastery.
- 476.** We need to integrate the Social Studies and Science curriculum at the elementary level so that we are not teaching both every day. We have so much to cover that it is not possible to teach every subject every day. We only have 6 hours of instruction time each day due to pull out programs, lunch, recess, and co-curr.
- 477.** I do not have curriculum bundles.
- 478.** The pacing is too fast in some areas and too slow in others. Science and Social Studies should not be taught at the same time. Students are not able to retain the information when they are forced to jump back and forth between the two subjects. The allignment is off. Specificities are usually too detailed.
- 479.** Need more time for average and below average students to process and master skills. Either all day K or freedom to slow down when the majority of students need additional instuction, more hands on or another way of presenting the concept. Students don't have time to absorb material and work/p[lay with it before we are introducing a new concept. Three week bundles wouldn't solve everything, but would help pacing.
- 480.** Since ELA teachers must schedule and share resources (novels, library, etc.), it would helpful is the bundles could be moved around within the nine weeks.
- 481.** I have not seen the solution feedback form. As far as viewing them online...they are too small to see without printing them. Hard copies should be provided BY THE DISTRICT so we may may notes on them. Thje campus should not have to print them.
- 482.** Rewrite curriculum with a practical approach.
- 483.** Slow the pacing down or test more frequently than every two months. For an eight year old to recall information on 5 subjects in the past two months is very difficult, even for a college student.

- 484.** I would like for my students to have mastery of the content being presented everyday. In order for that to occur, I believe students need to be placed in a course that will allow them to be successful. They must have the required skills from previous courses to do the next course. A lot of our kids are just trying to get through course after course because they never get to the mastery of the content. The students need to prove their competency with the material and to show their ability to use that content in real-life situations. I want enough time to get my kids to understand, rigorously do the work and to have the skills necessary to show that they have those skills down. I want my students to be fully capable of doing the work necessary in the next course. I believe our kids should have a process of showing what they can and can't do mathematically. We should place our students in appropriate courses for them to learn how to do the material that they don't have down and to expand upon the lessons necessary for them to do the next course. They must show ownership of the material.
- 485.** The curriculum moves at too fast a pace and there is not much time to reteach concepts that need to be retaught. I wish it was aligned in a different way to teach concepts at different times. Some of the concepts need to be taught at different times.
- 486.** Let teachers work on some things differently to provide a little creativity. This process has dumped any creativity.
- 487.** Freedom to teach at the pace my classroom needs
- 488.** The sequencing is fine in some content areas i.e. social studies. But math does not build on prior knowledge, it skips around in a manner that is hard to build off of. The ELA format is way too fast and provides no time for proper writing instruction if all specificities are to be met. Everything is touched on, nothing is in depth. How can we test for mastery, let alone expect mastery, when we are only given and allowed time to teach and touch on the basic principals of each TEK.
- 489.** Getting the first year of using these maps under my belt.
- 490.** I feel that materials need to be provided to the teachers in order to effectively teach what is expected. For example, in fourth grade science, I spend many hours looking for materials to use in teaching that I do not have. I have spent hundreds of dollars of my own personal money looking for such materials, as well.
- 491.** Having Math and Science materials on hand to help better teach hands on concepts.
- 492.** slow down the pacing so my lower leveled kids can keep up
- 493.** I would not make the bundles so quick. They also need to be vertically aligned so all grades are not teaching the same thing.
- 494.** The three week block for social studies is easy to use and follow. Language Arts is extremely difficult to get through and too lengthy. Math does not give enough time to spend on various objectives and shouldn't have so many weeks of review before the TAKS.
- 495.** I think the districts curriculum is a great idea; however, I feel I am not teaching, but just shoving information down their throats due to the fast pace of the bundles and information required.
- 496.** I had some issues with pacing and sequence....Not enough time for Geometry. Also, I think that it's not a good idea to teach fractions around the holidays...hard concept for the students to grasp and too much going on at that time of the year.
- 497.** The curriculum would follow the books better.
- 498.** Too much time is spent on certain topics and not enough on others. Also we do not have adequate materials to teach some of the science and ss topics.
- 499.** I believe the curriculum bundles should have been tested gradually by classroom teachers prior to being implemented. The district rushed into implementation and used our students as experimental subjects. The audit committee did not recommend all changes be implemented in one year's time. Changing the benchmark to a final may be a good idea eventually but does not truly measure the curriculum taught in its current form. Many things this year have been presented without thought to what its far reaching results would be in the classroom.
- 500.** The volume of material during the last few weeks of the second 9 weeks is overwhelming.

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Thursday, January 04, 2007

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What one thing would increase your satisfaction the most in reference to question #3?

501. I would like to have the flexibility to move at a pace within the bundles to effectively meet my students' needs for mastery on a concept without the fear of receiving a "not congruent" notice on my walk throughs.
502. I teach an elective so I do not use the curriculum bundles from the district.
503. More Reteach Time
504. Test generator from Educaide (Access)
505. Next year when we have proper textbooks with extra materials aligned to that book... that will increase satisfaction because right now there is not enough material/availability for the right lesson planning to go with the curriculum documents.
506. give more time for review. It feels like I have to keep pushing through things, when I know they more time on it, but I don't want to get off schedule and then they bomb the benchmark. Also, the benchmarks do not represent what was taught. I did 2 weeks on geometry, and not one question was on the benchmark about geometry when it was clearly in the bundles.
507. Some of the standards required to teach are difficult to plan for with the current teaching manuals that we have. Not all topics that we are required to teach can be found in the teaching manuals. I don't know if we need updated books or just a supplement, but either way, it would really facilitate planning and instruction.
508. I wish the quarterly benchmarks provided comprehensive assessment of the entire quarter's work.
509. The bundles are arranged to teach things so fast-paced that there is not any time to re-enforce your teaching, to re-teach or to take advantage of teachable moments. I think that we need to slow the pace down a bit to allow for these things to happen. Otherwise, we are simply shoving facts down our students' throats and no real "learning" is taking place.
510. Make the documents more user friendly (too wordy), make all content area documents look the same, in social studies perhaps follow the layout of the text (we really jumped around this last nine weeks) or get a better text.
511. Better scheduling of time to implement these things - this accelerated block schedule is too fast to do these bundles in the time allotted, and the 3rd and 4th nine weeks students will have more time to do the same material than the 1st and 2nd nine weeks students.
512. Better review materials for students prior to semester tests.
513. We are testing over TAKS objectives instead of testing over TEKS objectives as outlined in our curriculum



document and taught in our classroom. We have no input on how our students are to be tested at the end of the 9 weeks grading period. Our assessment is not completely in alignment with our lessons. If you insist on benchmarking, then at least have the decency to make half of the test benchmarking items and the other half of the test over the material we are really teaching. Everything we teach is not on the TAKS TEST! The assessment is entirely too long for most regular students to finish in 90 minutes. They are missing the last 7-10 problems because they are guessing since they know they are running out of time.

- 514.** If the district really wants us to follow the scope and sequence effectively with our students, they need to provide the tools in order to teach the children in a stress-free and happy environment-children learn better when their teacher is happy and loves what they are doing, the kids will too then!
- 515.** The sequence of teaching information is not sufficient. Prior to the audit, our building had a 96 and 95 % pass rate. This year, I will be anxious to see how we do. Also, this current sequencing does not allow for individual reteaching of concepts that a group may need.
- 516.** The district is using knowledge, data, and information without wisdom in implementing the District's Curriculum. I am not given enough time to cover specific content areas, and I am not given materials designed to cover specific content areas. I spend hours trying to locate materials to cover specific content areas. I am no longer able to use my judgement and wisdom that has been gained through years of educating children.
- 517.** Consistent math vocabulary used from Kinder forward
- 518.** I like the Physical Education curriculum that we are using at this time.
- 519.** We desperately need an aligned textbook and materials that would save time researching the type of questions (appropriate format) suggested by the bundles. I spend too much time copying, cutting, and pasting (with actual scissors and tape)!
- 520.** More flexibility. There need to be regularly spaced gaps for re-teaching/catching up. The documents do not currently allow for days of missed instruction, including testing days, field trips, assemblies, etc. They also do not allow for times when the kids just need more practice to "get it". In addition, the lack of resources in some areas make it necessary to share materials between teachers and campuses. As long as we are sharing resources, we cannot all teach the same thing on the same days. There needs to be enough flexibility in the curriculum to allow teachers to teach everything and teach it well.
- 521.** There is too much curriculum to implement effectively in a 9 week period. We are supposed to be teaching some curriculum the week we give assessments, so we have to rush and cram. Testing time wasn't allowed in addition to completing the curriculum.
- 522.** Having the correct resources and materials to teach the curriculum.
- 523.** If you want us to implement curriculum make sure we have resources. If no pgs are listed in texts than have documents available on-line. Do not ask us to teach items we have no resources for.
- 524.** Better format for scope and sequence. More examples of what and how to teach the areas. It needs to be more specific.
- 525.** It would be nice to have examples and more resources of lessons to teach.
- 526.** I am concerned that the curriculum is 5 miles wide and only 1 inch deep. We are forced to race through teaching hundreds of concepts, and we are frequently unable to cover concepts with depth because there is not adequate time to do so. I am concerned that by gliding over so much so quickly, the students are unable to develop deeper understandings.
- 527.** Providing us with resource materials especially in the Social Studies area. We are spending a lot of time just finding the information we need to teach particular people. For example: Robinson Crusoe, etc.
- 528.** The bundles need to be sequenced better and less information needs to be listed in the specifications. Science and S.S. is too difficult to teach and allow for retention of material the way we are having to teach it.
- 529.** Having the bundles align with holidays, events, seasons, etc so they are easier and more fun to teach.
- 530.** There is not enough time to fully teach each subject. Many students have no previous knowledge of topics that they should already master. Therefore, I am having to start at the base knowledge level. Then it is time to move to a different major topic. I fear they are not ready for the TAKS-type questions on the benchmarks. I have no idea what the CBA review and feedback form are.

- 53.1.** It is very difficult to get everything mentioned in the curriculum into a week of lessons without "watering down" each unit. It would simplify things greatly if the curriculum writing teams could now get together and integrate the curriculums. It is difficult to teach 3 or 4 different UNITS during a week, especially in kindergarten. I teach a full-day class and have difficulty. I can not imagine how hard it must be for half-day.
- 53.2.** More technology!!! Overhead projectors are great but there is so much more that could be done with the use of computer projectors.
- 53.3.** I would love to see time for reteaching of material.
- 53.4.** Going at a slower pace would help any special-ed, at-risk, or other needs students. These and other students are left struggling. The teacher only has a maximum of about 6 hours to teach. He/she cannot be pulled or stretched any further to teach or reteach (which there is no time for). Going at such a fast pace WILL NOT create any better scores on any state tests.
- 53.5.** I feel that the children are rushed through curriculum just to get to the next curriculum and many times we have to skim the surface and never have time to go to the depth of a concept.
- 53.6.** Changing the sequence to where it actually makes sense to teach the subjects in the order they are in on the bundle. I feel like a lot of things are out of place, including topics and skill level appropriate. (Many of the skills are taught too early for the development of our students).
- 53.7.** I am frustrated by the lack of communication from the ad. building regarding the benchmark. Also, 6th grade math curriculum was not completed when school started.
- 53.8.** Put the photosynthesis and ecosystems bundles in the spring time so we can go outside and observe these in the "real world."
- 53.9.** Whenever a project is taken on of this magnitude, there will be a period of adjustment for all concerned. I trust, given time, the "kinks" will be worked out. My concern is that the sequence of individual content areas does not allow for ease in interdisciplinary thematic planning.
- 54.0.** NEED time to review/reteach/and assess. Since first grade assesses each child individually we don't have time to teach what is in the curriculum for the week and assess appropriately at the end of each nine weeks.
- 54.1.** Understand that the curriculum tests hinder the ninth week of teaching. More resources are needed, especially with the specific questions on tests. One or two pages in a book isn't sufficient.
- 54.2.** If someone could find the materials we need to teach the bundles, instead of us spending hours looking for things that we have NEVER taught before.
- 54.3.** The document is overwhelming. There is too much information spread out so that I am not clear in what I am expected to do and what is suggested resources. Trying to use the document to do lesson plans takes a loooooong time... Also, there is too much content squeezed into too little time. My top students are doing fine. Average students are struggling to keep up and not retaining much of what we cover. Low students are not able to keep the pace and are actually learning and retaining very little to none.
- 54.4.** If the sequence of the objectives were changed to meet the needs of the learner.
- 54.5.** From informal discussions with core subject teachers, I am glad Foreign Language does not have bundles!
- 54.6.** I would appreciate the opportunity for our concerns as teachers to not only be listened to but to actually affect implementation.
- 54.7.** not sure
- 54.8.** The timing and flow of the maps (all except for Social Studies) is not fluid and a lot of times I have no resources to teach with, and the maps don't offer suggestions. The science maps seem to be the worst at this.
- 54.9.** Appropriate resources to teach the required material
- 55.0.** Assessment time needs to be built in to the bundles. We need more re-teach time in the lower grades to ensure success on future state testing. The pace of the bundles is too fast for some items (one week spent on subtraction) and too slow for others (five weeks spent on non-standard measurement).
- 55.1.** The documents are not easily changed. We will need to make changes and adjustments in the

sequencing of the bundles and the process of doing this is overwhelming because of the format. The format is GOOD but not easily changed. As for the solution seeking form, trust between teachers and administration has not been nurtured; quite the opposite actually. Teachers are afraid to offer critique, changes. Even if there are positive solutions and suggestions, communication has broken down to such an extent that teachers feel no one is listening or suggestions are ignored. A HUGE emphasis has been placed on Economics in all social studies curriculums, yet we have no materials with which to teach the basics of Economics at varied grade levels.

- 552.** The sequence of the curriculum bundles assumes students have already mastered many skills that they have not....such as pulling out proper adjectives without time allotted in the bundles for reteaching all aspects of adjectives. There is a lot of pressure to keep moving or get behind. I felt like I literally threw assignments at my students without the time to know they fully understood the concepts....I felt I had to move on...I never felt that way before and my students always performed much better on the released state TAKS test we gave in November versus the nine week tests we take now.
- 553.** Quit reinventing the wheel! There are districts with curriculum guides ALREADY written, aligned state wise, and with all available resources bundled and ready. The lady who trained our curriculum writers is from a district with such a curriculum all in place! Buy it from them or something! You have us prepping for TAKS after the test. If the writers can't even get that correct ~ what else are we to trust?
- 554.** Slowing the pace would help in the assurance that all students are comprehending the subject matter - giving ample time for reteaching when necessary. Furthermore, the Social Studies content has no common thread so that the learning has continuity. I feel the content jumps around without a flow (ie in third grade the 2nd nine weeks jumped from explorers, to communities, to immigration, to the judicial system) making it difficult to plan a series of lesson that build on each other.
- 555.** The sequence of the concepts in math and language arts is scattered and does not begin with the basic concept taught.
- 556.** I would prefer a bullet sheet that simply lists the objectives and skills I need to teach each nine weeks. Then I can use my professional discretion to decide the pacing, sequence, testing, and follow through for my class. These documents are not useful nor are they leading the district to a good academic place. I was a better teacher before I was forced to follow these documents.
- 557.** time but I don't know if anyone can help with this
- 558.** The district has not provided the classroom space, technology and made available all the resources to me that general education teachers have.
- 559.** Having 4 benchmarks to take each 9 weeks wastes 4 or even 5 teaching days that are not built into the bundles. I feel I can not teach in a fun manner. I feel we are teaching to the test~~
- 560.** The math curriculum in my opinion is not connected and is very scattered it does not build upon skills. There is not enough time allotted in the curriculum for assessment times and reteaching of material.
- 561.** The geograohy bundles are such shambles they are hard to follow. The U.S. History bundles are good
- 562.** Do away with CBA's. I think that it is very unfair to students for this test to count as 10 percent of their 9 week grade.
- 563.** n/a
- 564.** My students really struggle from the pace of the material being taught. Many times I feel I am moving to the next skill when my students didn't grasp the previous skill.
- 565.** We need to stick with the state curriculum and teach according to the student populations that we have at that given time and climate for that particular classroom at differentiated paces. We need to keep the Advanced Block Schedule and have traditional start and finish times for each day and a traditional calendar. We need to stop trying to fix something that isn't broken. It is illegal to take grades for benchmarks or to call them CBA's instead and count them for the final. The conversion charts are a joke, and the CBA's don't reflect the climate of each particular classroom and it's unique needs and personalities. You guys don't care if these issues make some teachers want to quit, and you won't miss us when we are gone. You will say good riddance since we are simply troublemakers who aren't "team players". Just because a particular campus does not protest like another one doesn't mean that we simply aren't cowed down, not listened to, or apathetic since our voices are never heard.
- 566.** The curriculum bundles allow for very little reteaching/revisiting. There needs to be more integration among subjects (ie Social Studies within Language Arts).

- 567.** Having the freedom to spend some more time in some areas if the students are not understanding the material.
- 568.** Provide more time for reteaching and pacing of the curriculum. Supply teachers with more materials.
- 569.** Teacher input and flexibility!
- 570.** Curriculum seems to be out of order.
- 571.** We are flying through the curriculum, whether or not the students grasp the material that is being taught. There is no time to re-teach, because we move on to something new so quickly. Also, we do not have resources for some of the content that curriculum specifies. This makes planning very hard and tedious. So more time allotted to some areas, especially in Math, and more supplemental material for Social Studies and Science.
- 572.** More logical progression of subject matter.
- 573.** Time allotted in the bundles for reteaching.
- 574.** Benchmarks should NOT be 10% of the students grade. At MOST 2 - 3%.
- 575.** Sometimes the format is hard to understand exactly what should be taught. Acquiring materials has been a struggle all year.
- 576.** Additional resources to teach content specific areas such as social studies and science as well as additional time on the bundles to teach more difficult concepts
- 577.** Having more freedom to address the needs of my students. If they do not come to me with the necessary skills to work at the level of the sequence, then I just contribute to their gaps by following the sequence. I need to be able to teach what my students need to learn.
- 578.** Give me the flexibility to teach, WITHIN EACH NINE WEEKS, the "bundles" in the order I wish. Telling me this won't work because of possible district transfers is a weak argument. Why hold my teaching hostage to the possibility that I may get 1-2 kids from within the district OR building ALL YEAR??? Micro-management to this degree is not needed...I know there's a "benchmark" coming and I'll have them prepared.
- 579.** I would like to be given the information and easy access to the website.
- 580.** I would like to have an actual PE curriculum guide. It doesn't need to be overly restrictive in the time guidelines, however, basic guidelines would be helpful.
- 581.** I feel that curriculum bundles are an important tool to be used as only a guide. Being forced to be on the same topic as everyone in the district is an unrealistic expectation when you have a students that are low and need a much slower pace. Students vary from campus to campus, therefore the instruction and pacing may need to vary to meet the needs of the students at a given campus. Teachers are professionals and should be treated as such. We know what needs to be taught and are able to do it well without the stress of staying "on pace" with the bundles. It is humiliating to be questioned in front of your class as to why you are not on the correct bundle. I know Keller has the students best interests at heart, as I do. I feel teachers should have the discretion to choose how fast or slow they go through the bundles. A nine week bundle would allow for the flexibility to cover what needs to be covered in a given amount of time, but allowing the teacher to pace according to his/her classroom needs.
- 582.** More resources to teach the specificity (particularly in Science).
- 583.** It would be wonderful to have more resources, materials, activities and suggestions for curriculum implementation. My last district offered exemplary lessons and suggested hands-on activities with each bundle.
- 584.** More resources to teach the curriculum.
- 585.** If the sequencing and pacing of the content was a bit more consistent.
- 586.** appropriate grade level textbooks for high school age life skill students
- 587.** The pacing does not allow us to teach to mastery.
- 588.** The 6th Grade Social Studies curriculum needs to be completely overhauled. The current curriculum is entirely too broad and vague. The curriculum must be aligned both with state requirements and district expectations. The sequence of the curriculum should include more time for the study of the European



continent. Three weeks is not an adequate amount of time to study the significant impact of European culture on historical and contemporary world societies.

- 589.** In order to meet the students' needs, the flexibility to adjust curriculum accordingly is necessary. Therefore, longer time on any one concept may be needed to ensure student mastery.
- 590.** Special Education is expected to follow the curriculum but the district and individual schools do not include special education when materials to accomplish curriculum goals are given to teachers and grade teams. If special education was given better access to curriculum materials it would be easier to stay close to the curriculum timeline.
- 591.** Resources for Life Skills students, (appropriate grade level text books to teach from)
- 592.** Change the assessment format.
- 593.** I believe that the documents are very wordy. I believe that a short version would be helpful to see the overall nine weeks objectives (ex: a flow chart of the nine weeks.) I also believe that with ESL children skipping around in grammar is hard for students to understand all the rules of the English language.
- 594.** Allow more time/pacing to teach material.
- 595.** Give more time to make sure the students understand what is expected. I don't like being tied down to just what is in the bundle. In reading, skills need to be taught all the time. For example: teachable moments, reading responses, and for the students to be able to demonstrate certain skills and/or strategies.
- 596.** SLOW the pace of the scope and sequence ~ most specifically, Math.
- 597.** The Scope and Sequence needs to be revised (pacing, placement of topics, & depth). I feel as if the curriculum is very weak and scratches the top of the surface of what we have taught in the past and should be teaching now.
- 598.** If the district wants us to use this scope and sequence only, they need to provide all of the resources to utilize it. I am constantly on the internet on my own time finding activities to use to teach the lessons. Keller needs to provide the lessons if they are so narrow in their thinking. I am using very little of the books Keller provides because the sequence is so different. I would think the textbook companies should know the proper sequence to use.
- 599.** If the material flowed together and wasn't so choppy. Also, I don't feel that the math is correlated to meet students developmental needs. The material needs to be covered in longer time spans than one week.
- 600.** I feel that the sequence and pacing of the bundles, especially in Math, is developmentally inappropriate for first grade. Math skills really should be taught in a sequence, beginning with place value, number sense, and operation strategies before anything else is taught. Those are the building blocks on which everything else is taught and I feel that there wasn't enough time allotted at the beginning of the year to teach those skills well. This also applies to a few of the Language Arts skills. The bundles would be more effective if they were sequenced more appropriately so teachers could integrate skills across the curriculum. Also, it might be best to have a time frame "window" in which the skills should be taught. That would allow for unanticipated things like CBAs, TPRIs, DRA assessments, and reteaching.
- 601.** Less strict timelines
- 602.** I don't know what would increase my satisfaction. I have found this very frustrating...and I've been in a district that has done this before. My students are performing much lower than EVER before...and I am doing exactly what is prescribed by the bundles.
- 603.** I disagreed with the last statement due to the lack of technology we have here. I would most be satisfied if the CBA's were not taken for a grade since there doesn't seem to be a lot of alignment with the bundles.
- 604.** Time, time...It is difficult to move on when you know that your students have not mastered the subject area.
- 605.** The science curriculum is a pretty easy to use tool. I have found it very useful. However, some of the sequencing seems off. Only one week to teach animal adaptations, but an entire week on symmetry of leaves?? That seems wrong. I also do not see how giving us the freedom to teach the curriculum helps with the benchmark testing. I was appalled at the first benchmark test. My students were totally unprepared for that test and I was very strict on teaching the curriculum. There is also NO time for review of skills, testing, reviewing, retesting or any of that. We are forced to move on or else not be

ready for the next benchmark when it came. The social studies benchmark test was absolutely the most poorly written material I have seen to date. It was not even aligned with the curriculum!! The Alamo wasn't even in this 9 weeks!! I think the curriculum is a wonderful tool that I hope is continued to be worked on and does not stay as a stagnant item once this little push is done and the district moves on to some other new "buzz" in the state or country. However, I would suggest that the benchmark tests not be worth a full test grade! For a test that they are unable to study for and they can not make up if they fail, I think that testing is unfair for grading purposes. The good thing with the benchmarks is that they force all grade levels to teach everything all the time. For example, 3rd grade is forced to teach math and other subjects instead of only focusing on Reading until after the TAKS test.

- 606.** Alignment between the curriculum areas such as languages arts and science/social studies. There is not enough time to teach everything they are requiring us to teach and have the students be successful. Also we do not have the resources for a lot of the social studies and science bundles.
- 607.** More specific instructions with regards to the writing assignments and specific selections from the Literature text book that go along with the curriculum for that particular week.
- 608.** We need more resources to appropriately teach the curriculum. It is incredibly time consuming to search for content that is not in our textbooks and not available in our campus library.
- 609.** Slower pacing and more time to address prior knowledge before delving into new skills.
- 610.** Subject areas are not related. They need to have a common theme for children to relate to and fully understand them. I spend a lot of time coming up with my own activities. The resources at the teacher's store do not match what the district requires. EX. Nuts taught in Dec./My resources have nuts with Fall. It would be nice to have a couple of suggested activities with each skill so I have something to go on. I am often confused as to what the district actually wants me to teach. When I ask other teachers in the district they all have a different opinion as to what you are actually looking for. So this would put us all teaching something different.
- 611.** There is too little time to implement plans successfully for all students. The short weeks (ie. two or three days) we have still count as a week curriculum wise and that is not enough time to introduce, teach, and master some objectives. The order is not always accountable. For example, cultural holidays taught during the winter should not include Cinco de Mayo and St. Patrick's Day. I feel like I am skimming topics and not truly teaching...I feel like the curriculum time frame only allows time to "expose" the children to what is suggested.
- 612.** I have mixed feelings. The LA curriculum is pretty nice, but the SS is not at all user friendly. This leaves me feeling at a loss as what to do next.
- 613.** The ordering of the bundles and the time frame allotted to teach objectives within the bundles is unreasonable. I would restructure some aspects and allow more flexibility so that teachers can meet individual student needs.
- 614.** Someone to actually listen to feedback and adjust to a more student appropriate pace. When we attempted to tell the test makers that too much material was being covered for the time frame and no time was allotted for reteaching OR labs, we were told that we knew what the bundles said we had to cover and that was what would be tested. When we initially were told about the bundles, we were told that they would be adjusted as we went. That idea was NOT implemented. It all sounded great but there was an unwillingness to adjust.
- 615.** The pace and sequencing of the curriculum needs the most improvement.
- 616.** More time for each bundle to effectively teach the necessary skills for each SE.
- 617.** What is the review revision process. How do I access it? Do I have time to even think about that while making so many changes in the teaching process? What is the verb on the board for? It appears to be another thing to keep up with instead of focusing on real teaching of students. Isn't that what it is all about? How does a verb on the board help them or me as a teacher?
- 618.** The pace is too fast and there is never enough time to reteach. I need to know where to find the Solution-seeking Feedback form.
- 619.** Sequencing needs to be addressed first. We have already moved things around as a campus within the 3 week bundles to try to alleviate some of the problems. I'm very concerned that we are not TEACHING scientific method at the beginning of the 1st 9 weeks. This accounts for 40% of the TAKS test. We can not assume the students will internalize these skills as we teach the rest of the curriculum. This area used to be a given on the TAKS test at our campus. I'm worried!!! The pacing is the other huge issue. I do not have time to reinforce concepts during much of the instruction, because the curriculum has me

moving on. I find that Science is a subject that they come to 5th grade with limited background. If I use many researched based strategies and hands on labs, which are all time consuming, then I'm way behind. Heaven help me if I have to reteach!!!! We need to slow down. In science, we do not need a month of review before the TAKS test. If you've done a good job teaching the concepts and skills as you go then a week is sufficient.

- 620.** I do not teach the curriculum, I am PPCD, and teach through IEPs
- 621.** Pacing is bad!! When you give as much to cover on a two day week as you do a five day week---there is a problem.....We started out the year behind because Week One in the bundles was the Thursday and Friday we started school!!! I know at the elementary level those first two full days could and need to be spent on routines and expectations---and most importantly getting to know the students!!! Every time we have a shortened week--the curriculum has planned for a full 5 day week---in all subject areas. (In some cases--when you put all subject areas out on the table there is so much to be covered that it can't possibly be done in a 7 day week much less a 2 or 3 day week) I know that there is supposed to be a two week window---but by the time we have had several shortened weeks---time taken for reteach and remediation needed---three days of testing in a week, etc.---things are stretching those windows. I feel that because of this--kids are not getting what they need as far as depth and complexity is concerned because teachers are just doing the best they can by touching the surface---to be doing what they are supposed to be during a window. I know this is where much of my STRESS with the new curriculum comes from... While revamping the process for years to come--please take the calendar into account--- If week one has two days only---then the bundle for week one should reflect that...OR--put into the bundles a week now and then for reteach, remediation, and make up for days missed(shortened weeks, testing weeks, field trip/assembly days, etc.) A week with the flexibility for teachers to revisit areas where their individual classrooms need help would be helpful. However, I am not sure that alone would catch up for the days missed....
- 622.** Better Social Studies curriculum and more resources to teach them with.
- 623.** The greatest need that I see is for materials and resources that follow the order of the bundles. Math textbooks follow their order and assume the the student will do the chapters in sequence. As we jump around, many of the exercises are impossible because the students have not yet seen material that the books assumes that they know. Also the textbooks that we have are outdated. For examples, very little is done with transformations, but they are emphasized in the TEKS. Obviously we can supplement the textbooks, but it means finding or making new materials.
- 624.** We are having to pull materials and resources out of the air. Our team has had to take time to write our own books for Social Studies curriculum because book stores do not carry the needed materials. The first week of school, we are asked to cover place value. It is such an important and complex concept that the first week of school is not an appropriate time for place value. Also, we are given a short amount of time to teach double digit addition. Then we have holidays and come back and are asked to go straight into double digit subtraction. This time schedule is not realistic and causes much confusion for the students.
- 625.** I am not very clear as to accessing the information to be able to use it.
- 626.** Having the resources and time necessary to fully meet the needs of the students, rather than just feeling like we are just skimming the top of everything without adding depth and complexity.
- 627.** The map along with the ACIDS walk throughs force me to focus on keeping up with the map rather than ensuring that my students learn the curriculum. Weather the kids get it or not, we have to move on or we'll be "out of alignment". The two-week window is not really a window because when it's time for CBAs you must be caught up. I feel that it puts stessee on good teachers who are trying to do what is being asked of them. I think the CBAs for 3rd grade are not valid because in most cases (science & social studies) they are not testing the curriculum we are told to teach (from the map). For example, on the 3rd grade science map we spent three weeks on the human body(which the kids loved),but it was nowhere on the the CBA. Instead they included 6 of the 18 questions (1/3 of the test) on simple machines (which is from the first 9 weeks). We were specifically told that the CBAs were to cover only the 9 weeks that we just taught. I'm sorry, I'm doing all I can to cover the 9 wk material. I have no time to review material from the previous 9 weeks. If you really want us to spend time reviewing the previous 9 wks materials, please include review time on the curriculum maps. Also, someone in authority needs to evaluate the tests to make sure they are aligned with the 9 weeks of curriculum that they are supposed to be testing. From what I hear the teacher representatives on the CBA committee are not listened to. I'm not comfortable reviewing due to the ACID walk throughs. I'm afraid of being "out of alignment". In reference to question #11 of this survey, we never received a "student expectation review sheet". I also think that there should be room for individual comment throughout this survey. In summary, it would increase my satisfaction if we eliminated the CBAs this year until the map is finalized. Between the new map, the CBAs and the ACIDS walk throughs, the joy and creativity has been taken out of my profession.



I've been with the district for about 9 years now. I've always worked hard and given only my best for my students. I consider myself a good teacher. I think all of these new procedures hurts the good teachers more than those less conscientious ones.

- 628.** The sequence and time frame for each objective.
- 629.** I feel that we do not have the adequate time that we need to make necessary adjustments, i.e. reteach, extend. The timelines are not realistic for today's classroom. Although each curriculum map is very detailed, I feel that whoever compiled the guidelines/timelines did not take into consideration that every other subject area was going to be just as detailed. In order for our student's to be successful, we need to be able to be more self-paced. We move onto new concepts when our student's do not have basic understanding of a previous concept, and do not have the time to utilize centers/small groups effectively due to all of the material we have to cover, and know that our student's will be tested over the material at the end of the nine weeks.
- 630.** Pacing
- 631.** The curriculum documents have not been edited or reviewed. This is not because the teachers who worked on the curriculum writing team, but because these teachers were not allowed the time to do the best job possible. The bundles also do not take into account limited resources or the TAKS test. The one week bundles prevent teachers from being able to share resources, such as novels. For example, the 7th grade English curriculum is very poorly written. They do not even consider writing until the 2nd nine weeks, yet this is the first area that students are tested on in February. There is also no continuity in the curriculum. As a teacher, I feel like I am randomly teaching objectives, but there is no rhyme or reason to what I am doing and when I'm doing it. There is no melding of reading, writing, and grammar in the bundles.
- 632.** The pace in math doesn't allow time for reteaching. It would be nice to have a week each 9 weeks to do that or to do extra teaching for those who are struggling. We do not have the resources we need to teach the social studies and science curriculum. We are having to write our own books or spend a lot of time looking for resources that should be made readily available to us.
- 633.** I think the pacing on some of the items is too short and on others too much time is given.
- 634.** We don't have the available materials in our school to all be teaching the same countries. It is important for change, but the changes have been too fast. There must be a better format for the scope and sequence. I am still unclear the process of feedback. We need some type of survey like this with an easy format.
- 635.** To be given a checklist of TEKS to teach each 9 weeks, and I could use my professional judgment based on my students' needs as to when and how the TEKS would be taught. The language arts bundles are so difficult to read. Some of the reference pages for the textbook are incorrect....Science Bundle Week 19 is an example.
- 636.** For someone at the Ad. Bldg. to LISTEN to what the teachers are saying! For them to send us material that is free of MISTAKES! To hire people that have a strong background, with many years of experience, in the field they will be working. The teachers are telling them the mistakes in the benchmarks, and then they don't get fixed! These benchmarks should NOT BE GRADED! These tests are taking too much out of our teaching time! I have no trust in the Ad. Bldg. because we have been lied to, and no one up there ever apologizes for mistakes or lies.
- 637.** Language Arts teachers rarely have the necessary materials needed to teach the TEKS. We have to scrounge to find out how to teach most abstract ideas. (They are not in our materials- Literature book, English book etc.)
- 638.** Clearer, more user friendly bundles.
- 639.** It would be helpful for there to be special ed. references throughout the bundles. Specifically, it would be nice to see multiple tiers within a work set to assist those on different levels.
- 640.** The S/S doesn't allow time to reteach or thoroughly teach. More time is needed to make sure students have MASTERED an objective.
- 641.** Time,
- 642.** It is hard to say at this time as we will be changing the bundles to fit next year's schedule.
- 643.** More flexibility with time constraints.
- 644.** TIME



- 645.** Resources
- 646.** Do NOT use the benchmark exams. All children learn differently and the documents don't ensure that students are learning the tested student expectations. I have students that could receive the same lesson 10 different ways, but due to learning differences, language (ESL), horrible home life, etc., makes it difficult for those children to learn. I'm doing everything in my power to help them, but their learning rate is slower than the learning rate of others in the class. Don't get me wrong....I love the curriculum scope and sequence and believe it's a wonderful tool. It also ensure we're teaching and covering everything the state requires.
- 647.** resources and materials
- 648.** Make the CBA a regular test. Do not use as a final exam.
- 649.** include more resources/ideas to make it easy for me to complete my lesson plans
- 650.** The time for depth in a topic! Appropriate pacing is necessary for first graders to grasp concepts. Ex: not teaching science and social studies consecutively--Yes, we have the 1 week before/after padding but when there are things stated in the curriculum for science every week in that bundle that does not leave much time for social studies and vice versa.
- 651.** Materials and resources in which to use for instruction.
- 652.** I think if we were given more elastic time each nine weeks that would be great. It would give us some flexibility if the kids are struggling with a certain concept.
- 653.** First grade math benchmarks do not allow time for students to learn all the concepts presented. There is time for exposure, but not time for the skills to be mastered. We spend too much time looking for materials and resources to reinforce the curriculum.
- 654.** Better resources to help build lesson plans from
- 655.** The way some of the "themes" are set up for kindergarten don't match the way Texas is. For instance, trees and changes in nature don't happen at the time they are on the bundle. Waiting another month would be better.
- 656.** We do not have a fine arts curriculum yet. When we do, it will be vital to teach 6th grade fine arts students every day, in order to completely teach the curriculum.
- 657.** There is not currently a scope and sequence for my subject area, but once one is developed my satisfaction would probably increase.
- 658.** It does not feel as though I am able to teach the curriculum completely and thoroughly with the time allotted. There is so much to be taught jam packed into a week, that a lot of the time I feel like I am not able to do a great job at truly teaching the students, and instead I have to touch on subjects and then move along. The students do not have enough time to let the material sink in before we need to move on to the next piece of content.
- 659.** I do not have a scope and sequence yet.
- 660.** Slow down the time frame for teaching each concept in math. The pace is too fast for many students to understand and master the content before moving on to another concept. The time frame should allow for catch-up time.
- 661.** Consistency yet flexibility within the guidelines
- 662.** CBAs need to be changed back to bench marks tests. We are giving "final exams" that do not cover material specifically taught in a course. This method does not prepare students for college.
- 663.**
- 664.** More resources that are readily available and that there will be continuity in the near future. That that score and sequence will not be changed drastically from year to year.
- 665.** More freedom to change curriculum bundles as needed and more sharing of curriculum/lesson plans between schools. Additionally, more teacher hands on for tests.
- 666.** From listening to the teachers involved in the curriculum writing process, I don't get the sense that teachers are allotted the time to truly communicate with teachers of other grade levels. Lead teachers from each subject were asked to write the curriculum for that subject. Algebra 2 teachers should be

heavily involved in the Algebra 1 curriculum and Pre-Calculus curriculum. Sounds like teachers were asked to focus on getting the curriculum in the format provided without as much thought to the content. I believe more time is needed to communicate with each other.

- 667.** I need resources, materials, and guidelines for how in-depth the concepts should be learned. Question 11 asks about the CBA review sheet. We haven't received any for 2nd grade math.
- 668.** The Solution-Seeking Feedback Form is not available at my campus to the best of my ability.
- 669.** Slow down the pacing of the curriculum. It is too fast for the students to be taught and actually practice the concepts.
- 670.** I would like more flexibility in the sequence of the big bundles. Also, I would like to see changes in the writing assignments at the 10th grade level.
- 671.** I like the 3 week bundles used in Social Studies. Two week bundles would allow time for re-teaching in the other content areas. I don't feel there is much depth to my teaching. I often have to look at the EQ's to understand exactly what I need to teach. I would rather be given a unit name and a list of TEKS. This gives me more of a choice in how I teach. I do not have a science or social studies program (kit/book) so I find myself spending a lot of time "coming" up with needed materials to cover activities listed in the Scope and Sequence. I also find the math document seems to skip around a lot. Again the time frame for teaching some concepts is way too short.
- 672.** I don't have an opinion.
- 673.** Some of the specificity are inappropriate for the age. The TEKS could be approached in a different way that is more meaningful for students. The order does not always make sense nor does it make it easy to integrate subjects. Also, it can be very difficult to find materials to use for the specificity, especially in social studies.
- 674.** More resources, more flexible time.
- 675.** Time for assessment and reteach built into the curriculum. Benchmark tests that are guided by the curriculum and the TEKS. Not having material that is being introduced in the benchmark test week included in the test. An easier way to communicate concerns. The feedback form doesn't always work, sometimes it is kicked back as undeliverable.
- 676.** When the CBA review committee meets, their opinions are respected and used. They are not just there to make grammatical corrections. Overall, feeling like my voice is heard and respected by administrators above my principal.
- 677.** They need to be briefer, easier to use.
- 678.** n/a I teach what is sent to me from the classroom teachers using manipulatives or whatever I feel is helpful to the student.
- 679.** Some units are too long and some don't give enough time to teach the concept. Example~ Rocks were too long. Addition/Subtraction with regrouping was too short. If the document was laid out a little more user friendly would be nice.
- 680.** Use the same curriculum bundle or guidelines for more than one year. Quit making it hard on old and new teachers to get the subject they are teaching in a sequence/order that works. This year has hurt the students because teachers at times are confused or just angry due to the MANY changes this year.
- 681.** We teach too fast. There seems to be so much to teach in a given time period and if a concept is not understood then a teacher can easily fall behind in their teaching with the curriculum.
- 682.** Doesn't really apply.
- 683.** I feel like I have to go so fast that there is no time for review, and I am not able to go into depth on any subject. Once I get CBA results, there is no time to go back and review topics that were not mastered. I also don't feel that I have resources to teach all of the things in the curriculum map. Maybe the maps should be more aligned with our texts or we should have new materials that align with the maps. It would also be very helpful to align the maps between subjects. We've had the same topic come up at different times in different subjects. An example would be Tall tales/ Myths/ Legends come up in LA and in Social Studies, but not at the same time. It is also VERY frustrating to me to be told that we have a two week window in which to work, when we really don't. We must be in the correct place for the CBA's there is absolutely no flexibility in that. Since all other subjects are in weekly bundles, I'd like to see Social Studies in weekly bundles also. In reference to question 11. I have never seen a CBA student expectation review sheet. where do I get one? It sounds like it would be a helpful tool.

- 684.** The pace of the bundles. Many sections, not enough time is given to properly teach the subject.
- 685.** To have all of the necessary equipment to teach appropriately.
- 686.** Computer and Library time
- 687.** It is difficult to teach the bundles and correlate the information to a student's individual education plan as it pertains to a student serviced by special education.
- 688.** more access to student computers; moving World History to 11th grade--it's too much content.
- 689.** The ability to teach content area curriculum within a nine week period and not on this weekly basis outline.
- 690.** No answer
- 691.** First of all, please read through all of this written response since this is the only question that allows us to use our own words. The central administration, by giving us predisposed answers, is limiting us from using our own judgment and skills. That exact thing is happening with this new curriculum and the CBA's. The format of this survey only validates the attitude that we are not professionals, that we do not know how to do our jobs without being held by the hand, and that we are not trusted. Honesty is not valued by this central administration. The curriculum does not allow us to move at a pace that fits each individual class. It does not allow time in the first few weeks to get to know the students, and teach them classroom routines. This hinders time management in the classroom for weeks to come. Also, we do not have the time to introduce and teach until mastery of each concept before moving on. The students are missing out because the teachers are not allowed to use their judgment of what their students need. The curriculum jumps around so much that it is nearly impossible to use any previously made assessments. ( In science, we used one page from an entire unit, so could not use any of the text coordinated activities.) There is not enough time to recreate every single activity for every single subject and do a good job of teaching our students. In the review/revision sessions, there is not enough time to totally revamp something that looks good on paper, but in reality, does not work for the purpose of providing an in depth knowledge of the topics by the students. I appreciate the intentions of the central administration to try to better coordinate the curriculum across the district, but in reality, all of the schools are not the same. The expertise of the staff at school A, may not meet the needs of the students at school B, so each school needs to be allowed the freedom that they need to teach their students the way that they need to be taught. I believe that with more freedom given to the individual campuses, that the district will be more successful. The CBA's are useless tests. Once again, the district thinks that I do not have the skill to create a valid assessment, so they provide one for me over materials that I did not teach or reinforce. (Example: All the materials on Lewis and Clark that I had access to referred to them finding a trail to the west, not having anything to do with the Louisiana Purchase.) The time and effort spent to disaggregate the CBA scores is a major waste of time. I can tell by grading my students' assessments whether or not each individual student had mastered the concepts. I do not need to spend hours looking at data to know what I need to do to help my students master the concepts. In closing, the district has bitten off more than it can chew, by totally changing the curriculum without piloting it first. The time and energy required by the teachers this year is tremendous. With this curriculum, it is very difficult to do justice to our students. (Personally, I would have used the previous scope and sequence as a starting place, rather than buying another district's curriculum- it did need to be updated, but would have been much easier to use since we were already used to it.) Also, the CBA's should NOT have been given this year, but next, after we had a chance to work out some of the many kinks in the scope and sequence.
- 692.** Some units don't give enough time - for example addition and subtraction with regrouping - and some are too long - like rocks. It would be nice if the curriculum was more specific on what exactly needs to be taught.
- 693.** I teach Life Skills III. District curriculum is not applicable, as I follow student IEPs.
- 694.** We need specific lessons to teach. For example, if we are teaching about "toys," what specific things do kindergarten students need to know about TOYS.
- 695.** Teachers should be able to switch around the bundles to fit with available resources. As an ELA teacher, there are not enough novels for all classes/students to study simultaneously. On the sophomore level specifically, new teachers were expected to teach the bundles using resources and literature not appropriate to the specified bundle for the time frame indicated. Some of the bundles required the use of technology not readily available to students or teachers. Support at the sophomore level for new teachers was non-existent. A comment allegedly made by a sophomore curriculum writer, was "the new teachers will either sink or swim - no one helped me when I was new." This comment was reinforced by the lack of level meetings, the lack of communication and the lack of support needed, especially when requested. I was also told to "do my own thing" - there was really no teamwork involved on this level.



Very frustrating. This was strictly on the sophomore level. The senior level worked extremely well as a team, implementing common assessments and teaching the bundles with the same resources. Support was strong on this level with the emphasis on teamwork.

- 696.** The pace is too fast and doesn't allow students to absorb the information. Furthermore, it is impossible to do labs under these time constraints.
- 697.** No more bundles! Instead have a detailed scope and sequence that teachers can actually use.
- 698.** Elementary fine arts curriculum will never be the same as 8th grade science curriculum. Please recognize that special subject areas are just that, special. They will not follow the same manner of teaching as a regular classroom material. Students, resources, and budgets across the district are not exactly the same, so fine arts teachers will not truly be able to teach exactly the same.
- 699.** They go too fast and don't allow for reteaching.
- 700.** The ease of accessing the information.
- 701.** Better Language Arts bundles. They are less than pitiful for first grade, one of the critical grades for the subject. As what we do is built on for the rest of their school years.
- 702.** The benchmarks don't totally line up with what we've covered.
- 703.** The bundles need to be finished for social studies at the high school level. The links do not work that are attached to social studies. The documents need to be cleaned up and that was NOT done at the review process. People do not feel the freedom to express their concerns on the feedback form. The test is not an accurate reflection of curriculum taught. It is not a curriculum-based test...it is a TAKS benchmark. Benchmarks should not be the assessment tool for learning. We are not really testing what we have taught. We have NOT gotten a review sheet for the CBA's. People have spoken up and are frustrated with too much too soon. Too many changes are making people frustrated who want to do a good job and it is not good for kids. People feel that no one is listening and things are not changing and problems are NOT being resolved by central administration.
- 704.** more alignment with reading and math textbooks . Our textbooks do not teach specific reading or math skills like you want us to teach them. We do not have the materials and resources to impliment the district's curriculum. Our curriculum needs to be given to us on paper not just on line. Too much time is wasted in downloading and printing it. I want a hard copy.
- 705.** More materials for social studies and science.
- 706.** We were told that the bundles could be moved when we were writing the curriculum. Once the curriculum was on-line, we were told that we could not move the bundles more than 1 week. This makes sharing novels and library time impossible without huge expenditures. The district either needs to give the schools the money to supply these things, or we need to be able to move the novel and research bundles.
- 707.** Having the content covered by each subject more inlined with each other. For example, it would really help to have thermometers in Math at the same time we are covering Weather patterns in Science. Another example would be teaching money in math at the same time we are teaching Economics in Social Studies. This would help us to teach the children a lot more information in the amount of time given since we would be covering less topics at one time. Another thing that I believe needs to be addressed is in the Math 2nd grade bundle. We were given the two weeks and two days before break to teach 2-digit addition with regrouping AND 2-digit subtraction with regrouping. Then we are given three weeks to teach multiplication/division later in the year. I think that we need more time to get the basics down before we try to move the students on to the next skill. As for the resources, I have found that our text books don't address many of the topics we have to cover or in enough depth for the time we are spending on that topic. Especially Science and Social Studies. Therefore a lot of time is spent finding resources to teach those topics.
- 708.** The pacing of the math curriculum is not appropriate. Many topics are not given enough time for the students to explore, discover and learn.
- 709.** Over all, I would say, I am happy with the curriculum bundles. I work with a wonderful team and we have broken up the different subjects so we can focus on one or two subjects at a time. I can't imagine doing this on my own. I work on Science. We have been asked to teach it every day. Here are the issues I have been having: The study of rocks and soil went on for too many weeks. I had to spend a great deal of money to come up with experiments and resources. I think if you want children to learn about soil you should provide some. Now I am planning three weeks of functions of objects and how they are with parts added and taken away. I need ideas. I have a few myself. My solution is to have professional



developments where teachers can gather together to exchange ideas.

- 710.** I would like to see more guidance with electives.
- 711.** A curriculum is needed for ESL.
- 712.** Make ELA easier to read and more user friendly.
- 713.** Clarification and more resources when interpreting the science. The 2nd 9 weeks was difficult to get a handle on.
- 714.** Make sure each campus has materials and resources to teach the curriculum.
- 715.** The language arts bundles are confusing.
- 716.** The teacher's should be more in control of this schedule as it fits in with their student's needs and pacing and the teacher's lesson plan.
- 717.** More specific details on what is expected, instead of vague language- ex. solve problems in everyday life... (word problems), also, more resources to use in order to teach rocks, magnets, and forces for multiple weeks.
- 718.** More Social Studies and Science books and supplies.
- 719.** no comment
- 720.** Time and materials.
- 721.** I think there needs to be a few changes in the sequence of the bundles. More time and emphasis on those difficult TEKS that appear on the TAKS. The pacing was a little fast, but I think that will take care of itself over time, with the schedule change.
- 722.** I feel that the pace at which the history bundles are expected to be taught, particularly 8th grade, is far too rapid. Although we are now "covering" all of the subjects that may be encountered on the test, there is only enough time to do just that ... cover the material. There is no time whatsoever for reinforcement of learned curriculum. I feel that this could have a negative effect on test scores this spring.
- 723.** Include some suggestions for modifications for ESL and special Ed students.
- 724.** With the differentiating of all students it is, at times, very hard to implement the curriculum bundles in the time allotted. Some of the concepts that are suppose to be review seem to be a first look for some students and the pacing is too strenuous. I like the idea of the curriculum bundles, but feel it is too micro-managed. One possible solution would be to give the course outline with the scope and sequence in a 9 week bundle, that way if you need to spend more time in one area than you feel you have the flexibility and to move more quickly through those areas that your students are more proficient in. I do like the CBA and feel this is a wonderful tool to ensure we are all teaching the curriculum.
- 725.** As a specialist, I find it very difficult to view what many grade levels at once. It would be nice to have a print out that I can refer to. I need to see the curriculum over a long period of time. It is difficult to view many grade levels at once over a long a period time.
- 726.** more resources
- 727.** I am not able to cover material in order for the students to master it before I need to move on to another objective, and there is not time for review. The curriculum guide undermines everything I know about how to be a good teacher...how to teach for student mastery versus just covering the material.
- 728.** An review, expansion and extension of the curriculum for college ed.
- 729.** I teach a college level course that does not have a district curriculum or bundles.
- 730.** I would like to see a complete set of definitions for all vocabulary words so that the definitions we use are standard across the campus and district.
- 731.** Giving us more time to adjust to the newness of things before expecting it to fully be implemented; including testing the students. I feel a pilot year would have been extremely beneficial.
- 732.** Feedback in multiple choice format does not often provide the choices we need. Keeping to a timeline and benchmark tests add more stress to teachers, students, and even parents. We are stressing testing not learning. Teachers opinions are not valued or listened to. Decisions are made without the input of those who know the most, the classroom teacher. Support such as Computer Literacy was removed and

now expected to be taught by core teachers who do not have time to breathe.

- 733.** I want books and models of appropriate to the lessons to be given to me.
- 734.** No bundles are available for my elective classes.
- 735.** Benchmarks should NOT count as a grade and should be more aligned with what is taught in the bundles. Bundles move too quickly some weeks and cover very few SE's other weeks. Testing weeks have too many SE's to cover while testing. What IS the "CBA student expectation review sheet"? We have never seen this form or been given this to show our students!
- 736.** More flexibility and more/better communication.
- 737.** The pacing of the curriculum could be slower, allowing for more guided practice and review time.
- 738.** More of a democracy when alligning the material instead of just one representative from each campus fighting for what that school wants...some people are stronger personalities and less likely to compromise in that situation.
- 739.** More money allocated to P.E. departments.
- 740.** Fine Arts does not have curriculum bundles.
- 741.** I believe we're moving toward teaching curriculum instead of teaching students. There is very little room for re-teaching or deepening inquiry.
- 742.** There is no curriculum for foriegn langauge in the district. We have conferenced and agreed to follow the scope and sequence of the adopted texts. We are in desperate need of a district cordinator, especially as the district grows and we are placing more and more emphasis on the AP program, which is not a strong program yet in Keller ISD.
- 743.** Pacing is too fast. There needs to be more time.
- 744.** I would like to see the nine week exam be more representative of the bundles. I feel that the majority of the questions on the nine week exam were all about reading maps and graphs and not based on specific bundle information.
- 745.** Be able to see the 6th grade students every day instead of every other day.
- 746.** More flexibility
- 747.** I do not know.
- 748.** Having a curriculum that is tailored to the needs of students on our particular campus.
- 749.** Simply put, the bundles force us to teach a curriculum that is based solely on the implementation of lessons that align to TAKS rather than allowing us to teach skills that are necessary BEYOND high school. I would like to see more focus put on skills that are relevant outside of TAKS.
- 750.** English teachers need an additional planning period per day for teaming with other teachers and grading the huge amount of essay work called for by the curriculum. Each time I grade a set of six classes of essays, I am looking at six to eight hours of additional work outside the school day.

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Displaying 501 - 750 of 774



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What one thing would increase your satisfaction the most in reference to question #3?

- 751.** The documents need to be rewritten in a way that would allow teachers to easily plan the lessons for that week.
- 752.** More contact time with students in co-curricular classes.
- 753.** There needs to be a district-implemented curriculum for music and art. At this point, there is only a month-by-month general synopsis of what should be taught. However, each fine arts teacher interprets that according to his/her background, so students at different campuses are receiving incredibly different fine arts instruction.
- 754.** More supplies and materials to make these skills more concrete. If you only want us to teach a skill for a week then we have got to have concrete experiences for the students so it will stick. I would also like more input on the strategies, vocabulary, and sequence of skills being taught for the year. More clarification on what is to be taught would be more helpful too in many areas.
- 755.** Having more suggested resources included in the bundles and having access to those resources.
- 756.** Please allow your professional teachers to make their own 9 week tests. We were hired to teach a curriculum, and we should be trusted to make our own tests. Students are not reviewing the semester when there are only 30 questions. There should be a minimum of 50, and it should use many Bloom's level questions, not just Application.
- 757.** I would like the curriculum bundles to be aligned with the book, or at least that the guide have chapter, page references as well as other materials.
- 758.** more books
- 759.** not applicable to my position
- 760.** The documents could be more specific. If students are going to be graded on the CBA, in order to be fair to them, I'd like to know EXACTLY what to teach them. If the CBA were to be used only as a guide for teachers as it was intended, then generalities are fine. The documents could be improved by giving suggestions for lessons and the district supplying the materials necessary.
- 761.** The curriculum is too fast paced. How are we expected to keep teaching new topics when half the class doesn't understand the previously taught concept that is the foundation to the new material?
- 762.** The pacing/sequencing of Math needs to be addressed. For example, we start 2nd grade teaching place value instead of reviewing/focusing on basic addition and subtraction math facts. Also, spend a very long time on numbers to 999, then are allocated a very short time to teach addition and subtraction with regrouping. FRUSTRATING for teachers and students!

- 763.** More time flexibility to reteach and ensure children are mastering the concepts. There is too much, too soon, with little regard to reviewing, reteaching, relearning.
- 764.** Since I'm teaching from the bundles which is a 3 week period, please allow my administrators to let me teach the curriculum in peace and not walk in my room every other day to make sure I'm on the right week or day for that matter!!!! I'm doing my job ...now leave me alone and let me enjoy my job...because right now I don't. I know that I'm not just speaking for myself!!!
- 765.** In one...More flexibility with the when/where/how/why!
- 766.** It seems like the curriculum jumps from one concept to the other. There is a lack of "building" from one to another.
- 767.** The sequence in which we teach certain topics is a bit awkward, and I think the order needs to be changed.
- 768.** Having time to re-teach when necessary and/or review. The curriculum is very fast paced.
- 769.** It makes no sense to have done this the year before we are going to completely change our schedule. It is confusing and frustrating and does not truly apply to how we teach this year. Also, I don't know what a solution-seeking feedback form is.
- 770.** The formatting of the bundles make them difficult to read. When I print them at home, the color coding is helpful; however, at school we only have black and white printers, which of course renders these colors useless. I understand that columns are a natural solution to the presentation of this material, but the narrowness of the columns and the length of the text within them make them very cumbersome.
- 771.** The pace is too fast and allows little time to teach content in depth. The lack of flexibility to adjust to our students' needs for remediation or extension is extremely frustrating. I am told to individualize yet do so while staying on pace with this one size fits all approach to instruction. The contradictions we are experiencing make what is an already stressful job nearly impossible. I am a veteran teacher with 13 years experience, and I used to believe KISD made decisions based on what was best for children and was proud to work here. Last year was one of the best years I have had teaching. Now, only six months later, I am seriously considering moving to another district because of the curriculum audit related changes.
- 772.** The CBA test questions are sometimes random and not appropriate to the content being taught at that time. I feel that it is sometimes more of a gothic test for myself and the students. Concerns have been brought up at the reviews, but changes aren't always made.
- 773.** Some items in the bundles require more time than others, so maybe if we were allowed a little room to allow for that.
- 774.** Ease of use.

Page Size: Show 250 per page

Displaying 751 - 774 of 774



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