

STRATEGIC PLAN SURVEY:

All Stakeholder Responses

Albemarle County Public Schools



ALL STAKEHOLDER RESPONSES

Q1. How familiar are you with the current Albemarle County Public Schools (ACPS) Strategic Plan?

	Very Familiar	Somewhat Familiar	Not Familiar	Have Never Seen It	Total
Responses Received in %	22%	43%	23%	12%	1,966

Q2. As you envision the future for our students, please indicate which of our current strategic goals still apply as we move forward. Check all that apply.

	<i>Goal 1:</i> Prepare all students to succeed as members of a global community and in a global economy.	<i>Goal 2:</i> Eliminate the Achievement Gap.	<i>Goal 3:</i> Recruit, retain and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.	<i>Goal 4:</i> Achieve recognition as a world-class educational system.	<i>Goal 5:</i> Establish efficient systems for development, allocation, and alignment of resources to support the Division's vision, mission, and goals.	Other (please specify)	Total
Responses Received in %	89%	63%	84%	49%	73%	14%	1,963

Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Q3. Please indicate the level of importance you place on each skill.						
	Low Importance	Moderate Importance	High Importance	Very High Importance	Don't Know	Total
(a) Ability to collaborate with others	1%	8%	32%	59%	0%	1,955
(b) Ability to use and incorporate technology	1%	7%	28%	64%	0%	1,957
(c) Ability to speak other languages	6%	32%	39%	22%	1%	1,955
(d) Appreciation and sensitivity for diversity	4%	18%	36%	42%	0%	1,951
(e) Awareness of other perspectives	1%	12%	42%	45%	0%	1,952
(f) Communication	0%	2%	22%	75%	0%	1,954
(g) Creativity and the ability to innovate	0%	6%	36%	57%	0%	1,955
(h) Critical thinking	0%	2%	23%	74%	0%	1,957
(i) Economic and financial awareness	1%	12%	46%	41%	0%	1,952
(j) Flexibility and adaptability	1%	9%	41%	49%	0%	1,951
(k) Interpersonal skills and respect for others	0%	5%	31%	63%	0%	1,954
(l) Problem-solving skills	0%	2%	26%	72%	0%	1,950
(m) Reading skills using a variety of media	0%	7%	35%	57%	0%	1,949
(n) Reasoning skills	0%	2%	31%	66%	0%	1,955
(o) Self-awareness	2%	13%	41%	44%	1%	1,948
(p) World view or global outlook	4%	16%	44%	36%	0%	1,950
(q) Writing skills	0%	5%	33%	62%	0%	1,953

Q5. Please indicate the level of importance you place on the teaching and learning responses below.						
	Low Importance	Moderate Importance	High Importance	Very High Importance	Don't Know	Total
(a) Create problem-solving opportunities	0%	6%	35%	59%	0%	1,925
(b) Create projects that connect to the community	5%	26%	40%	29%	0%	1,930
(c) Design lessons, activities and assignments that foster creativity	1%	12%	44%	43%	0%	1,929
(d) Develop collaborative work for students	2%	16%	44%	38%	0%	1,924
(e) Expand global/world focus during instruction	5%	25%	41%	29%	0%	1,929
(f) Expect students to demonstrate multiple methods of communication	2%	14%	41%	44%	0%	1,926
(g) Incorporate technology into teaching and learning	3%	12%	35%	50%	0%	1,931
(h) Offer "hands-on" learning opportunities	0%	7%	30%	63%	0%	1,930
(i) Offer more self-directed learning opportunities	4%	21%	44%	31%	0%	1,923
(j) Provide more choice for students	6%	26%	37%	31%	1%	1,926
(k) Require critical thinking and reasoning in student work	0%	4%	30%	66%	0%	1,924
(l) Use digital media to teach and learn	5%	21%	39%	34%	0%	1,926
(m) Use project-based learning	3%	20%	41%	34%	2%	1,925

Q7. Please review each topic and indicate your level of support for ACPS continuing to explore each opportunity in order to prepare for our students' future needs.

	Do Not Support	Somewhat Support	Support	Strongly Support	No Opinion	Total
(a) Develop and implement a Kindergarten through 12th grade "World Languages Program"	9%	21%	31%	37%	2%	1,935
(b) Develop and implement a full one-to-one technology initiative for students	7%	18%	38%	32%	5%	1,925
(c) Expand professional development opportunities for teachers and support year-long opportunities for teachers to design lessons and assessments	3%	14%	38%	43%	2%	1,930
(d) Provide direct home-to-school transportation for high school magnet programs	16%	26%	29%	16%	13%	1,930
(e) Transform classroom spaces into innovative learning environments	5%	14%	32%	46%	3%	1,923

Q9. Please indicate your affiliation with Albemarle County Public Schools. Check all that apply.

	Alumnus/Alumna of ACPS	Community member	Employee	Parent or guardian	School volunteer	Student	Other (please specify)	Total
Responses Received in %	10%	30%	35%	73%	19%	1%	3%	1,933

Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Q11. What is your status? Check all that apply.

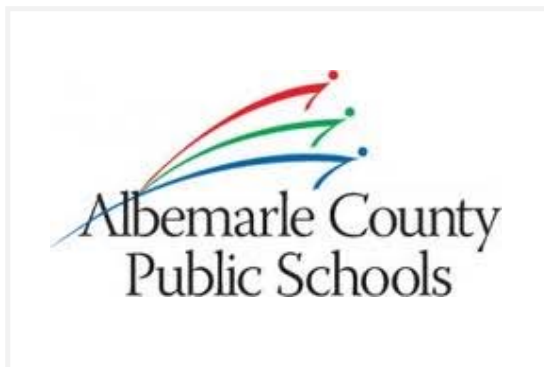
	My children are not yet in school.	My children attend ACPS.	My children attend school in another school division.	My children have already completed their education in Albemarle County Public Schools.	My children have already completed their education in another school division.	I have no children.	I am a senior citizen (65 or older).	I am retired.	Total
Responses Received in %	7%	72%	4%	18%	4%	8%	1%	1%	1,888

Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

STRATEGIC PLAN SURVEY:

Parent, Employee, and Community Member Responses

Albemarle County Public Schools



PARENT RESPONSES

Community Survey - Parent Responses

Q1. How familiar are you with the current Albemarle County Public Schools (ACPS) Strategic Plan?					
	Very Familiar	Somewhat Familiar	Not Familiar	Have Never Seen It	Total
Responses Received in %	14%	41%	29%	15%	1395

Q2. As you envision the future for our students, please indicate which of our current strategic goals still apply as we move forward. Check all that apply.							
	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Other (Please specify)	Total
Responses Received in %	88%	58%	84%	51%	72%	15%	1397
Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.							

Goal 1: Prepare all students to succeed as members of a global community and in a global economy.

Goal 2: Eliminate the Achievement Gap.

Goal 3: Recruit, retain and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.

Goal 4: Achieve recognition as a world-class educational system.

Goal 5: Establish efficient systems for development, allocation, and alignment of resources to support the Division's vision, mission, and goals.

Community Survey – Parent Responses

Q3. Please indicate the level of importance you place on each skill.							
		Low Importance	Moderate Importance	High Importance	Very High Importance	Don't Know	Total
(a)	Ability to collaborate with others	0%	9%	34%	56%	0%	1400
(b)	Ability to use and incorporate technology	1%	6%	26%	66%	0%	1401
(c)	Ability to speak other languages	5%	31%	40%	23%	1%	1400
(d)	Appreciation and sensitivity for diversity	5%	20%	37%	38%	0%	1398
(e)	Awareness of other perspectives	2%	13%	43%	42%	0%	1400
(f)	Communication	0%	2%	22%	75%	0%	1400
(g)	Creativity and the ability to innovate	0%	6%	35%	58%	0%	1401
(h)	Critical thinking	0%	2%	23%	75%	0%	1401
(i)	Economic and financial awareness	1%	12%	45%	41%	0%	1397
(j)	Flexibility and adaptability	1%	9%	42%	48%	0%	1394
(k)	Interpersonal skills and respect for others	1%	5%	32%	62%	0%	1398
(l)	Problem-solving skills	0%	1%	26%	73%	0%	1396
(m)	Reading skills using a variety of media	1%	7%	36%	56%	1%	1396
(n)	Reasoning skills	0%	2%	31%	66%	0%	1399
(o)	Self-awareness	2%	14%	41%	42%	1%	1398
(p)	World view or global outlook	4%	17%	44%	35%	1%	1396
(q)	Writing skills	0%	4%	32%	63%	1%	1399

Community Survey – Parent Responses

Q5. Please indicate the level of importance you place on the teaching and learning responses below.							
		Low Importance	Moderate Importance	High Importance	Very High Importance	Don't Know	Total
(a)	Create problem-solving opportunities	0%	6%	35%	58%	0%	1386
(b)	Create projects that connect to the community	6%	29%	38%	27%	0%	1392
(c)	Design lessons, activities and assignments that foster creativity	1%	13%	44%	42%	0%	1391
(d)	Develop collaborative work for students	2%	18%	45%	34%	0%	1390
(e)	Expand global/world focus during instruction	6%	26%	41%	27%	0%	1390
(f)	Expect students to demonstrate multiple methods of communication	2%	14%	41%	43%	0%	1389
(g)	Incorporate technology into teaching and learning	3%	11%	34%	52%	0%	1394
(h)	Offer "hands-on" learning opportunities	1%	7%	29%	63%	0%	1392
(i)	Offer more self-directed learning opportunities	5%	22%	44%	29%	0%	1389
(j)	Provide more choice for students	7%	28%	35%	29%	1%	1389
(k)	Require critical thinking and reasoning in student work	0%	4%	30%	66%	0%	1391
(l)	Use digital media to teach and learn	6%	20%	40%	33%	1%	1392
(m)	Use project-based learning	3%	21%	42%	32%	2%	1391

Community Survey – Parent Responses

Q7. Please review each topic and indicate your level of support for ACPS continuing to explore each opportunity in order to prepare for our students' future needs.

		Do Not Support	Somewhat Support	Support	Strongly Support	No Opinion	Total
(a)	Develop and implement a Kindergarten through 12th grade "World Languages Program"	10%	20%	29%	39%	2%	1401
(b)	Develop and implement a full one-to-one technology initiative for students	7%	17%	38%	33%	5%	1395
(c)	Expand professional development opportunities for teachers and support year-long opportunities for teachers to design lessons and assessments	3%	15%	38%	42%	2%	1398
(d)	Provide direct home-to-school transportation for high school magnet programs	18%	26%	27%	16%	14%	1397
(e)	Transform classroom spaces into innovative learning environments	5%	13%	30%	48%	4%	1392

Q9. Please indicate your affiliation with Albemarle County Public Schools. Check all that apply.

	Alumnus/Alumna of ACPS	Community member	Employee	Parent or guardian	School volunteer	Student	Other (please specify)	Total
Responses Received in %	11%	33%	15%	100%	26%	0%	2%	1404

Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Community Survey – Parent Responses

Q10. Check all that apply. I am a parent/guardian of a(n):	Responses Received in %
Agnor-Hurt Elementary School student	4%
Baker-Butler Elementary School student	5%
Benjamin F. Yancey Elementary School student	1%
Broadus Wood Elementary School student	4%
Brownsville Elementary School student	8%
Crozet Elementary School student	3%
Hollymead Elementary School student	6%
Mary C. Greer Elementary School student	1%
Meriwether Lewis Elementary School student	5%
Paul H. Cale Elementary School student	6%
Red Hill Elementary School student	1%
Scottsville Elementary School student	1%
Stone-Robinson Elementary School student	5%
Stony Point Elementary School student	4%
Virginia L. Murray Elementary School student	3%
Woodbrook Elementary School student	2%
Jackson P. Burley Middle School student	6%
Community Public Charter School student	1%
Joseph T. Henley Middle School student	11%
Jack Jouett Middle School student	8%
Mortimer Y. Sutherland Middle School student	8%
Leslie H. Walton Middle School student	4%
Albemarle High School student	20%
Monticello High School student	9%
Murray High School student	1%
Western Albemarle High School student	12%
Math, Engineering and Science Academy (MESA) student	1%
Health and Medical Sciences Academy (HMSA) student	0%
Charlottesville-Albemarle Technical Education Center (CATEC) student	0%
Enterprise Alternative Education Center student	0%
Ivy Creek School student	0%
Piedmont Regional Education Program student	0%
Non-ACPS charter school student	0%
Home school student	1%
Private school student	1%
I don't have children enrolled in school	1%

Community Survey – Parent Responses

Q11. What is your status? Check all that apply.									
	My children are not yet in school.	My children attend ACPS.	My children attend school in another school division.	My children have already completed their education in Albemarle County Public Schools.	My children have already completed their education in another school division.	I have no children.	I am a senior citizen (65 or older).	I am retired.	Total
Responses Received in %	5%	97%	3%	12%	1%	0%	0%	0%	1362
Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.									

EMPLOYEE RESPONSES

Community Survey – Employee Responses

Q1. How familiar are you with the current Albemarle County Public Schools (ACPS) Strategic Plan?					
	Very Familiar	Somewhat Familiar	Not Familiar	Have Never Seen It	Total
Responses Received in %	47%	46%	5%	2%	665

Q2. As you envision the future for our students, please indicate which of our current strategic goals still apply as we move forward. Check all that apply.							
	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Other (please specify)	Total
Responses Received in %	91%	76%	84%	44%	74%	11%	664
Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.							

Goal 1: Prepare all students to succeed as members of a global community and in a global economy.

Goal 2: Eliminate the Achievement Gap.

Goal 3: Recruit, retain and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.

Goal 4: Achieve recognition as a world-class educational system.

Goal 5: Establish efficient systems for development, allocation, and alignment of resources to support the Division's vision, mission, and goals.

Community Survey – Employee Responses

Q3. Please indicate the level of importance you place on each skill.							
		Low Importance	Moderate Importance	High Importance	Very High Importance	Don't Know	Total
(a)	Ability to collaborate with others	0%	5%	29%	66%	0%	667
(b)	Ability to use and incorporate technology	1%	9%	33%	58%	0%	669
(c)	Ability to speak other languages	7%	37%	36%	19%	1%	667
(d)	Appreciation and sensitivity for diversity	2%	12%	36%	51%	0%	666
(e)	Awareness of other perspectives	1%	9%	39%	52%	0%	667
(f)	Communication	0%	1%	21%	77%	0%	666
(g)	Creativity and the ability to innovate	0%	6%	38%	56%	0%	669
(h)	Critical thinking	0%	3%	26%	71%	0%	668
(i)	Economic and financial awareness	1%	12%	50%	38%	0%	669
(j)	Flexibility and adaptability	1%	6%	40%	53%	0%	668
(k)	Interpersonal skills and respect for others	0%	4%	27%	68%	1%	669
(l)	Problem-solving skills	0%	1%	27%	71%	0%	665
(m)	Reading skills using a variety of media	0%	5%	34%	61%	0%	664
(n)	Reasoning skills	0%	2%	33%	65%	0%	667
(o)	Self-awareness	1%	10%	43%	46%	0%	665
(p)	World view or global outlook	2%	15%	45%	38%	0%	669
(q)	Writing skills	0%	5%	36%	59%	0%	667

Community Survey – Employee Responses

Q5. Please indicate the level of importance you place on the teaching and learning responses below.							
		Low Importance	Moderate Importance	High Importance	Very High Importance	Don't Know	Total
(a)	Create problem-solving opportunities	0%	6%	33%	62%	0%	666
(b)	Create projects that connect to the community	2%	18%	45%	35%	0%	666
(c)	Design lessons, activities and assignments that foster creativity	0%	9%	45%	45%	0%	667
(d)	Develop collaborative work for students	1%	10%	40%	49%	0%	663
(e)	Expand global/world focus during instruction	3%	24%	42%	32%	0%	667
(f)	Expect students to demonstrate multiple methods of communication	1%	12%	40%	47%	0%	667
(g)	Incorporate technology into teaching and learning	1%	15%	38%	46%	0%	667
(h)	Offer "hands-on" learning opportunities	0%	6%	30%	64%	0%	668
(i)	Offer more self-directed learning opportunities	2%	21%	44%	34%	0%	665
(j)	Provide more choice for students	3%	20%	42%	34%	1%	668
(k)	Require critical thinking and reasoning in student work	0%	4%	31%	65%	0%	665
(l)	Use digital media to teach and learn	4%	21%	40%	35%	0%	666
(m)	Use project-based learning	2%	20%	37%	39%	2%	666

Community Survey – Employee Responses

Q7. Please review each topic and indicate your level of support for ACPS continuing to explore each opportunity in order to prepare for our students' future needs.

		Do Not Support	Somewhat Support	Support	Strongly Support	No Opinion	Total
(a)	Develop and implement a Kindergarten through 12th grade "World Languages Program"	8%	25%	34%	30%	2%	668
(b)	Develop and implement a full one-to-one technology initiative for students	8%	22%	37%	31%	2%	664
(c)	Expand professional development opportunities for teachers and support year-long opportunities for teachers to design lessons and assessments	2%	12%	37%	47%	1%	667
(d)	Provide direct home-to-school transportation for high school magnet programs	14%	28%	33%	14%	11%	668
(e)	Transform classroom spaces into innovative learning environments	5%	18%	35%	39%	2%	663

Q9. Please indicate your affiliation with Albemarle County Public Schools. Check all that apply.

	Alumnus/Alumna of ACPS	Community member	Employee	Parent or guardian	School volunteer	Student	Other (please specify)	Total
Responses Received in %	11%	28%	100%	31%	6%	0%	1%	670

Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Community Survey – Employee Responses

Q10. Check all that apply. I am a parent/guardian of a(n):	Responses Received in %
Agnor-Hurt Elementary School student	3%
Baker-Butler Elementary School student	4%
Benjamin F. Yancey Elementary School student	1%
Broadus Wood Elementary School student	4%
Brownsville Elementary School student	8%
Crozet Elementary School student	4%
Hollymead Elementary School student	3%
Mary C. Greer Elementary School student	2%
Meriwether Lewis Elementary School student	3%
Paul H. Cale Elementary School student	6%
Red Hill Elementary School student	2%
Scottsville Elementary School student	1%
Stone-Robinson Elementary School student	5%
Stony Point Elementary School student	2%
Virginia L. Murray Elementary School student	3%
Woodbrook Elementary School student	3%
Jackson P. Burley Middle School student	5%
Community Public Charter School student	0%
Joseph T. Henley Middle School student	9%
Jack Jouett Middle School student	10%
Mortimer Y. Sutherland Middle School student	5%
Leslie H. Walton Middle School student	5%
Albemarle High School student	22%
Monticello High School student	11%
Murray High School student	2%
Western Albemarle High School student	14%
Math, Engineering and Science Academy (MESA) student	1%
Health and Medical Sciences Academy (HMSA) student	0%
Charlottesville-Albemarle Technical Education Center (CATEC) student	0%
Enterprise Alternative Education Center student	1%
Ivy Creek School student	0%
Piedmont Regional Education Program student	0%
Non-ACPS charter school student	0%
Home school student	1%
Private school student	1%
I don't have children enrolled in school	7%
Total	192

Community Survey – Employee Responses

Q11. What is your status? Check all that apply.									
	My children are not yet in school.	My children attend ACPS.	My children attend school in another school division.	My children have already completed their education in Albemarle County Public Schools.	My children have already completed their education in another school division.	I have no children.	I am a senior citizen (65 or older).	I am retired.	Total
Responses Received in %	12%	32%	7%	31%	9%	18%	1%	0%	665
Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.									

COMMUNITY MEMBER RESPONSES

Community Survey – Community Member Responses

Q1. How familiar are you with the current Albemarle County Public Schools (ACPS) Strategic Plan?					
	Very Familiar	Somewhat Familiar	Not Familiar	Have Never Seen It	Total
Responses Received in %	26%	43%	20%	10%	568

Q2. As you envision the future for our students, please indicate which of our current strategic goals still apply as we move forward. Check all that apply.							
	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Other (please specify)	Total
Responses Received in %	89%	60%	85%	45%	75%	19%	569
Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.							

Goal 1: Prepare all students to succeed as members of a global community and in a global economy.

Goal 2: Eliminate the Achievement Gap.

Goal 3: Recruit, retain and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.

Goal 4: Achieve recognition as a world-class educational system.

Goal 5: Establish efficient systems for development, allocation, and alignment of resources to support the Division's vision, mission, and goals.

Community Survey – Community Member Responses

Q3. Please indicate the level of importance you place on each skill.							
		Low Importance	Moderate Importance	High Importance	Very High Importance	Don't Know	Total
(a)	Ability to collaborate with others	1%	8%	30%	61%	0%	570
(b)	Ability to use and incorporate technology	1%	8%	28%	63%	0%	571
(c)	Ability to speak other languages	6%	33%	39%	22%	1%	568
(d)	Appreciation and sensitivity for diversity	4%	19%	33%	43%	0%	567
(e)	Awareness of other perspectives	2%	13%	38%	47%	1%	571
(f)	Communication	0%	3%	20%	77%	0%	569
(g)	Creativity and the ability to innovate	1%	6%	35%	58%	1%	571
(h)	Critical thinking	0%	3%	22%	74%	1%	569
(i)	Economic and financial awareness	2%	12%	44%	42%	0%	568
(j)	Flexibility and adaptability	1%	8%	42%	50%	0%	569
(k)	Interpersonal skills and respect for others	1%	5%	30%	65%	0%	570
(l)	Problem-solving skills	0%	1%	25%	74%	0%	565
(m)	Reading skills using a variety of media	0%	6%	35%	58%	1%	569
(n)	Reasoning skills	0%	2%	29%	68%	1%	569
(o)	Self-awareness	2%	14%	40%	43%	1%	567
(p)	World view or global outlook	4%	15%	46%	34%	1%	566
(q)	Writing skills	0%	7%	32%	61%	1%	570

Community Survey – Community Member Responses

Q5. Please indicate the level of importance you place on the teaching and learning responses below.							
		Low Importance	Moderate Importance	High Importance	Very High Importance	Don't Know	Total
(a)	Create problem-solving opportunities	0%	5%	32%	62%	0%	564
(b)	Create projects that connect to the community	5%	28%	39%	27%	0%	567
(c)	Design lessons, activities and assignments that foster creativity	1%	10%	46%	43%	0%	568
(d)	Develop collaborative work for students	2%	16%	45%	37%	1%	564
(e)	Expand global/world focus during instruction	4%	27%	43%	25%	0%	566
(f)	Expect students to demonstrate multiple methods of communication	2%	15%	43%	40%	0%	569
(g)	Incorporate technology into teaching and learning	3%	13%	34%	50%	0%	569
(h)	Offer "hands-on" learning opportunities	0%	7%	31%	62%	0%	568
(i)	Offer more self-directed learning opportunities	5%	24%	41%	30%	0%	565
(j)	Provide more choice for students	6%	28%	33%	31%	1%	566
(k)	Require critical thinking and reasoning in student work	0%	4%	27%	69%	0%	568
(l)	Use digital media to teach and learn	7%	20%	41%	32%	0%	567
(m)	Use project-based learning	3%	20%	40%	35%	2%	565

Community Survey – Community Member Responses

Q7. Please review each topic and indicate your level of support for ACPs continuing to explore each opportunity in order to prepare for our students' future needs.

		Do Not Support	Somewhat Support	Support	Strongly Support	No Opinion	Total
(a)	Develop and implement a Kindergarten through 12th grade "World Languages Program"	12%	20%	29%	38%	1%	570
(b)	Develop and implement a full one-to-one technology initiative for students	8%	20%	39%	29%	4%	566
(c)	Expand professional development opportunities for teachers and support year-long opportunities for teachers to design lessons and assessments	4%	16%	35%	43%	2%	566
(d)	Provide direct home-to-school transportation for high school magnet programs	18%	26%	29%	14%	13%	569
(e)	Transform classroom spaces into innovative learning environments	6%	14%	31%	46%	4%	569

Q9. Please indicate your affiliation with Albemarle County Public Schools. Check all that apply.

	Alumnus/ Alumna of ACPS	Community member	Employee	Parent or guardian	School volunteer	Student	Other (please specify)	Total
Responses Received in %	22%	100%	33%	82%	39%	1%	4%	571

Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Community Survey – Community Member Responses

Q10. Check all that apply. I am a parent/guardian of a(n):	Responses Received in %
Agnor-Hurt Elementary School student	5%
Baker-Butler Elementary School student	4%
Benjamin F. Yancey Elementary School student	1%
Broadus Wood Elementary School student	5%
Brownsville Elementary School student	8%
Crozet Elementary School student	4%
Hollymead Elementary School student	5%
Mary C. Greer Elementary School student	1%
Meriwether Lewis Elementary School student	6%
Paul H. Cale Elementary School student	5%
Red Hill Elementary School student	1%
Scottsville Elementary School student	1%
Stone-Robinson Elementary School student	5%
Stony Point Elementary School student	2%
Virginia L. Murray Elementary School student	3%
Woodbrook Elementary School student	3%
Jackson P. Burley Middle School student	7%
Community Public Charter School student	1%
Joseph T. Henley Middle School student	12%
Jack Jouett Middle School student	8%
Mortimer Y. Sutherland Middle School student	7%
Leslie H. Walton Middle School student	5%
Albemarle High School student	19%
Monticello High School student	12%
Murray High School student	3%
Western Albemarle High School student	13%
Math, Engineering and Science Academy (MESA) student	2%
Health and Medical Sciences Academy (HMSA) student	0%
Charlottesville-Albemarle Technical Education Center (CATEC) student	0%
Enterprise Alternative Education Center student	0%
Ivy Creek School student	0%
Piedmont Regional Education Program student	0%
Non-ACPS charter school student	0%
Home school student	1%
Private school student	2%
I don't have children enrolled in school	2%
Total	448

Community Survey – Community Member Responses

Q11. What is your status? Check all that apply.									
	My children are not yet in school.	My children attend ACPS.	My children attend school in another school division.	My children have already completed their education in Albemarle County Public Schools.	My children have already completed their education in another school division.	I have no children.	I am a senior citizen (65 or older).	I am retired.	Total
Responses Received in %	8%	78%	3%	25%	4%	4%	1%	1%	560
Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.									

Albemarle County Public Schools
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Q4. Please indicate the level of importance you place on each skill.

"Other" Responses

Music classes can teach all of the above, and more.

These skills are really very difficult to argue with or prioritize. I feel like this part of the survey will not be very useful. You are asking people to say how important each of these incredibly important skills are. I fear these responses will contain no useful information.

a sense of joy in learning

I don't think the schools are responsible for teaching the things I marked as low importance. This does not mean I think they are unimportant.

Remember that *not* every child will go to college. What are you doing to meet the needs of the students who will enter the workforce immediately after high school? Where are the trade programs? Where are the practical/real life math skills?

Responsibility for yourself and your actions. How your actions affect others.

Not all people learn the same way. Alternative plans should be made to address different learning styles to meet the important learning objectives above.

All of these are extremely important. I rated very high importance to those I particularly want to see the schools concentrating on, because I know you cannot focus on everything at once and with equal intensity.

ethics and responsibility

Certainly, these are not separate goals; e.g. critical thinking, appreciation for diversity, and cooperative work happen in a reading/writing context.

I think it is atrocious that the school district attaches such low importance on Foreign language. It seems the money should be spent on teaching our kids a foreign language in elementary school (when it is easiest to learn and where the most benefits are gained), instead of spending the money on technology which many of our teachers don't use anyway (some of our teachers don't even use email!). Also, teaching our kids to be good writers, problem-solvers, critical thinkers, communicators is key.

diverse opportunities- technical as well as academic pursuits

Although the use of technology is imperative, the replacement of human instruction with computers does NOT increase technological abilities, but stifles growth in all areas of intellectual development.

Math is presumably implied under critical thinking and reasoning, but it should be a specified, and not an implied task. Resurrect Philosophy. Again, perhaps this is implied under reasoning, but inductive and deductive reasoning are disciplines we seem to be losing, and the scientific method cannot answer "Why am I here?", and "What does it all mean?" Finally, character, morality and virtue are not solely the purview of parents and church, and informed citizens would benefit modern society.

Stop teaching to the middle; set higher expectations. In middle school English, more writing assignments please. Sometimes student teachers are great, sometimes they're not. I don't think you should have student teachers in higher level classes in middle school.

The following concepts are interent under the heading awareness of other perspectives: appreciation and sensitivity for diversity, flexibility and adaptability, Interpersonal skills and respect for others, and world view or global outlook. Communication already includes collaborating and writing skills. Innovation, critical thinking, problem-solving, and reasoning skills are the same.

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Q4. Please indicate the level of importance you place on each skill.

"Other" Responses

Writing skills specifically mentioned but not math skills (except as problem solving). Math should be emphasized. Personal skills like self awareness, sensitivity and the use of technology are important but wrapped around the core of substantive knowledge of math, reading, writing,

awareness that all societal roles are valued and important, and that there is not one single path to success. Our society has fewer and fewer skilled tradesmen, yet we have many college graduates who cannot find jobs or who are working retail. We need to break down stigmas over non-college careers.

mathematical thinkers

consumer math! My daughter is a senior in college major in math and will take another year to get her masters in education. She is now telling me she has not been provided with any education that would help her manage money.

Mathematical skills! Computer science and coding. Science and research skills.

I think these are all important and there are certainly others. What I have found MOST lacking is a true STEM program. Not an engineering program that also works as STEM (for some kids). A focus on technology is great, but if you don't provide kids who want to go into true science or math, but not engineering or health sciences, opportunities, we are creating a huge gap. Especially for girls.

As kids become more technically savvy and rely on media to communicate, it's important to stress the more traditional forms of communication (writing, conversations, etc) as I see this becoming a bigger issue over the next 20 years. The public schools too do need to keep as technical as possible to keep kids engaged and to prepare them for college, etc.

I think that all children should have access to the internet at home not to be disadvantaged. I feel that the school board should play a role in helping this happen

I am concerned that the current climate of testing (practicing and taking standardized tests) throughout the year diminishes the ability of good teachers to teach in innovative ways and to address this list of educational goals.

I believe cultural diversity is somewhat important but, that will come if individuals grow to be self aware of their INDIVIDUAL contributions and responsibility to the group and community as a whole without that appreciation of diversity will never happen.

Developing a work ethic.

The ability to reason, problem solve, justify one's thinking, and collaborate are the most critical of these skills. Students must interact face to face as human beings in order to develop these skills. Interacting exclusively or predominantly with technology gets in the way of the development of the ability to communicate face to face. It is imperative that technology be treated as the useful tool that it is, but that it NOT replace face to face discussion.

Practical hands-on skills that can be applied to local and statewide job opportunities. Recognize that the old academic model which compels students to go to college to get degrees that have no practical job skills is unsustainable. We all now have knowledge and formulas at our fingertips, but we must concentrate on teaching our students how to apply what they are learning to the real world - the classroom and lab should challenge our students to apply what they learning not only memorize it.

Worrying about what they need to learn is never really up to date. Kids need to learn how to learn

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Q4. Please indicate the level of importance you place on each skill.

"Other" Responses

ability to use one's important skills with efficiency (I mean with speed and reasonable accuracy). The workplace values speed. Quick reasoning skills and knowing how to use small increments of time. Workplace values time management.

Hope it's not a problem that I checked all. I don't see that it's impossible to achieve all.

Don't utilize common core learning practices! It is destroying the American education system!

Organizational skills Sound judgment

We have to focus on the gifted and the resources available or not available to them. We are losing gifted children to other school systems or private schools because of the lack of options.

A global community member needs to speak another language. ACPS needs to give serious consideration to adding a true language program at the elementary level.

Learning how to learn so they have strategies they can pull from to help them become life-long learners.

Core competencies in reading, writing, and mathematics.

Albemarle County has a tendency to deal with the children being bullied, not those doing the bullying. They ask the kids who are being bullied to change the way they behave and shy away from making parents responsible for their children's behavior. We need to get back to the basics of respect and kindness. We have become too "correct" to children who act out, we have become afraid of the parents and the backlash of disciplining their children.

Critical thinking. NOT teaching/learning to the test. This does not promote critical thinking.

Time management

RESPECT FOR OTHERS!!!

kids are way ahead of school on technology so quit wasting money teaching them how to use iPads etc

World view includes foundational beliefs: recognizing that God created the universe and each person validates the fact that each individual is special and that God made the rules and has the right to say we're wrong.

Unfortunately, the Theory of Evolution's idea that millions of random chances over millions of years resulted in planets, plants, and people leads to devaluing human and animal life in favor of "survival of the fittest", besides promoting "science" that can't be substantiated.

Physical Fitness, Music and Art, Technical Education, and Special Needs Development skills are at the level of VERY HIGH IMPORTANCE as well as those listed above. Some children that aren't academically strong need to be prepared for their hands on careers as much as those with strengths in academics.

I feel that an overemphasis on diversity is counterproductive in that it draws more distinctions and differences between people. Limited teaching time would better be spent on soft skills of self awareness, awareness of other perspectives, interpersonal skills and respect of others (individually). I believe that these skills will allow our kids to better connect and appreciate the differences between all people irrespective of cultural or racial background.

These are the same skills that all educated people are using NOW! What is new? Name one thing above that is not being done now? The above is all important and it was what I was trained for by my family, every day life skills, and my own past education the last 40 years! Name one thing above that is really 'outside the box' of how we now teach our children?

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Q4. Please indicate the level of importance you place on each skill.

"Other" Responses

Accepting and incorporating the disabled population as worthy members of each student's world order (Very high importance). Maintaining physical fitness to complement a healthy mind (Very high importance). Foster volunteerism and support to the community (Very high importance).

Our world is moving at such a fast pace! All the above areas are highly demanded in order to be successful within the community! Annie Herndon

The kitchen table is where moral thought and behavior is learned and taught. If the dinner table does not follow your ideas if fair play and respect then it's a waste of time in the class room. Teach reading math since history. Compete with the world. Do not try to make everyone feel good.

Math basics/skills are lacking in ACPS; survey your elementary students and see how many of them have to seek outside tutoring and in what grades they seek this tutoring because the teachers have not prepared them in the lower grades, for the higher level math of the upper grades.

Writing has been identified by employers as lacking among college graduates. I am very concerned that the ability of ACPS high school teachers to teach writing has been adversely affected by the increase in work load with the 8 periods. I say this as a parent who has a child now in school and one who graduated. The children did not have the same expectations.

Application of science in the world Focus of Physical Health Needs (Exercise, Eating and Rest)

The ability to make connections between different facets of their education & their lives

writing/reading/stamina are essential, as ever -- the elementary years are critical foundation-building -- current emphasis on technology is not appropriate in the early years -- foundation/fundamentals needed; then, like sponges, students quickly become savvy w/technology in middle school and beyond! with increase in tech, I see literacy skills of elementary schoolers plummeting yearly - bright/gifted students who come to me from tech-focused teachers lack basic skills - frightening and wrong!

Knowledge and appreciation of the fine arts. Awareness of the arts in an historical context. Knowledge of global history and culture. Knowledge of American History. Knowledge of History of Technology

Study and Research Skills

Sense of honor, respect and discipline

Responsibility and motivation to do work independently

I am not sure that it is key to look at world a certain way, but all students should understand how their livelihood depends on people on other continents

The above list advantages one perspective of relational, conceptual, and constructivists ideologies. Something can be lost if the process and instrumental modes of teaching and learning are not considered or are lost. All of the things above are reasonable and important. However, they are sufficiently vague such that critical skills and issues can be lost.

Willingness to take risk. Understanding that it is ok to fail and that you learn valuable lessons from failing. Confidence in ability to achieve.

While the use of technology in today's world is essential, skills like problem-solving, critical thinking and learning to focus attention and persist in an intellectual challenge should be prerequisites. Technology should be used as a tool to help make these tasks more efficient, not as a means to replace them.

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Q4. Please indicate the level of importance you place on each skill.

"Other" Responses

Emotional skills! Do you realize the population that struggles with mental illness and the toxic emotional environment present in some ACPS schools? Teach kids how to effectively communicate and diffuse emotional situations, teach children how to modulate their own emotions. Get guidance counselors actually involved in the student community, make it a priority to make sure kids aren't bullying others or themselves in such a high stress academic environment.

Public speaking skills - Very High Importance Quantitative skills - Very High Importance

We need students to have the ability to think. This is the most important skill! Teaching them to memorize in order to pass an SOL in my opinion is a complete waste of time! I think we need to give power back to the teachers and allow them to develop their students in a way that will serve them for life.

speaking AND listening skills. math skills especially number facts--that sounds obvious, but so many do not know their number facts--even in high school.

Math and science have got to be emphasized in the ever changing world

Present facts, figures and ideas clearly and effectively.

I think it is crucial for students to understand the importance of communicating with peers and superiors in face to face meetings and not just through email and texting. I feel the high emphasis on instant messaging has diminished our children's ability to communicate ideas and thoughts using verbal skills.

Of course these are all very important; the true question is how to do away with focus on testing, over crowded classrooms, minimalist teachers, poor attitude among students and teachers.

Upper Elementary is driven by SOL scores. Most of the items listed above do no occur on a regular basis in the classroom.

Technology is our window into a new world -- warts and all. As a society and a school system, we are going through the growing pains of transitioning from an analog world to a world with a great mixture of ways that we connect with each other -- face to face, groups, social media, presentations using different technologies, and the written word. How do we make this transition to embed tech. work for all (novice to 25+ year teachers, kindergarten students to seniors in high school, and admin.)?

I don't think it is important for elementary school students to know about our economic situation in the world or what is happening around the world for that matter. They are kids and do not need anymore cause to worry.

The gifted area demands more investment to enable those children with greater stretch opportunities for their intellectual growth and development. In other words, a proportionate investment should me made into that area relative to the one toward closing the achievement gap.

Besides computer skills our chidren should be taught penmanship. Many high school students cannot write there own names. I know we have been told that everything will be done on computers in the future, but not everyone of the children as adults will be using computers.

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Q4. Please indicate the level of importance you place on each skill.

"Other" Responses

Like Steve Wozniak, one of the founders of Apple, I think the trend toward collaborative or group learning has tilted to the extreme. While working collaboratively is important, as Wozniak (to cite one example) has stated, the most advanced ideas and inventions throughout history were developed BY INDIVIDUALS, given the space and resources to think and create. I think our schools need to correct to a better balance.

We must move away from standardized tests as a basis for funding and regain the professional art of teaching in the classroom to a highly motivated technology savvy crop of youngsters that are demanding interactive and engaging content delivered across multiple modalities.

reading needs to be separated from other media in your questionnaire

Rather than furthering academics, we have become a melding pot of politically driven agendas which have NO place in our schools. Our students are receiving less education despite technological advances, because of the pressure of teaching to SOLS, less teacher work days and crowded classes, and a dizzying schedule.

An integrated maths and science curriculum with the humanities can achieve many of these goals.

Soft skills of work ethic, conflict resolution. customer service skills, speaking, organization, attendance, time management, goal setting, professionalism.

Etiquette and speaking and writing proper English

Note: These skills are more easily achieved when given the time space to reflect on one's learning. This is extremely difficult under MHS's current 4x4 schedule.

Our students need to create their roles in the community- how to be responsible, ethical, inventive, individuals.

Growing concern over lack of basic skills for many elementary students in reading, spelling, and writing. Those students who have had a heavy dose of technology in some earlier grades are seriously lacking some of the most basic writing and reading skills.

The reason I put diversity lower is because that has become an overused buzzword -- diversity for diversity's sake. This results in a "surface" level view of diversity based on external appearance or cultural label. The real issue is to be aware of and respect different backgrounds and perspectives. So, I would focus on those foundational issues, rather than "surface" level diversity.

More unstructured physical activity and play time. Fresh air.

Ability to understand and navigate all independent living skills, including housing, financial, meal preparation, budgeting, and job searching. (This is geared to those students whom we know will NOT be suitable for college, yet aren't VAAP students either...there are students we are NOT REACHING who are in between, who don't even know their home address, the concept of money, yet they are SOL tracked students...This is a MAJOR problem. OPEN. YOUR. EYES.)

math and science skills beyond just critical thinking and problem solving.

enthusiasm for STEM

Math skills

Ability to manage tasks and time and make deadlines

Integrity and Ethics

Albemarle County Public Schools
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Q4. Please indicate the level of importance you place on each skill.

"Other" Responses

self-confidence; effective application of knowledge; the ability to value accomplishment; resourcefulness; leadership skills are very important.

Skills? The above sounds more like "finishing school". What about basics, e.g. - MATHEMATICS? This list has very little to do with practical education. "Other perspectives", "self awareness", "sensitivity"... These are all VALUES to be derived from families & students - not our public schools. Morals & values are not a part of a curriculum and are to be learned our own homes. Leave that to families, and please, PLEASE put "the 3 R's" ahead of philosophic ideologies and emotional topics.

Character values are important. If a student can learn to discipline themselves, others won't have to. Honesty, integrity, etc. We need to consider ways to get the student invested in learning. It seems that we do not reward failure with consequences that mirror failure, we just push them along anyway. If students who fail could feel the real effects of failure, not being able to advance a grade level, they would be more motivated to change and improve. Stop advancing students who don't deserve it

Listening Reflecting Analyzing

Reading skills, regardless of the medium Effective written communication

self-directed learning

We need to educate individuals so they know how to learn and are able to express themselves effectively in writing and communicating with others. It is important to know how to use the tools of technology, but interpersonal skills and core reading, writing (grammar), and math skills are very important as well.

This list omits things that I think will be more important globally, namely math, science, and computer programming

The ability to communicate clearly, cogently, and coherently--verbally and in the written word--will always be a critical life skill!

Climate change

While the list above does state many important skills that children need to have, the main question that needs to be asked is "On what skills should ACPS focus?" To that, the major skills should be reading skills, writing skills, math skills and technology skills. If students do not attain these skills in school, they will not be able to creatively or critically think as they age. A strong focus on these basic skills should be our main focus.

Ability to speak clearly.

The ability to adapt to new situations on their own.

We need to get back to basics. Excellent reading skills, excellent writing skills, critical thinking ability and proficiency in math.

Time management, finding and analyzing the validity of information

Strong understanding of history as it relates to the present

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Q4. Please indicate the level of importance you place on each skill.

"Other" Responses

Probably covered by 'self awareness' but the ability to recognize their own strengths/weaknesses/skills/passions etc. and how each of these can be tailored towards a fulfilling career. Not all students should or need to go to a 4-year college, but at all times should be encouraged to optimize their capabilities and live their passions.

Technical skills, ability to use various software, computer or other equipment. Emphasis on CATEC program for high tech manufacturing skills.

Math and science skills knowledge of history, US and world knowledge of geography

Mathematical proficiency

Be able to follow directions!

It is those students who DON'T resonate with academic classroom instruction that pose the largest problem for our community and country in 20 years. We have students that do not complete school with adequate skills to raise and support a family. If they are NOT attending college and they are not capable of making an adequate living, then public schools have failed these students. We need to expand our educational system to serve students who require hands on instruction. Maybe ten CA-TECs??

Student need to be prepared for the next stage of their lives. Not all students go to college. Non-college bound students must be better prepared for the work place. The need to develop skills they can use straight out of HS.

I'd love to see the emphasis move away from standardized testing. The above skills are quality vs. quantity centered. Rote learning actually impedes innovation and ownership of material.

Listening skills, ability to prioritize and to bring projects to completion

I am not sure what "media" includes in the following skill "reading using a variety of media."

Open mindedness and thinking "outside of the box" (which are a bit of a conglomeration of several above).

I think the key to any education is the application of knowledge. While the school does attempt some of this I think that more and more employers are looking for applicable knowledge and less about book knowledge. I would like to be a much larger emphasis put on this.

Stop calling World Language classes "Exploratories" if you really value foreign languages!

Capacity for critical evaluation of media sources

The idea of the common good, specifically the idea that the future, a positive future is based on sharing the limited resources of the earth rather than fighting over them!

Decision Making Research over extended time from multiple sources Community Service Ecological Awareness

Mathematic skills is the most important - and missing - element.

Coping with stress and/or conflict resolution.

What is meant by reading "a wide variety of media"? Are we really going to substitute technical manuals for literature and call it education?

Increase knowledge of civics and the way a democratic republic is governed

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Q4. Please indicate the level of importance you place on each skill.

"Other" Responses

Preventing Bullying and follow up with hurting children. I don't believe the county is doing a good job in this area.

Ability to judge the quality of creative activities.

I believe students should be required to learn another language beginning at an earlier year (ie third grade) as they do in other countries

Poorly made survey. You would get more significant results if you asked respondents to rank the skills.

really appreciating the concept of being a good citizen; instilling confidence in oneself

A student must be well read; able to write papers, reports, and the like; and a student needs to be skilled in critically thinking - not by being told what to think.

Being able to identify activities that make you happy or that you find interesting Being able to differentiate between something that might sound good (like all these goal in the questionnaire) and reality - i.e. what it will look like in practice.

US Citizenship and the benefits that we have over lesser privileged countries.

Self respect, strong organization skills, healthy life style, and good coping skills

Is this a real survey? Is there anyway to NOT check High or Very High? If you already know the answers, why bother to ask the questions.

Listening skills, ability to find information, ability to evaluate information,

Although it is important to look into the future, 20 years from now in my opinion is too far to project. With the onset of Globalization we have to focus on two areas: (1) who we are connected too and (2) who we are not connected too! Technological advancements and methods of communications will change drastically every few years so we as parents, educators and community leaders need to concentrate on what our children need now and in the next 2 to 4 years.

Learn about emerging markets, current customs, geography- the world today and in the future

I agree with the list above but in order for our students to stay and be successful in the next 20 years- we need to focus on respect, integrity, empathy, honesty-- If a child feels respected and safe then everything else will fall into place and the creativity, awareness, sensitivity, problem-solving skills will come out in each child. There needs to be a ZERO tolerance for "meaness" - this occurs during PE in locker rooms, in hallways and outside during recess where teachers are absent.

We continue to do very little for students at the low end of the spectrum. Students need writing and reading instruction by high quality teachers. New technology and creative learning spaces are not the fix for increasing the graduation rate. Programs that will provide opportunity and instruction to individual students, need to be created, those that are in place, like SPED collaborative model, need revision. The students most at risk to drop out are not, in some cases, getting what they need

-Honesty -Self-respect -Empathy

Ability to compete on the global level will mean our children will really have to improve in all aspects of critical thinking. I am very concerned we are spending too much time " teaching to the test" (SOL) that the children are deprived of the education they deserve that will really enhance their thinking process. Micro managing from central offices is inhibiting creative teaching.

Ability to study on any topic- assimilate, process, synthesize and apply information.

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Q4. Please indicate the level of importance you place on each skill.

"Other" Responses

Deep understanding of the scientific and technological underpinnings of the technology that drives the world around them
Instructional Design and Technology emphasis.
To compete globally we need to keep up with China and India. We need increased focus on math, science and engineering. Less focus on "Awareness of Perspectives" and "diversity". Children still have parents, let parents deal w/ diversity, awareness, and social issues.
Basic life skills - more "practical" training: practical finance, practical law, practical medicine, etc
Will need a confidence about themselves
Teach students self respect and self confidence.
Most of these touch on Collaborating, Communicating, and Creating.
Respect for the religious beliefs of students and parents (i.e. do not, in an effort to be "politically correct" try to make religion irrelevant).
Awareness of safety issues and how to encourage a no-bullying environment.
Many of these things are very important, but, taking into account that each person has their own individual strengths, how do you plan to teach or encourage these things without creating an unrealistic teaching environment?
strong self esteem and mental wellness physical health
I believe religion of students should be recognized and respected.
based on our experiences with our children in the albemarle school system, Writing Skills has taken a back seat to almost everything else.
Personal time management Project planning Department, etiquette, manners
Again, in what professional career that we would hope our children aspire to, or as simply being constructive members of any type of community locally or internationally, do any of the aforementioned skills and abilities not have very high importance.
An appreciation and respect of the natural world and how it is integral in how we work and live.
Critical thinking, world view, self view, respect and morality should be shaped by families and communities, not by public school forums and directives.
I do not agree that all students must take a finance class in high school. It should be offered but not made mandatory.
An academic environment, not social reconstruction, is what I want for my children's school experience. I have lived outside the US for 10 years and used international schools that are academically rigorous. Bringing in the nebulous "sensitivity for diversity, flexibility/adaptability, self-awareness" distracts from academics and belongs to parenting, not the classroom.
Self-discipline and accountability
The skills for life long learning - reasoning, problem solving - are more important for the future than specific technology skills. Those technologies will no longer be relevant in a few years, but the ability to learn is always applicable in all walks and times of life.

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Q4. Please indicate the level of importance you place on each skill.

"Other" Responses

The classical education system of the trivium, which is grammar, logic, and rhetoric, trains a child's mind to think critically, objectively, and rationally, no matter the area of emphasis the child wishes to pursue in the future. It is this foundation of knowledge and skill in the basics of reading, writing, math, and science, which will serve the students of the future in their path to adulthood, not "sensitivity," "diversity," or a "global outlook."

I ultimately believe that our children need a solid foundation in order to be successful over the next 20 years. It's going to take getting back to some of those basic fundamentals to achieve it.

im dissappointed that so little is spent/time/effort/curriculum in teaching languages. As Americans we are considered dumb by other cultures that speak both their native tongue and English. The elementary years are the BEST by far to encorporate and retain language but yet we do NONE

Accountability for personal decision and choices; Academic accountability

Empathy and a sense of belonging

Health body awareness (obesity is way to big a problem in our country).

Respect for others especially (e.g. not looking at their phones during graduation ceremonies)

I know technology is important and given that some schools have netbooks for each child, I am concerned about the ability to bring and use I-pods and phones in class. There is no consistent policy as all teachers choose what is best for them. I found not read anything that says a child can listen to music and read or do their work. Especially, what they are listening to. I think technology as important as it is needs to be monitored and its use is not when allowed freely with little monitoring.

Critical thinking is seriously lacking in today's curriculum. Students are being instructed from one viewpoint only (e.g. "is global warming due to all of mankind or just some of mankind?). Very rarely are alternate viewpoints presented. Economic education has been next to nothing and my children have required much outside efforts to learn the economic basics.

Math Skills

Sports and body/health awareness Art development Social/political awareness

Ability to work and learn independently. Ability to teach others.

I don't believe it's the schools duty or right to teach "morals" to children. That is a parents job and tax money should not be used for these purposes. "Sensitivity for diversity" and "global outlook" are broad skill sets and can be interpreted differently by each individual. I do not want "teachers" instilling morals in my children. Children should be taught not to bully, be polite and respectful...that should cover what the schools should teach, anything else steps over many lines.

I don't know how "world view or global outlook" is a skill. I think the school should focus on developing critical thinking skills and reasoning skills and let the students develop their own world view.

Understanding of Science and Math

Stronger math and science focus

Math is still needed and it is not listed

Computer world is here. Teachers obsolete. Kahn's Academy teaches my kids more than ACPS

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Q4. Please indicate the level of importance you place on each skill.

"Other" Responses

Ability to empathize with others with disabilities and others different from themselves...zero tolerance with ethnic jokes, making negative references to emotional or cognitive challenges and alternative lifestyles, harassment based on religion (or lack of belief thereof)

Reading alone should be VERY HIGH, "using a variety of media" is secondary, and follows naturally if reading itself is well-enough learned.

The ability to communicate verbally is extremely important. The majority of education focuses on the written form of communication. In today's world TV is the primary form of communication world wide.

Prioritizing and Time Management

Critical thinking, problem solving, and a global community view are the most important, in my opinion.

They are all important. I also think there are repetitive skills listed that we be better placed in a suite of options together. Example: 1. Critical Thinking (Reasoning Skills, Problem-Solving) 2. Perspective (Global Outlook, Self-Awareness, Economic Awareness, Diversity) 3. Toolbox (Writing Skills, Reading Skills, Interpersonal Skills, Creativity). I would appreciate definitions to be sure all are on the same page as to what each skill represents.

Familiarity with programming

Understanding Human development

APPLICATION of math skills in real life situations

Self-respect in terms of eating, drinking, hygiene, cultural norms, mind and body maintenance. Perhaps this falls under self-awareness>?

Ability to overcome obstacles or challenges

Is this a two-fold test to also inquire as to the education of parents?

Confidence and sense of accomplishment

For the language component I have ranked ability to speak other languages "very high" as I think having an appreciation for other languages is an extremely important component of having a sensitivity for diversity, awareness for other perspectives, and acting as a responsible and functional global citizen. However I do not think that actually being able to *speak* other languages is absolutely necessary - and I think Latin continues to have a solid place in a well rounded education.

Real world/real life applications. Financial awareness for example- are students graduating with the skills needed to manage money, balance a check book, savings and investments, and understand how credit and interest works?

cursive has been disbanded in elementary schools - this is a pity and may backfire, as children of this genre are not writing enough and computers have infiltrated most walks of education! We will end up having a bunch of "illiterates" should they not be made to write more - in short, less work on computer, more using books and hands for writing! Not old-fashioned when i say this - There are a zillion other distractions on the computers and it is next to impossible to stay focused on task!!!

Science - Environmental Awareness Ability to complete simple & complex mathematical equations

I think all of these skills will be important in 20 years, but the capacity for how they will be utilized, and to what level, will depend upon the situation in which they are required.

Leadership Negotiating skills Mediation

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Q4. Please indicate the level of importance you place on each skill.

"Other" Responses

Skills required to be a positive agent of change.

Computer Programming Skills. Not just use technology, but create solutions with technology.

Writing skills to include writing at a high level. The middle school writing program at this point does not prepare students for high school writing demands or real world writing demands for job application and research.

skills to establish a healthy lifestyle physically and mentally

Throughout my school years I felt like other states such as the northern states and some cities in throughout Virginia were more advanced and the students learned on a higher level than what we did. The instructors also were very flexible in how they would teach the students as well. This is important because not every child learns the same some students actually think on a higher level and don't understand simple instruction or simple problems (Advanced thinkers).

Creative Problem Solving, Project Based Learning, Integrated/Interdisciplinary Studies

To excel is a positive goal, There are always winners and losers in life & business

mathematics and the philosophy of mathematics and its relationship to sciences.

Ability to think, learn, solve problems for the joy and interest in learning rather than focusing on a test.

There is a lot of overlap on the above. All critical; some (e.g., appreciation and sensitivity) a little more organic for this generation (I hope!) than previous.

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Q6. Please indicate the level of importance you place on the teaching and learning responses below.

"Other" Responses

Overhaul grading systems to appropriately reflect student achievement.

Again, there is really nothing to debate in any of these. A modern education must include all these elements.

Not every student will, or should, attend college. Albemarle needs a much more robust and meaningful career technology program that is integrated into each high school.

use passion-based learning

What I've seen of the project-based learning that our kids endure is that the teachers do not have the time to make sure it's a worthwhile experience. Collaborative learning is a waste of time; the good students just get punished, and the lazy students benefit from the other students' work. They'll learn to collaborate when they are older and are forced to do it.

As educators we should provide a learning environment that is sensitive to all learners. Not all children work well in the environments which "Learnings Spaces" dictates. The classrooms and other school spaces I have observed, which consider themselves "Learning Spaces", are chaotic, extremely unstructured and most definitely do not meet the learning needs of all students. The children are not learning to control their impulses and urges nor are they respectful to the learning needs of everyone.

Design projects that require parent participation at home. Many learning opportunities are lost/underutilized at home. Documented parental involvement data may reveal potential areas for a student's academic improvement.

Spend senior year in transition learning that occurs in schools, colleges, the community, and the workplace.

Projects must have chunked due dates with teacher evaluation of each chunk

These goals are all absolutely spot on. How happy I am to see an emphasis on critical thinking and creativity vs. rote memorization and simple comprehension! Our schools have been trying way too hard to do the WRONG things. We need to teach our students to be innovators, responsible citizens, and informed decision makers and these are the skills needed and the opportunities required to obtain those skills. Love seeing more hands-on, more projects, more self-direction and more choice here!

^But students should also recognize problems and set out to solve them-- not just respond to problems presented to them. ^some students, some areas of study, better lend themselves to self-directed study. The evaluation and planning to correct/improve steps are critical.

Provide opportunities for students to learn through teaching others

Critical thinking and problem-solving is key to every student's success, as is more self-directed learning opportunities. We have found that this is often not the case in our children's experience at the elementary level where the main focus appears to be getting underachieving students prepared for the SOLs while the kids who don't need the help are often left unchallenged.

Why have a teacher if you're going to rely on technology and digital media? Is this helping reduce the gap? From my perspective it is not only increasing it, but leaving otherwise capable students behind due to lack of one-on-one intervention with a teacher.

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Q6. Please indicate the level of importance you place on the teaching and learning responses below.

"Other" Responses

Everybody in the school does Destination Imagination. That program is exactly the sort of creative, collaborative problem-solving that occurs in the real world. You don't have to send everyone to the competition, but at least have a competition in the school. Get rid of the lousy netbooks, and put that money into music, art, drama and sports. Those are team-based, collaborative, creative endeavors also.

Not sure where this comment fits best, but students [people] learn in a variety of ways. Some are visual learners while others are proficient at rote memorization, etc. Providing diverse learning opportunities and presenting information in a wide variety of ways helps reach different types of students.

20 years from now schools, if not supplanted by alternative learning environments (e.g. homeschooling and Khan Academy), should be in the business of giving children tools they need to be adults. As such, teaching and learning should elevate students' abilities to demonstrate comprehension-level skills in math, reading, writing, history, philosophy and ethics.

In middle school English, why aren't there more writing assignments?

Humans have used critical thinking, reasoning, and problem solving skills for over 100,000 years. The question is not if these are important but how they are lost in the public school system. An elementary school should first be about developing the brain's wiring through woodworking, handicrafts such as knitting, sewing, "drama" rather than polished plays, instrument playing, gardening, and bike repair. All involve the highest levels of Bloom's Taxonomy, are purposeful, and motivating.

There needs to be less emphasis on technology for it's own sake and a renewed emphasis on the role of the teacher. Simply having the latest toys for every child does not lead to greater success.

While inelieve strongly in group and teamwork, I also believe in independence and honoring self efficiency. Group and independent work are important, especially when considering introvert and extrovert personality types.

more time integrating math applications all day

Assignments should be berated toward student abilities. bullying must be eliminated as it affects student learning.

sometimes the "techno/color" presentations distract the kids from the true point of lesson. Black and white outlines to help organize their thoughts for later study is a lost art.

I reduced the tech scores because requiring an on-line class, especially to be taken while at school, is not only an ineffective way of utilizing/ using tech in the classroom but is also an inefficient use of time. I have an honor role student and advanced/honors classes who wants to be a scientist. She's been on the computer since she was a toddler and uses technology better than I do. This will do nothing for her. There should be options. You might as well use Khan Academy instead of teachers.

Having the students work on projects where they can see positive results - of how their individual and collaborative efforts effect change is meaningful. Tying this to the community and allowing kids to see how their actions affect others and the community is important as they prepare for college and life beyond.

Everything that I have marked with high importance will apply to real world skills required in any career and are also applicable to day-to-day life.

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Q6. Please indicate the level of importance you place on the teaching and learning responses below.

"Other" Responses

The choices above depend on what colleges are doing with their curriculum. Because so many of our students expect to go on to four year colleges, they need to be prepared to function in an environment that may not require or foster many of the methodologies listed above.

The reality is that education is caught in crossfire between learning lots of content and applying in the slower process of project based learning. Compound this situation by having law makers and other people who know little or nothing about education, other than what they personally experienced 20 years before taking office, think they know what's best for current education. If that was true then after nearly 20 years of SOL alignment and testing the United States would be by rated number 1.

Expect every student to have 3 years of foreign language and be communicative on a basic level in that language.

The elementary grades are in my opinion the time to train, foster and build a strong foundation for our students. It is absolutely necessary to have the time to train students how to think deeply rather than always be in a rush to cover content. In my opinion, focusing instruction in reading, writing and mathematics should be the goal of the first five years of a student's education. In Math, knowing the basic facts will give the students a greater level of confidence to problem solve.

We must be careful about developing/utilizing too many project-based activities, as the more casual students can coast and let the more iformed students take care of the assignment. The individual needs to be nurtured to learn to do the work, as well as to work in a group/team structure.

Include traditional tools (consider Da Vinci, Michaelangelo) Include primitive skills (our minds, eyes, hands and each other are the keys) Include developmentally appropriate tasks for all students (some students may progress more slowly or need functional alternatives)

With collaborative work for students; participation, contribution and attitudes of 'team members' needs to be carefully monitored, encouraged. If an attentive, intent child is teamed with others who do not care, the experience will be frustrating and defeating. Must manage the 'misbehaving' or will not work well and telling the students to manage the misbehaving will not work. Must use incentives to 'hook'. Also, watch for norming within the groups, diversity should be paramount.

Teachers need to be able to teach, but the reality in the classroom is that teachers have to spend a majority of their time managing the kids that don't care to be in the classroom. This takes away from the learning of the kids that want to learn.

I think the the current system in our high schools does not meet the needs of our children. All high school students should have the choice of having an A/B schedule or a block schedule. They should not be forced into a block schedule based on what high school they attend. For my son, the block schedule is not a good fit at all. I think the block schedule for high school students does not help them learn at all. They need consistency throughout the year.

Use of technology in the schools is not as vital as learning to use one's brain to reason critically. Our students are already exposed continually to technology through many venues other than our schools; our schools must teach students to think and solve problems for themselves. Technology should be used judiciously in our schools---not necessarily at every opportunity.

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"Other" Responses

Reading, Writing and basic math must still be taught well. They can be taught while doing all of these things. My bottom line is that each student must be able to write a paragraph clearly with proper punctuation and spelling. They must also be able to do simple math quickly and effortlessly. Then all these other things at a much more effectively.

Students require explicit instruction in ways to access the above. Many do not have the skills required to participate in project-based and collaborative learning, for example. These kinds of learning activities require self-discipline and respect for the learning needs of others. The skills required to participate effectively in collaborative and project learning must be taught incrementally from day one of a student's education. Creativity in the classroom has to be paired with purpose.

For those in honors classes, encourage, drive and enable independent learning through innovative pursuit of knowledge via application/experience (gnosis) of any interest (e.g., faith-based/Christian, controversial, rebellious, conservative political, innovative, problem solving, exploratory, design, etc.). Their independent projects should relate to current events in all disciplines, involve application of SOL-related knowledge, and result in display and delivery of conclusions.

Over emphasis on technology is occurring at the expense of basic teaching. The kids will be able to pick up technology quickly at anytime, but they will lose the opportunity to gain critical skills.

guided choice and self-directed opportunities choice for those who have and do not have "means"

Many teachers are doing many of these and have been for awhile. This generation doesn't want to THINK for themselves because with the technology age, they expect the quick and easy answer.

kids know how to use computers etc. Maybe there is some achievement gap here that needs to be fixed. But stop sending my kids home telling me how they watched another 'movie' about technology. Get back to teaching

In our previous high school in Columbia County, GA, a Senior Project was required. Each senior had to work with an adult mentor to learn something new in a field of their choice, write a lengthy research paper, log hours spent and progress made, develop a final product and give a presentation. Some students chose to "job shadow" a professional, others took music lessons and performed; my daughter taught herself stop-motion animation and produced a clever little video on sibling interaction.

Offering self directed learning opportunities are important but at the same time there needs to be some form of support to prevent frustration, failure, fear of trying because nobody will be able to help. My daughter had so many situationd where there was nobody and no resources (text book) to turn to while trying to complete home work or projects.

Don't forget the basics. Some of the most basic, wrote education produced the minds that have prepared our generations for the techno success we are enjoying. Don't forget the techniques in the past that also have value. Don't throw out the baby with the bathwater. Reinventing the wheel with some basic educational premises may be suitable for education children now and in the future.

The definition of "global/world" focus varies depending on students' awareness. For example, when our 4th and 5th graders are in the Virginia Studies unit, a large majority of them have never been to the areas they are studying. Like anything, I think we need to start where our learners are at.

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"Other" Responses

I have seen a lot of these types of activities used in our schools currently. Some are great in theory but in practice do not translate. Group projects (especially at the middle school level) can be difficult given the developmental stage. The students at that age (and younger) really need more modeling and structure in how to be a group, how to collaborate instead of just being given the assignments.
the above are great ideas that again have been used before, year after year; at the elementary level it is difficult to diversify unless you have a cadre of solid readers.
Develop an appreciation of music and the arts. (Moderate importance) Develop physically fit students and an appreciation of the need for life-long fitness. (Very high importance) Take learning outside the classroom (Very high importance).
As mentioned before, our world continues to move at such a fast pace-that it's crucial we stay up to par with the latest technology, and otherforms of communication.
Write more papers in middle school. Sit in at STAB they get it right with the amount of writing that needs to occur. There is no writing at all in middle school this is a complet failure
I have no idea what classrooms are going to be like in 20 years, why don't we live in the moment and concentrate on fixing what is broken TODAY? Our children cannot read, or compute at a "world class level" and we don't seem to be able to address this. My school has repeatedly demanded help with our crummy math program from Central Office, only to be given lip service and forgotten. Broadus Wood Students are suffering greatly in terms of math skills and facts.
Do not spend resources training students or teachers in the use of current day technology as a means in itself -- it will be outdated quickly. identify the teachers who gravitate to technology and get them what they need. Offer basic tech classes for those few students who might fall behind otherwise -- in general the students are far more tech savvy than the teachers and it does not need to be taught explicitly. Spend resources on great teachers and let them use tech as they see fit.
Please DO NOT go to online learning. Students need close connections with human beings who can see them.
challenge students especially at the high school level - there is currently a lot of baby sitting being done - movies that just fill time and are not related to class topic (example: watching Disney films during upper level foreign language courses in ENGLISH rather than challenging students with grammar and new vocabulary/speaking requirements)
In some cases Digital Media would offer cost effective solutions to teaching great information. However, not everything can be learned in this manner as a mentor/teacher can fill in the factor that can't be reached always with media.
In order to provide ANY of these opportunities, educators need to be provided a sufficient amount of time outside of current planning time during the school day (and paid for this time) to develop curriculum OUTSIDE of any professional development they may need. No matter how passionate an educator, there are only so many hours in the day. Teachers who sacrifice time/energy/sleep for developing new educational opportunities for students needs to be compensated by ACPS for their dedication.

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"Other" Responses

Teachers have tried to incorporate many of these items & have been squelched.

my rankings reflect elementary level philosophy -- certainly support increase in tech/choice/community connection w/more mature, foundation-laid students in middle/high school -

More focus on subject matter rather than methodologies of learning.

Please consider an apprentice and/or internship class/credit for juniors and seniors in high school -- these kids need work experience! If the school sponsors it, employers may be more willing to go out of , their way to organize opportunities. Currently, kids have to find "existing jobs" and that is very difficult in this economy, when, too often, high schoolers are competing with adults for part-time and/or entry-level work.

We are actually educating future adults. We need to be sure that we are implementing everything in a way that will be useful to them. For example, the 1:1 technology initiative needs to provide students and teachers with technology that adapts to all content areas and provide teachers with training and time to develop worthwhile learning opportunities for our students. We need to do these things AND do them well.

Teach in innovative ways that children using new communication technology will be interested in and also be able to retain the knowledge longer than just in time for the next test. See the following TED video an excellent example: http://www.ted.com/talks/tyler_dewitt_hey_science_teachers_make_it_fun.html I tried this on my 11 year old and he could explain what was taught in good detail 2 weeks and 4 weeks after seeing it only one time.

"Hands-on learning" needs to be defined, as I'm not clear what is meant by that.

most effective way to learn - use hands on case study/small group activity to reinforce new materials.

Does "self-directed learning opportunities" mean computer-based instruction? If so, I rated it low in importance since I do not think that the computer is an adequate substitute for an actual teacher. If it referred to more independent projects requiring students to engage in some self-directed learning, then I would rate it higher.

I think these results seem pretty vague in comparison to the question that was asked.

Technology is being used as a means vs a tool. Talk about using digital mediums is useless, we don't talk about using books or photocopies or words or letters in teaching, yet technology and digital are being treated as if they are fundamentally different and yet they are not. Information is information and focusing upon the delivery means as an individual end is unfortunate. The delivery methodology is not the conversation, exceptional results of successful teaching is the desired end goal.

Projects provide stress for students thus it is hard to work while under stress

when using pojedt based earning that is not just busy work and time consuming.

Design lessons to give students a chance to think/reflect before delving into group collaborations.

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Q6. Please indicate the level of importance you place on the teaching and learning responses below.

"Other" Responses

All of these skills are important but I think the biggest concern I have as a parent is the amount of stress and needless standardized testing that is being forced on our children. This is present in in all grade levels but seems to be reaching unhealthy levels in high school right now. Are we doing a good job preparing students for the future when we require them to spit out facts on tests and do countless hours of homework? Are they learning how to collaborate with others? Think creatively?

Sometimes I feel that there is so much focus on getting students to use technology that the actual learning process is overshadowed. Honestly, students today have grown up with technology and often know more about it than their teachers and parents! Please, don't overlook the value of a good teacher in favor of the newest gadgets for a school.

Again, all important but teachers and students must buy in to new ways of learning. Teachers are focused on SOL scores.

Children and young adults need to know how to speak to others, how to interact verbally...they all TEXT,TEXT and email and are weak at face-to-face interaction & social skills

Our district is very much hindered by funding programs and standardized forms of testing. We must break this mold and regain the classroom toward creative flexibility in the classroom. The district needs to develop a repository of content assets that teachers may tap into electronically and deliver in print or online/digitally to their learners. Lets empower out teachers to teach and our learners to learn.

unless you give teachers the time to reflect on student work and adjust plans on a day-to day basis, none of this will every happen- they very things we are being asked to do I am doing less of now then 5 years ago due to the increased demands and external setting of my priorities

Unfortunately, our daughter hasn't had the best success with "collaborative work". her friends expect her to do all of the work and they take half the credit!! I don't like the collaborative work projects given in school.she is a straight "A" student and very driven to give 100% to her school work.She is fine working alone!!

I would word number 3, "Designs lessons, activities and assignments that ALLOWS creativity. I would also encourage you to insist that MHS change the schedule back to a regular block schedule rather than the 4x4. The 4x4 adds unnecessary stress to students and teachers and takes away from the learning process rather than enhancing it.

These concepts will be more effective if there is more consistence instruction by all teachers.

Elementary students do not need to be on so much technology during these formative years. I would say that middle school would be more appropriate to incorporate more digital media and technology. Elementary students certainly get enough right now with laptops, ipods, activboards, etc. Writing skills and basic reading and spelling skills have been deteriorating over the last decade.

Start teaching multiple languages in elementary school, not just in middle and high school

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"Other" Responses

In terms of choices, there are almost too many now. Also, the global world focus is somewhat important, but I think that the primary goal should be helping them to be strong citizens of our Nation first. The American system is an exceptional success in governance in world history -- students should appreciate how blessed we are to live here before we work in global perspective. Projects that connect to the community are nice, but they are too hard to find as the number of students grows

Would love to see service learning

Learning is not about only metrics. It's about creating an atmosphere of inspiration. It can happen, but there are a lot of teachers that do not have the passion needed to inspire our youth.

Currently, Our students are asked to complete numerous "projects" through the school year. However, they rarely have a real opportunity to finish them. Unfortunately, this leads the students to take no pride in their work because they know they will be unable to truly complete it. This is an ongoing concern due to the crammed pace of the current curriculum.

Our children get lots of exposure to technology at home. I know that not all children have such opportunities, but I would caution the elementary school from going too far toward technology-based learning. Especially at this young age, children need to learn and practice connecting with each other and with ideas without a technological intermediary. They will have plenty of time for computers when they get to middle school.

Sometimes I think this county places too much emphasis on technology without actually seeing if it has results. I'd rather see a greater emphasis in closing the achievement gap and providing quality instruction. I think it is what is best for our students.

Incorporate community resources whenever possible.

I would like to see more emphasis on the foundations of English (ie: sentence structure) Math (multiplication/Division). The foundations and concepts of these components are critical and life-long skills, if they are taught well.

Expect students to demonstrate knowledge of traditional and online research methods.

We must give our students the most current information available and it must be taught by people who have successfully succeeded in the real world application of their subject matter. The most effective teacher is the one who has done what they are teaching and the days of instructing students from a textbook anything more than 2 years old have to come to an end.

On the elementary level, more focus is needed giving our children get a solid foundation of reading, writing and mathematics upon which to build toward more lofty goals. KISS (keep it simple...) should be the elementary school mantra here. I, and many others, have been very disappointed with Broadus Wood in recent years. I cannot speak for the other Albemarle Co. schools, but we have a sense that more emphasis is put on SOL's and government-supported agendas than the more important "basics"

Inquiry-based learning Student engagement in planning, executing, and the evaluation of the lesson

Expect students to demonstrate effective communication (not just multiple methods of) Expect students to demonstrate effective oral and written communication

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Q6. Please indicate the level of importance you place on the teaching and learning responses below.

"Other" Responses

Calling for students to become "globally aware" and "global citizens", while the system itself fails to learn from prime examples of successful models of education from around the world! Completely redesign the school day. If the desired learning outcome is critical reading, then let them read what they WANT to read, and teach them how to do that critically. Same applies to the rest of the desired skills. Stop predicting "skills needed 20 yrs from now", No one knows those. Teach basics!

The teachers should be doing the teaching, not the computers.

I believe collaborative work is actually harmful to students. You don't learn something well unless you do it yourself.

The most important factors in the classroom are quality of the teacher and size of the class. It should be the highest priority to hire and retain the best teachers and to keep the student-to-teacher ratio low. Teachers should be expected to have excellent classroom management skills, creativity teaching methods, depth of knowledge, passion for teaching students, and commitment/investment to their school community. If not, contracts should not be renewed. Also, more writing in all classes!

Realize that teaching methods need to take into account that students don't all learn the same way. The insistence on "fostering a love of reading" in our English classes will never happen when the students are forced to read books they have no interest in. Update the curriculum. Hire some math teachers who aren't lousy at their jobs.

Immersion language programs are a very high priority for this household.

The problem with the emphasis on technology is that it is expensive and is often dumbs down the work. Instead of writing book reports and essays, kids are answering multiple choice questions. To the extent digital media is used to increase the amount of information presented to students and requires increased rigor from the students, I fear it is used as a crutch.

U.s. citizenship

As a parent and community member, I have noticed that although there is a push to have technology, I don't notice an effort to support teachers in implementing that technology. I have noticed through work in the school, as well as conversations with teachers, that their workloads are often overwhelming, thus making it difficult for them to implement new ways. In our new plan, we should discover what is impeding our teachers from using more technology and overcome that obstacle.

As we see more and more technology used in schools I am very concerned that it will not be used appropriately. For example technology should not be used in place of teachers but as a support system to students. Teachers need to be adequately trained in the proper use of technology. Mastery Learning should be reexamined with more teacher interaction and less use of technology.

1. For our lower achieving students we pushing them to do higher level problem solving before they have the basics. I see them get more and more frustrated as they move through the school system. 2. I am very concerned with the current block schedule. My son graduated before the block system was in place and felt that he received an excellent education. My daughter is now in high school and feel that she is not receiving the quality that my son received.

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Q6. Please indicate the level of importance you place on the teaching and learning responses below.

"Other" Responses

Experiential learning is how most of us learn best. Especially in science classes which could be so interesting, but are often focused on "book" learning instead of "hands on" learning.

I feel hands on learning and completing projects that reflect what a student has learned are very important, but i feel there is not enough time to do these things with the amount of curricula we are charged to teach before state assessments in May. I feel like I am pushed for time and do not have ample time to stop and allow time for projects for the younger students.

Kids do not need any digital help

I am from the old school. Knowing how to read, write and spell , and do math without the means of computers and calculators is most important. Students need to know how to think for themselves without a computer or calculator giving an immediate answer. I'm all for new technology, but the basics are a must.

There is a critical need for instruction in physical health and nutrition, financial responsibility, raising healthy children, social and business communication, etc. AS two parent working families become the norm, it is vitally important that we expand our instruction into community and personal responsibility issues.

all though technology plays an important role in education now and it will in 20 years from now, I feel that students have lost the ability to write and think on their own. When typing papers they only have to hit a button to correct mistakes. I think students should have to write papers and look up words for misspellings. Students have become lazy in regards to such things. I think technology is great but old school ways have been lost and should be brought back in addition to the technology

I think ACPS should create schools within schools at the high school level. This would allow the needs of a greater number of students to be met. Foreign language study could be greatly enhance with the addition of conversational Spanish.

Students need a strong background in content before they can complete creative and thoughtful projects. Too often ACPS spends a lot of money on technology and students make "wiz-bang" projects that are superficial, thoughtless, and academically meaningless. Strategic technology is a great thing, but what is happening right now is educational malpractice and a waste of tax-payer dollars.

The first thing to teach students is how to write. The 3 "R's" are missing on our schools. I know ALOT of students that don't know how to write cursive and their print is illegible. Reading, writing and arithmetic, should be the base or learning and it's definitely lacking in ACPS.

Stop using grades, seat time, scripted curricula, & standardized tests.

Take a cue from the charter school system in allowing students more flexibility in embracing each individual learning style.

I feel strongly that some students thrive when given choice in their learning environment, while others naturally thrive on receiving specific instruction. I believe, as a community, we need both types of learners to make business and the community successful, and that both should be appreciated and given respect. Provide opportunities for entrepreneurial spirits to work independently (regardless of academic level) while also providing non-condescending support for the more literal learners.

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Q6. Please indicate the level of importance you place on the teaching and learning responses below.

"Other" Responses

Develop collaborative work that reaches across grade/age levels. Have a cadre of community members "on call" to team with learners and enrich their experience.

We need more resources to make these happen.... project based learning guides and books that have worked, the technology so that students are immersed in it and it can become fluent rather than a once a week thing. The county has so much money, which when used collaboratively can be so efficient we could each have resources to make us better teachers and get the kids engaged to a higher level... we need to relate it to the outside world!

SORRY _ FORGOT TO INCLUDE ON PREVIOUS PAGE: Peer Conflict Resolution Students have emotional outlets during the school day (release anger for example)

Keeping abreast of the rapid changes in social media is critical.

With year round schools, you will see a tremendous difference in students and have better utilization of resources.

Its important to use critical thinking and reasoning as long as there is way to use this method with lower level students as well. It's time to get off the constant digital and technology aspects of learning and go back to taking care of motivating each child. You can't get a child to engage if he or she is constantly checking their cell phone - get the phones out of the classroom. Multiple methods of communication? Does that mean each child has an appropriate choice in how they communicate

Consider letting older children out of school before younger children so that older siblings can be home before younger ones. This helps family budgets in a more cost effective way.

It is difficult to project the skills needed in 20 years from now.

Dont forget the importance of books techonology can fail book dont the information may get out dated but its still true work and the written stuff doesnt lose power they can still learn the old fashion way kids these days depend on tech way to much and when they see a book it oh whats that for.

In order to do well in college a student must be able to write well and read fluently. Let's make sure that the student can write as well as he or she can think critically.

I think the reality of project based learning is often rather bleak. Most high schools are too big to successfully to project based learning. Lots of resources are needed and it might be a waste of \$\$\$ I also don't think that the "coaches" was a successful project.

Is this a real survey? If you already know the answers, why bother to ask the questions.

Develop the sense in students of "what is happening in my world and what can I/we do to fix it?" Offer students the opportunity to produce a real product as a result of their learning Offer second language instruction at the elementary level where it is developmentally appropriate

I believe that today our Educational Institutions only provide basic skills for success and that a majority of what we learn will be learned once we enter the work force. That being said we should be focusing on Communication and Collaborative Skills, technology, and setting and enforcing standards. This is something that I don't believe that our schools have been successful at.

This is the digital age, I believe the kids would respond to more use of digital media.

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"Other" Responses

one of my concerns is the facilitation of modern technology in students. It has it great points yet I also see its downfall. Should an emergent situation occur for our children, I strongly feel that it would render them incapable of solving problems and issues that would normally occur without modern technology. Creating frustration along with inability to critically think and resolve issues themselves.

Lofty goals listed above do not address the basics of reading and proper writing that is required in the " real" world". Academic double speak is getting in the way of actual progress for our students. The goals listed above seem more in line with the expectations of management as opposed to actual goals for students.

Explicitly TEACH creative and problem-solving skills -- merely setting up those opportunities without first teaching the different mindset (and acceptance of risk/failure) that is required for innovative work leads to success in a small fraction of students, duplication for some others, and frustration and puzzlement for yet another group.

Incorporate meaningful uses of technology with intentional purposes for each discipline. Not technology implemented across school for technology sake. Teachers need to be included in the design or re-design, with an instructional technologist. (not an information technologist- different skill set)

Many of the above are happening now. I think we need to take a realistic look at what each school/department needs to implement more. The actual stakeholders need to have input. What do the parents, students, teachers think and envision?

I feel that having opportunities for students with ADD and ADHD are important.

Create problem-finding opportunities. -we've come a long way in giving students practice in solving problems; not so much in recognizing, identifying, and articulating problems.

Once again, technology is great but all children will not be using it totally and I think that hands on should be taught also. If technology is pushed as it is today..I think both need to be incorporated. Technology tends to get boring while hands on gets your attention.

You need to remove teachers (Mr. Frazier MHS) that spend their time complaining about students and expressing their political opinions in class rather than teaching SPANISH. Perhaps I could see some of this in a history class but a SPANISH class is uncalled for. Look at his record on how many students have dropped him - ask why. I am surprised the school has not received a lawsuit for some of his actions and verbal rants/abuse. Arrogant and not teaching focused. His game is teach by punishment

Collaborative work is very important, as long as all of the students who are contributing and are equally challenged with the task. If there is a student who is not very challenged by it and another who is very challenged by it, this method does not work. And in much of the collaborative work I have seen in elementary school this is the case

I highly recommend that we move from the more standardized approach to learning and focus more on the personalized, differentiated style that addresses the needs of each learner.

Arts infusion, music, visual arts, dramatic arts

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"Other" Responses

every child learns differently - what do you mean by EXPECT students to demonstrate multiple methods of communication? You should EXPECT the administration to create an atmosphere where teachers are allowed the time and freedom to help the kids to thrive, each in their own way.

Teachers must first learn to use the many tools currently available.

Hands on skills are very important. When a student actually gets hands on experience rather than just book readings or dictation from a teacher alot of studenwlts are more apt to learning and that skill is a skill they can bring forth into their future.

when you say "Self-directed learning opportunities" do you mean situations where the students 'teach themselves' while at school? If so, it really is just another way of saying we (the school) are either too lazy to teach you ourselves, or we don't have enough teachers to teach you. If students could teach themselves we wouldn't need teachers, ... but, we do.

Students are lacking basic skills once had by individuals 20 years ago. While moving ahead is important, we need to go back to some of the basics. Writing, grammar etc are not taught much, especially in middle school. Research papers and bibliographies are only taught about once a year. Students need more work putting several ideas together into one product.

We can offer creative learning opportunities and more choice; however, that does not preclude having structure in the classrooms. The use of direct instruction in teaching is still very valuable. It is very important to teach respect and self discipline. Not all children do their best work or thinking in the more unstructured learning spaces that Albemarle County is embracing. Read the book, "Quiet, The Power of Introverts In A World That Can't Stop Talking", by Susan Cain.

Twenty years ahead is already in the todays' students present day situation. If todays' students don't already have these skills then shut up the public schools. Why waste tax dollars and time? You all already know the importance of teaching these skills today. Stop wasting resources on dumbing down the gifted ones and dragging the slower learners. Stop wasting time on programs which are check-the-block social tolerance and rainbows. Teach our kids the functional skills for future independence

Teach foreign languages and cultures beginning in kindergarten, as a core part of the curriculum

I think kids spend enough time on media. I realize it is necessary in today's economy. However, I don't think it needs to be integrated into everything they do at school.

Semester long electives should be available for high school students so that students can experience a much wider variety of classes especially in the arts and thus be more well-rounded and this would boost their creativity as well.

Projects can be a problem because too often they are not done by the children (over involved parents) and too often they are "fluff" activities that are graded on how they look and how organized the child was rather than the critical thinking that was required.

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"Other" Responses

Science, math, reading, and writing learned through the progression of grammar, logic, and rhetoric would be emphasized. Individual identity would be encouraged. Individual achievement would be rewarded. Multiculturalism, globalism, and diversity would be de-emphasized. Grade levels would be more flexible according to the individual's needs, rather than rigid for the convenience of social promotion.

I believe all of the above are great opportunities! We need to realize not all students learn in the same manner. Would love to see more options. For example, my son excels in more "hands on" project based learning. Having more options would be wonderful for his academic growth. However, my daughter needs more of the structure based learning. We should be able to have classrooms set up to incorporate both types of learning w/out having to combine both types of children in the same classroom

Measuring skills mastery

Provide more choice for students This always sounds like a wonderful/forward thinking concept, but it doesn't apply to their lives once they leave school. Giving a student the freedom to do whatever they want to do is not a realistic representation of what they're going to encounter in the real world. They won't be given decisions when they go to college (aside from their major) and they won't get to choose what projects they work on in their career. This is simply creating a fantasy land.

Genl comment: When students are required to utilize technology in their work, the teachers need to have an understanding of it as well. There are many times when our students are required to utilize software in the classroom or at home that the teachers are not able to utilize/understand themselves.

Again, it is how the technology is used and what expectations are considered standard with their use. Accountability is the most important thing and I find that somewhat lacking but can be tied to technology and organizational skills. Most children are not able in middle school to keep their work organized and even neat enough to use the info given or done in class. This is too important a skill. Access to notes etc. is important.

Students' comprehension should not be bounded to written tests. Learning styles and modalities should be enforced.

Develop skills for independent learning.

Hands on project based activity, where students and teachers can see the results of their reasoning and efforts in a tangible way, should replace the overused assessments that have caused negative stress, anxiety and false sense of accomplishment.

Create classes that focus less on grades and more on team based learning activities.

Active learning; ability to better meet needs of gifted students for more challenging material at all levels they want it.

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"Other" Responses

Way too much time is absolutely wasted on Time for Kids. This program needs to be eliminated not only is the entire program severely slanted with a liberal perspective it is a waste of our kids precious time which could be better used by offering math / science alternatives. Additional resources need to be allocated to exceptional kids, as too much time is allocated to make sure that all kids receive a passing SOL score - thus leaving the smarter kids left out. The LCD wins again.

They only need to do what our new world order tells them. No more no less, follow orders

Who in Albemarle, indeed who in the world knows what skills will be needed 20 years from now? Perhaps we should teach them to farm and make their own soap, or perhaps code in a not-yet-invented computer languages. But to imagine that you know is presumption of the worst class. Focus on teaching kids to read, think, write, in history, arts, science and math, and all the other will follow naturally. All need not need be "hands-on" learners, multimedia communicators, nor even self-directed.

Every student has different interests & no 2 students learn at the same rate. There are students who need to learn the "basics" so they can function in the real world. They need to learn how to balance a check book and how to budget for their income. Not all students need to prepare for college; more technical training would be helpful. (1/2 day @ CATECH isn't enough.)

We desperately need more art incorporated in all that is done in school.

Getting back to basics of making sure each student can read, write, and do arithmetic; Having teachers actually TEACH the students instead of the students teaching themselves .

During the school day get the students outdoors and on field trips more often. Work them hard during the school day, then minimize homework so that they may develop other parts of their being after school -- these other parts (arts, sports, stress reduction, etc.) are also important and will help them succeed in life.

I believe that the incorporation of technology is important in upper grades, and should be minimal in lower grades. There is far too much screen time being given to our young students, and far too little experiential learning.

It is important in today's society to continue the communication method of face to face as well as through electronic means. That means phone courtesy as well as being able to look someone in the eye, as well as good business manners. Texting, email and social media are not all that is important. I also think it is important that kids learn that what they post on the internet STAYS on the internet and can harm their future professional lives.

Too much freedom for elementary students causes too much distraction and disruptive classes. Especially with special needs students. This is becoming a problem in classes that are inclusive and the special needs students that cannot handle this much stimulation. Library and art are becoming a playground, this needs more direction, and has been a struggle with special needs as well as other students. Too Much Free Space.

I would advocate adding online teacher help for students like a chat room where students could go and ask subject specific questions.

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"Other" Responses

Move away from high-stakes testing and benchmark assessments all subjects each quarter, especially in the elementary schools.

Create opportunities to master multiple literacies, including textual, media, and digital

Students still need that base knowledge and fact base to be able to think critically on a subject.

As I was saying, to stay focussed kids need to stay away from computers and try to acquire their knowledge to the zillion books written on each subject! They should learn to write with their hands and feel what they are writing!

Emphasis on being productive Creating something new Real world experience

the challenge is to incorporate technology, but not as a replacement to instruction by a teacher. If "self-directed" is a nice way of saying "let's offer more virtual options so students can choose between a classroom setting and a virtual learning environment," then I think the school division needs to be very careful about that and how we manage that. There needs to be a growing emphasis on collaboration, because students who lock into technology are becoming more solitary in how they work.

Would like to see the Gateway program mean something for the students in ACPS, other than a "push-in" program. It should foster creativity and enhanced learning for students who qualify.

How does OUTLINING Chapters in a TEXT foster a LOVE of LEARNING in the subject. It is LAZINESS on a teachers part... tons of more creative ways to have children learn a subject.

The absence of mathematics from your list of options is rather disturbing.

I think collaborative work is very important but unfortunately, it is not well supervised, so hard workers frequently end up "carrying" others who do minimal work. Frustrating for the hard workers, and not helping those who are doing the minimum, as it will eventually catch up with them.

Self-directed opportunities really vary by readiness/maturity. It's important but needs to make sense vis-a-vis kids' IQ and EQ readiness.

Consider having students learn two foreign languages. Students in Germany for instance must learn English as their primary second language and may choose their secondary foreign language (e.g., French, Italian). Recommend adding Scouting as an option for leadership development. Boy Scouts in particular has been successful in the US for more than 100 years and teaches principle-based leadership, based on the Boy Scout Oath and Law, and includes project-based learning.

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Q8. Please share thoughts or suggestions for ACPS as we "Expand Our Horizons" for students, staff members and our community.

Now, these are good things to gather opinions on! :)

All of the goals and ideas set forth sound wonderful, but the current AP/SOL paradigm will certainly make those goals unattainable.

incorporate computational thinking and hooks into computer science and engineering into K12 subjects

Just teach the basics. I can't believe how often things like English grammar and foreign languages are overlooked in order to spend yet more time on a friggin' Jamestown unit or "creative homework" which apparently means that the kids draw a picture or bake cookies and call it pilgrim food. Your classes are too big, and your memos coming from both teachers and admins are riddled with typos. My kids (6th and 7th graders) don't know how to distinguish a subject from a predicate, and they are A students. Learning is not supposed to be fun. Also, quit closing the schools so often for one flake of snow.

I strongly support the idea of having a longer school day and a longer school year. I feel it is imperative.

The "transform classrooms" question is specifically worded to get people to say yes. There is no basis of comparison presented. In fact, that's true for most of these questions which makes me feel like the "answers" are already decided.

What do you consider a, "full one-to-one technology initiative"? I elementary school the focus should be on learning to read, comprehend and write to the very best of each students ability.

I recommend studying several European and Asian models. Take lessons learned from countries that have been doing it a great deal longer than we have.

Academy development at secondary schools is intriguing, classes where students focus on national and international events and realities to both understand and problem solve. Basically, a genuine effort to implement the answer to the question, If we are truly preparing students for the world in which they will live and work, how should their learning environments be described? What will both teachers, students, and administrators be doing in expanded horizon schools?

Creatively create opportunities for students with special needs to have "additional" time to work on remediation of deficit areas, THUS closing the achievement gap. Without this, their horizons will NEVER be expanded; they will fall by the wayside.

This all looks wonderful. Key to this is having teachers who want to and are PREPARED to do this. It is very, very difficult to change how teacher to teach, even teachers who WANT to change, so PLEASE IF YOU ARE GOING TO GO IN THIS DIRECTION, PUT A LOT OF RESEARCH AND RESOURCES INTO TEACHER CHANGE. Staff development, peer coaching, professional leave, incentive pay. Not all teachers are going to get with the program. Many will see all this as just another one of those recycled ideas that administrators think up just to irritate them. What are you going to do about that? The World Language Program is terrific. Developmentally, our kids should begin learning second languages before the age of 7. What language though?

PD in a PLC context; after-school whole-faculty sessions feel not always relevant for each teacher and like another drain on time. When this happens, info is less likely to be implemented, so it then IS a waste of time.

With dwindling budgets, the above things should not be chosen at the expense of teachers.

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Q8. Please share thoughts or suggestions for ACPS as we "Expand Our Horizons" for students, staff members and our community.

We can never be a "world class" public school system without a true foreign language program (with teachers!) that starts in the elementary schools. I think the technology initiatives have been a bust as many teachers are not comfortable with technology and/or not interested in using the technology that they have to enhance the learning environment.

Regarding world languages program: through a teacher, NOT through a DVD program.

Send a team to study the educational system/methods used in Finland since they are recognized as having the world's best education system. If we can incorporate some of their methodologies & philosophies I think we will make great strides in truly educating our children.

Effective policy for budgeting should focus on the improvement of instruction through teachers, not computers. Also, let's assess teachers with peer and administrative evaluations and replace those who are not effective.

I think tech money is better spent on a computer and engineering lab where you can teach students how to solve problems using computers. Have a lab where students can access computer resources for their schoolwork, but you don't have to have a computer for every child in order for kids to learn how to use them. Technology is a tool; it is not the be-all-to-end-all that people think it is. It's easy to buy and easy to point to and say, "look, we gave every child a computer!" and that's why people like it, but frankly, it's teachers who matter. If you want world-class schools, look to Finland where teaching is difficult to get into, highly regarded and where struggling students are given more teachers, not more tech.

I believe year round school should be considered. I have several teacher friends who teach in year round schools and who constantly rave about the difference in learning lag between a long summer and the time required to review the lessons from the previous year and shorter more frequent breaks where less time is required to get back up speed.

Regarding this last bit about "Transforming classroom spaces..." I think it is important to transform these spaces, but urge you to look beyond the furniture and layout to the teacher and other school leaders who must transform their FRAME OF MIND about learning - this will not happen with trendy furniture alone. I caution you not to get too caught up in the power of "cool stuff" to change anyones hearts or minds about education.

Aren't classroom spaces already supposed to be innovative learning environments? Yikes! This comments translates to "pay more taxes so we can spend more money doing something we actually should have been doing all along" - what a disappointment.

I'd want more info on 1&2 before rendering judgment. What is the desired end state, and by what means to you intend to achieve the end state?

While I am aware of the current trend of learning spaces, this is not the season to concentrate on this area. When our economy improves, I would love to see money and resources go toward designing creative spaces, but for now, I would like to see resources geared toward quality teachers, curriculum, and instruction. Excellent educators can still make magic happen without fancy and expensive couches and mobile labs.

All my middle school Principal talks about is the AVID program. I never hear her talk about the gifted students or students in the highest math class, etc. Set the expectations in middle school higher.

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Q8. Please share thoughts or suggestions for ACPS as we "Expand Our Horizons" for students, staff members and our community.

What does the professional development for teachers mean? Is that year round school? Year round for students is an absolute no as I use that time to develop the wholeness of my children. Teachers can work year round and complete their professional development in the summer. This would eliminate the need to take days away during the school year. Additionally teachers need more planning time. The job is too taxing and teachers are expected to do everything after hours, therefore encouraging teachers to do only the minimums. They need extended planning time during the school day as in Finland. This could be accomplished by having students in the project based classes such as woodworking and handicrafts as mentioned earlier.

If Goal 1 is "Prepare all students to succeed as members of a global community and in a global economy," please consider the skills students need to succeed in a global economy when deciding which magnet program to adopt at WAHS. Do our students need Fine Arts or more humanities to succeed in a global economy, or more technology/ IT skills? The latter, obviously...

I have no idea what "Transform classroom spaces into innovative learning environments" really means.

home-to school transportation sounds incredibly expensive. I would possibly support if kids took bus from districted high school to the magnet school (just as kids who go to murray high school). world languages program will only work if kids are immersed in language. Watching a video in Spanish instruction a few times a week in elementary school is not going to make a difference. Alternatively, start the language program (spanish and perhaps chinese or other potentially useful language -- why do we still need french instruction?) in middle school and make it mandatory from middle school through high school.

Don't skip the development part before trying to implement the above-mentioned topics.

Access to technology at home must be considered when assignments are created.

Expanding teachers to a full year---NOT STUDENTS is a valuable consideration, but will it cause us to lose good quality teachers? And would the teachers lose some of their creative energy if they didn't get the longer amount of time off? Children tend to "scan the walls" while in class...I would like to see more "teaching moments" on the walls...and funding for it.

1.Adopt Universal design textbooks and curricular materials. 2. Provide teachers with behavior management training. 3. Adopt an action research model for PLC groups.

Focus on technology, critical thinking and writing skills.

RE: Languages- We moved here from NJ. They had Spanish starting in kindergarten and the pre-school our son was in had it starting at age 2. It was wonderful but he has unfortunately forgotten it all since moving here. I think it is VERY important and ACPS is behind the curve on this one. As far as the technology initiative, it depends on what it is. If it is using and teaching technology in a customized way to teach kids who aren't exposed to it but still challenging kids who have excellent skills (coding, usage, etc.) then I Strongly Support. If it is sticking them in a room and teaching a general course then I Do Not Support.

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Q8. Please share thoughts or suggestions for ACPS as we "Expand Our Horizons" for students, staff members and our community.

I think the biggest challenge to making our schools more dynamic and ultimately stronger is the over-testing of the students. The "teaching to the test" holds sway over curriculum and inhibits the creativity of students and teachers. Schools focused on the tests are not able to create a learning environment that will get students ready for the challenges they will face in the coming years.

I am not a big fan of the county writing program. Being a Writer is great at first blush, but does not address in a rubric form how to improve writing. I love the 6 + 1 traits of writing. It defines and provides strategies on specific improvements for writers. What I am finding is that when I work with students, I see a marked difference between the students' reading ability and their ability to write on that level. this is because AR tests, while good, do not challenge the students to write about or discuss the nuances of wonderful books. The critical thinking piece is "missed" in the process, in my opinion. Students have great thoughts in the lower grades, but will "dummy down" their writing to have proper spelling, etc.

We need more emphasis on creative and performing arts. The western feeder (middle school especially) is sorely lacking in strong, capable instruction and support in this area. We have wonderfully talented students who are not adequately recognized, appreciated or supported in this area. Research shows the importance of creative arts in our children's brain development, creativity, and overall intelligence. There is a trend toward over emphasizing technology and minimizing/cutting the arts. There has also been research demonstrating the negative effects of technology/video gaming, staring at computer screens etc. one study done at UVA showed a correlation between ADHD (diff paying attention, sustaining focus) and video games. We need balance

please don't think a CD will teach elementary students how to speak Spanish! The CD program for Spanish is a joke and I have had ESOL students comment on that they can't understand what the woman is talking about. Please use funds to hire a PERSON to come in to classrooms and teach conversational languages.

we need to consider the type of community Charlottesville and Albemarle are and make the best of that we are an outdoor lifestyle, highly educated, university, cultural small city be something special and unique not try and mold ourselves into other more urban school settings. Stay tru to Charlottesville and Albemarle.

How would we schedule more language classes in MS when most students are overextended already. Would exploratory class choices be reduced? Where would innovative learning environments be created in schools where space is already an issue?

We need to uphold and foster the foundation of what has made ACPS what it is today. In moving forward and keeping up with the changing environment of our world inside and out of the classroom, we must respect the necessity for reasonable student to teacher ratios as well as funding and use of diverse learning tools and technology.

Seems that the range of choices listed above is very limited and leading. You need to be much more specific about what you are envisioning before asking someones opinion.

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Q8. Please share thoughts or suggestions for ACPS as we "Expand Our Horizons" for students, staff members and our community.

Lose the 1.5hr class except for labs and hands-on learning. Studies show that after 45 minutes all ages lose their ability to retain and be attentive. Teachers cannot be expected to be entertainers to sustain the attention of students. We are burning out the teachers. Invest in inspiring speakers to come into our schools at all levels. Our youth will remember an amazing speaker over new and expensive hardware and software! The power to inspire begins with human interaction and not with technology. Technology is a powerful tool -"the brighter the software the dimmer the user" and should not be overused, especially in the early years.

Until you pay teachers well enough so they do not need to take a summer job to make mortgage payments, year around professional development cannot occur at a participation level needed for quick impact in the classroom. Without adequate, year around professional development will create an environment of haves and have-nots among the students as teachers become unequal in their curriculum delivery.

World Language in the Middle Schools and High Schools should ALL be offered as a daily class with SMALL class size to ensure maximum comprehensible input for each student as recommended by the PRS teaching method. Elementary WL program should not be created until the proper adjustments are provided for Middle School and HS WL programs already in place: SMALL class sizes, inclusion of ALL learners, more teachers hired.

I do not know what a magnet program is. I am somewhat confused by the last question, shouldn't a class room already be an innovative learning environment. Teachers need flexibility to actually "teach" not teach to a test that has proven to be a poor way to go. Honestly, in all the budget talks and cuts, reality is there is too much money tied up in administration. Cut the cost at your level, not the teachers. If we had voucher programs my kids would go to a school where learning is truly taught. Public schools are too caught up in generic surveys such as this one and making sure everybody feels good. Let's actually support our good teachers, weed out the ones that are along for the ride, and lean up the administration side of expenses.

I think these goals address the needs of the typically developing students, but what goals are in place for children with special needs? Should there be goals or targets for children and adult students with intellectual and developmental disabilities. How do we modify the goals or make goals that are specific for this population of Albemarle County students?

It is imperative that the county support professional development for teachers and have it meet their needs. The secondary teachers are expected to teach too many classes and too many students. It is extremely difficult to communicate with all the parents and differentiate with over 150 students and their guardians and also with other teachers or case managers of students with special needs.

We had an elementary school Spanish program, but it disappeared. What happened? My guess is that a lot of teachers feel they don't even have time as is to implement the professional development they have now. I hope that third item includes a lesser teaching load. 6 classes for high school teachers is too many.

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March-April 2013

Q8. Please share thoughts or suggestions for ACPS as we "Expand Our Horizons" for students, staff members and our community.

*Find ways to consistently challenge "high achieving" students at the elementary and middle level {HS seems fine}. The achievement gap is important, but so is making sure our strongest students are challenged. *Find ways to retain "high achieving" students. ACPS loses too many to private schools. Show parents that the school system is invested in their success.

The teaching of worldview and values is the parents prerogative

Get rid of minutia homework. Actively and consistently monitor and manage homework loads. Too much homework does not allow create time, family time, childhood time, physical fitness time and creative experiences. Too much homework is a real problem that needs to be addressed and remedied. Lengthen the school day, have study hall and leave after school for the family! Too much homework!

What is a one-to-one technology initiative???? Are our classroom spaces not innovative at the moment? Sounds like you want to spend money which is not available. There needs to be a way to get some of our less effective teachers and principals out of the system. Some teachers just need to retire, or forced to retire. No amount of professional development is going to help some of our teachers. They will continue to do what they have been doing for the last 40 years.

Again, I think the biggest change our school system can make to actually help students learn is to get rid of the block scheduling at the high school level. These kids should not be expected to take math in the fall and then not have it again for 8 months. This system does not make any sense. My understanding is that even UVA weighed in on this subject and they agree that an A/B schedule is better for the students than the block schedule. If you really want our students to be ready for college, get rid of the block schedule or at least give kids who need an A/B schedule the opportunity to have it. We should not have to be in the Albemarle High School district to get the right schedule for our kids.

I think that the most important resource we have is the minds of our students. These minds can work in any setting with any material. The belief that technology or setting changes the work that the mind can do is superficial. Technology is seductive--and expensive. The best learning my child has done did involve technology (elmo projector) but the discussion could have been done with a chalkboard. Embracing a rich curriculum that fully explores the literacy basics provides the best learning opportunities for our children. They can text, tweet, and ipod on their own time.

How can we evaluate a "full one-to-one technology initiative for students" if we have no explanation regarding what that program entails?!?!

These questions are not written clearly.

It is a teachers job to design lessons and achievements. I would, however, support giving leave to techers to finish a masters degree or Phd. I would also encourage techers to be involved in their local and world community. If this involves a schedule adjustment or leave. I would encourage the school to accomodate the teachers initiative.

Implement (actually bring back) a program that has ALL students develop proficient keyboarding skills by the end of 6th grade.

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Every student needs technology (Chromebook?) and access to Internet at home. Teachers need more time to plan, communicate (with students, parents, colleagues), review data (assessment results), and study (more PLC time). All of our students must be well-nourished and have access to needed health care (including dental). Current learning spaces are not conducive to learning. Classrooms are cramped, desks are too small, book bags are in the way. Students whose behavior impedes the learning of others cannot be permitted to continue stealing time and energy from classmates and teachers. Even students with disabling conditions can learn to behave appropriately in the classroom. Their negative behaviors become a well-rehearsed habit. Has to end.

Research shows that the language we need is Mandarin. I would think MS-HS opportunities should be offered to students.

What is meant by innovative learning environment? Innovative to whom?

Last point is so much hokey pokey. It means nothing. Why are you not more specific?

I said do not support on several of the above because this county seems to jump on the bandwagon with new ideas or strategies without first really looking at how those initiatives will impact the classroom and with a "one size fits all" approach when what works in one subject area may not work as well in all of them, nor in each unit or content strand within a subject. If they are all implemented properly, all of the above would be great, but that doesn't seem to be the way this county operates. We seem to consistently put the cart before the horse which leads to great frustration among those of us on the front lines.

A part of connecting with reality and community is the availability of time to sit down to dinner with the family, to go see a play, to volunteer at a shelter, food bank, hospital, fire station, or other venue. One of the biggest things hampering that ability is the amount of homework facing our children at night. We MUST get that under control!!!! School must be a PART of our children's growing up experience....NOT their entire life. The amount of tests, assessments, 'bullying surveys' etc. are severely hurting our children's efficient learning time. I also would like to see them get connected to where they live. Go outside the classroom - have a class on Nature Journaling OUTSIDE! Balanced Life is more than measurable intellect!

Mastery learning is very important. The current system of giving a grade and moving on before ensuring that a student has mastered the material/concepts does them a disservice.

monitor and collect data to support changes in structure and program and adjust as needed

1:1 technology is great but the expectations from students & parents have to be clear from the beginning and ENFORCED uniformly. Also, GOOD and WORKING technology is extremely important.

My son's high school in Anne Arundel County, MD, was one of 2 that offered the International Baccalaureate program to students from all 11 county high schools. We took him to the nearby elementary school in the morning, and he took the IB bus from there; in the afternoon, the IB bus dropped students at the local middle school and they took their neighborhood buses home.

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The public education system should be based on developing basic skills. Too often, the strategic plans try to jump to the end goals of teaching to the technology. Our strategic plans needs to be built on the fundamentals of reading, writing and mathematics with a concentration on critical thinking. There should be no need to teach technology in the school system as they get used as crutches by our teachers.

I would be interested in the schools adopting the learning of something like Esperanto (a one world simplified language) to learn languages like English that don't have logically rules and words from all different cultures that don't all follow the same spelling patterns, or French which has the crazy aspect of memorizing which words are feminine and which masculine and all kinds of grammar rules seems like a waste of time. I really feel like it should be possible to come up with a language that follows logical, consistent spelling rules that can be simply learned and applied to make reading and spelling easier for kids and enable them to focus their time on learning some of these other important skills.

Please don't forget about maintaining or upgrading the building and grounds of our schools. Also, training and teaching for the ancillary staff would serve our community and children. Janitorial staff, Bus Drivers, Guidance, Nursing, and Admin staff need support and continuing education in order to also feel a part of the Albemarle County community. Everyone can use a little inservice on communication or developmental stages of children. Anyone in contact with my children would be well served in also receiving support and education.

Please remember the logistics of class size and amount of teaching assistant support (if any) when considering project-based learning.

I believe that the most efficient transportation model would be for Magnet students to use the existing transportation system and then have a single bus transport from their feeder pattern high school directly to the Magnet.

We are not going to be able to do anything "creative" unless we get rid of the mindset of how well we do on the SOLs. The scores are pushed down our throats constantly. All we do is teach to the test.

Teach kids to write. You are failing on teaching basic writing. Have papers in math about math in science about science history the same. Kids go to college completely unskilled. Start in middle school

Math and Reading need to be addressed. Students cannot write functionally and our math skills are non-existent. Let's do everything we can to rid ourselves of standardized tests so that the teachers will have time to actually teach something of use, instead of teaching something that is going to affect their salary.

If we are going to be globally relevant, world languages must be improved in the USA. Students are way ahead of teachers in being tech savvy. Provide a tech course for those few who aren't but don't waste time doing this for everyone. Respect your teachers and allow them to choose the professional development they want. Absolutely should NOT provide bus for students who choose to go to a school outside of their catchment area, other than Murray. That is a perk and not a right. The last one is so vague as to be a useless question.

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My children have both demonstrated that they can't handle the one to one technology. My college student (who was a very strong student in ACPS) says he resents college professors who put everything online because he studies best from paper and away from the computer. My high school student can't control his computer time despite his passion for computers. I think that parents don't have enough tools to help their children control computers. We are fundamentally changing the way children study and learn and I'm not sure it's for the better.

In order to have students work with their iPads, smartphones etc. teachers should be given these tools.. In order to be world class we need to provide teachers with all the resources they need and not rely on them to obtain them all by themselves. This is wrong.

Teachers need not only professional development but SUFFICIENT time NOT during the school year to work on establishing new curriculum and lessons. PLC groups who are willing to restructure their curriculum during summer weeks, after school or on weekends (and this would take weeks and weeks) should be applauded for that initiative/dedication and be sufficiently compensated. All the technology in the world and professional development is worthless without giving educators the time and compensation to integrate and implement in their classrooms. This cannot be done effectively while juggling substitute plans and managing the all ready overloaded school week.

1. Before we go one to one for kids, we need to get all the schools tech ready--outlets, bandwidth, etc 2. Before we encourage more out of district students, we need to find out how we are merging programs & adjusting for opportunities not available to all students--how does this affect their GPA/future college chances 3. Before we spend money on innovative learning environments, we need to make sure that the culture of the school in terms of expectations, reporting, discipline (including encouraging self) are in place. Realistically target our efforts/tax dollars while including input of ALL stakeholders

The currently available "world languages program" was brushed aside when presented with the challenges of finding time to make sure students make the expected progress in the core subject areas. It's a matter of time and priorities. One-to-one technology initiative would not be appropriate in all situations/grades. It's a HUGE expense at a time when needs in other areas are not being appropriately met. Teachers involved in designing lessons and assessments need LENGTHS (hours) of time set aside, not choppy bits of time here and there. For example: one whole day per quarter, in addition to time allocated for writing reports and preparing for the next quarter, would be more useful than 1 hour per month during regular meeting time.

One-to-one should include BYOD. If we pursue expansion of World Languages, we'll need to cut something or find a lot of money. Latter isn't likely, so I have concern about what we would "drop" in order to create time for World Language for all. Transportation to magnets is important and I assume this would mean riding one's regular bus and then transferring to a bus that would go to the specific school.

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my hesitation to more highly rank "transform classroom spaces into innovative learning environments" stems from what I see happening in those classrooms where teachers are big into what's touted as "innovation" and from the levels of skills, effort and stamina of so many of the students I inherit who've spent a year or two in such environments -

I generally am suspicious of the idea that technology is a cure-all for our problems in education. I am more concerned with the fostering of love of subject matter, rather than on method, procedure, and finding new ways to use technology in the classroom. Subject matter is far more important to me. I believe human beings don't work this way. A kid falls in love with Dinosaurs, for instance. He or she doesn't care about systems, procedures, protocols of learning. Subject is more important than method.

What does "transform classroom spaces" mean? Not sure how this fits into the vision? Need more details.

All of these are important over the next 20 years so we need to think through how we will make these work best for our students and then proceed in an informed manner.

We need to bring back the Bible and prayer into the schools. The core reason our students have little respect for rules, each other, themselves, or the adults in their lives, is because of the removal of God's Word from the public schools. With no true reason for why children need to be obedient - because Jesus was obedient to His Father - the students have no real reason to be obedient or care about their learning. Since the removal of the Bible and prayer, education in America has gone so far downhill because it has focused the children of this country on depending on themselves instead of Jesus for success. This may bring them money now, but not Eternal Life later. We need to teach them not only lifetime values, but eternal.

For math and science there should be flexibility in teaching style but standardized testing on a continuous basis throughout the year. A continuous basis is key. Teachers should have a large portion of their evaluation based on the performance of their students as compared to the student's previous performance over the past 3 or more years. The previous 3 or more years would also be based on continuous standardized testing as soon as feasible. For a classroom of students that have performed at below average over the past 3 years and the overall classroom at the end of the year performs at an average or above average level, the teacher should have greater reward and their methods should be strongly considered for more frequent use.

Magnet transportation should be needs based only, not universal. Statement 5 sounds a lot like trying radical new things like the 70's open classes. Instead allow teachers who choose to innovate the flexibility.

It is not clear what "Develop and implement a full one-to-one technology initiative for students" means. It is important to have students to be able to use technology, but technology is a tool for learning. It is not an end in and of itself. Professional development for teachers is extremely important. Problems arise when PD does not meet teacher's needs. Just as we differentiate instruction for our students, we need to differentiate PD for our teachers. Classroom spaces are important, but I would put more emphasis on developing teachers. If you have places for "innovative learning environments" teachers will need support in being able to effectively teach in those situations.

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Please do not assume everyone knows the lingo. What is a "World Languages Program"? What is "one-to-one technology initiative"? I cannot support these, because I do not know what they are.

"Transform classroom spaces into innovative learning environments." What does this mean? Aren't classroom suppose to be moving or developing spaces where students are becoming innovators. This implies that such thing is not occurring now.

Extensives studies show that students learn more effectively when learning new material in a language that is not their native tounge. Consider integration of instruction of traditional subjects in spanish/french.

We truly need a professional development program that reflects current county initiatites and personal professional growth for our teachers.

Before a tremendous amount of money is spent on new initiatives, someone needs to evaluate how effective other uses of the funds have been. There are numerous examples of technology that have been deposited in various schools that just gather dust or provide some diversion without actual instructional benefit.

Ongoing professional development is critical. But what does "expanding PD opportunities" really mean, and what would it look like? Please provide more details. Transforming classroom spaces is a great idea if the county is willing to fund it. But does the vision match the budget reality?

Provide academic facilities that accommodate all students and enable schools to keep all class sizes low and in line with ACPS guidelines. If my child can take a language in elementary school and has a classroom that is an innovative learning environment but it has 29 children in it, he or she is not being well served. (Note this is not a problem at our elementary school, but if appropriate planning & building is not undertaken, it could be in the next several years)

As a Spanish major who lived in Spain for a year to become fluent, I appreciate the Spanish language exposure at Cale. I do, however, worry there are issues that are more pressing than learning Spanish. I believe that exposure is invaluable (and I do my part at home to insure that my daughters are aware of other countries, languages, beliefs, etc.), however, I do sometimes think that the resources could be better allocated- i.e. is there a gifted program for Kindergarten and/or first grade?

Providing transportation to magnet programs takes away much-needed funding from our other programs, and puts resources into programs that are not fully funded now. It would be a mistake.

There are successful educational systems that do not have virtually any of these 'opportunities' available to them. The focus needs to return to teaching as the primary driver of student learning. Teaching is falling behind in focus to making nice classrooms and providing the neatest new tech. It is the teachers in the classroom that motivate and focus students upon the result, classroom space, transportation, the latest gadget, and the like are not the things that get results.

Clearly all parents would love to have transformative "innovative learning environments" but I'm not sure how such environments would be defined, created, funded, so I can't mark 'strongly support' for a notion that is only vaguely presented. And, whereas I might prize innovation, i am leery of replacing a traditional curriculum and rigorous teacher training with fads, bandwagons, and an assumption that technology is the one answer to all educational challenges.

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but also rember not all students learn the same way....

I support one-to-one technology somewhat, because I feel that it could help close the achievement gap. However, I feel strongly that we must think ahead: 1. We MUST make it sustainable by providing ample technical (including) support for the machines. 2. Students and teachers need adequate training in use and troubleshooting. 3. There needs to be a clear rationale and true plans for using this technology--not merely technology for technology's sake. 4. Whatever we choose to implement ought to relevant to students' lives outside of school, and, as much as possible, the technology ought not be redundant for students.

K-12 world languages programs will require a seamless curricular flow through levels that does not exist now. The linchpin is a middle school program that needs to accommodate those students coming to them with up to 7 years experience in a language and then prepare them for a different high school program. If students do not have access to the internet from home, having a personal laptop will not help them. You need to investigate helping those students without the resources for service to get it. You might also allow students to use their personal equipment to reduce the cost of supplying machinery that becomes outdated. Many ACPS students have the affluence to provide their own. Other school districts are doing this.

Again, I think all of this sounds wonderful but unless we make changes in our current system this just seems like more add-ons to an already overloaded curriculum and teaching schedule. I would like to see ACPS and the state of Virginia take a real look at what we are doing currently and make changes that educators NOT legislators know are the right ways to serve our children. I hear from parents, teachers and students almost everyday that the current system is NOT helping students prepare for the future but is leading to burn-out and disengagement. When will we really look at what we know works and make real and lasting change? This is not easy work but in a school system as dedicated as ACPS, it is the only work of real importance.

what do you mean by world languages program? what's a one-to-one technology initiative?

I think we are failing our children by not introducing spanish in the elementary school level. It is offered as an after school program but should be part of the normal curriculum.

Teaching language from the outset would be a great boon. But pick one. Teach Spanish to all the students. Or Mandarin. Not lots of choices. Something that binds the students into a community of learners who use the language with each other. What is a "one-to-one technology initiative"? If it means having a device for everyone to use, that can be good or bad. There is a lot to be said for the students learning to share limited resources. Transform classrooms into innovative learning environments sounds like horse-manure. Specifics. Quality professional development in actual fields of study yes. Outside consultants teaching teachers to be more sensitive to diversity or the latest vertically integrated synergies, no. Transfor

what does "one-to-one technology initiative" mean? what is an "innovative learning environment" and how does it differ from a current classroom?

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There should be a dedicated science teacher for elementary school students that comes into the classroom. This person could be shared across several schools. Also, a space for science and engineering learning needs to be made available for elementary school students. More hands on science needs to be undertaken at this level so that students do not lose their interest at such an early stage. My son did not get significant hands-on science activities until 6th grade. This should be done much earlier. Look at what Brownsville is doing for science and engineering. I want to see less emphasis on SOL's and more on projects and project based learning.

I think many of the areas of concentration make a lot of sense, ie., skills such as communication, collaboration, creative and critical thinking, reasoning, adaptability. I have two concerns, are we trying to do too many things and end up doing few of them really well? What things of value that we are doing now will unintentionally fall aside to the detriment of our students? The final challenge, is how do we prepare our students for the 21st century world using a 19th century agrarian calendar? Boldness is definitely called for!

I've heard teachers say that they've learned more as a teacher by creating a twitter account (or using other social media) and connecting with other teachers around the country than from professional development opportunities...just a thought.

sounds like there are big plans afoot!

What do you mean by innovative learning environments?

The 1:1 tech initiative is extremely important in our changing world. With public access, students should be allowed to use their own devices if the devices can support the instructional expectations. With a 1:1 rollout, expectations should be very clear and the rollout should be organized. Students need training on basic functions such as saving docs, word processing skills, and using different programs. With almost unlimited student access to social media, it is difficult if not impossible, to regulate. The question is: should we? Do we need a county-wide policy on use of social media in the classroom? We need to expand our horizons, but keep in mind that our ultimate goal is to provide an education to future citizens.

Transforming classrooms should be teacher initiated and implemented

ACPS should begin to recognize kids beginning at the elementary age that are creatively gifted, and not just focus on academic giftedness, These are the inventors and entrepreneurs that make the US such a great country. World Language such as Spanish and French should be taught by a teacher starting in Kindergarten. Finally, it's important not to lose important instruction days before SOL's. ACPS should divide schools into North/South/East/West so there are not so many snow days.

Spanish should be taught from kindergarten onward. Kids are already very tech saavy at a young age. Math is being taught in new ways that parents don't understand so cannot help their children with homework.

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Regarding a K-12 World Languages program, I feel that there is little to no time in the elementary school day to insert this instruction. As it is, we barely have enough time to complete what is required (and do it well) prior to SOL testing. I teach 3rd grade, and given the heavy content in science and social studies it is a huge struggle to make sure that each child is competent in these areas. If we had only reading and math SOLs there would be more flexibility in how we used the rest of the instructional day.

Technology will be very important 20 years from now. We have to start while they are young and give them the training that when they are in High school they will be able to choose what they will be in the future.

I only "somewhat support" the last ("Transform classroom spaces into innovative learning environments") as members of the community in which I grew up (suburban Detroit) found the "open classroom" models of the '60s and '70s to be abysmal failures; the "open floor plan" of some office cultures has been shown not to provide the ideal work setting for true problem-solving and creative work by employees, etc. That said, if "innovative learning environments" means decent science labs, access to technology, etc., then I think it is a good idea.

These are the initiatives that we need to see implemented. We must break out of the standardized learning mold if we hope to inspire the next generation of learners. In terms of technology, the business is moving at 100 mph, families are moving at 90 mph, the class room and schools/gov't are moving at 10 mph. Our children can handle (and demand) a vibrant pace that is technology rich and highly interactive and engaging and our district must embrace this reality and modify teaching appropriately. I am available to discuss Paul T. Miller, Ph.D. ptmumt@yahoo.com; 434-989-6568

Transform classroom spaces into innovative learning environments- that is a pretty vague statement
lots of jargon. need more explanation.

While I think that it is critical that we develop and implement a "World Language Program", I question how successfully this can be implemented without adding additional time to an already packed day. One of the most important places to invest both time and money falls into the "expand professional development opportunities for teachers and support year-long opportunities for teachers to design lessons and assessments" because it will drive the success of all these other areas. Again, while I see this as critical, I recognize that this will only occur if we design a school calendar/school day that supports this design model.

Despite the "showcase" examples, magnet program rarely help the students who need them the most; those who are struggling academically, economically, and socially. What Magnet programs do is give the students who already are achieving and would do so because of the support network they have in place, a "private" school without paying the tuition. Disadvantaged students are still left out and fall through the cracks.

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A concern I have is that high school students are being pulled from regular instruction to take SOL tests. Then, they get back to class having missed key information. My daughter missed 2 full chemistry periods due to the writing sols last week. Now she is expected to take a mid term on information that she missed. The 4X4 also adds to this madness. It makes it difficult to reflect on concepts being taught. If you want students to be life long learners, critical thinkers, problem solvers and the like, trying creating schedules that foster learning. The 4x4 clearly does not.

Look at how to incorporate the Kahn Academy classroom in the school - www.kahacademy.org see what California is doing with this flipped-upside-down learning and teaching model. Kids watch the videos at home and come in for one-on-one support on the homework and each child in the classroom moves at their own pace .

Teachers are 12 month employees. The summer months can be utilized for additional professional development and lesson plans. We need to expand our thinking and cease the thought process that teachers are required to work only during the Aug-June school year, and have summers off. Let's utilize the summer months, as do other professions.

Remember that the teacher has the biggest impact on individual student success. A good teacher will always inspire and support learners. You must support the teachers and work to retain good teachers. Technology cannot replace teachers, but it can be used to make their jobs easier, provide more flexibility, better communication and diversification of academic content.

Unless the amount of SOL content is reduced, especially in the fifth grade, there is no room during school hours to add any additional programs such as the "World Languages Program". The district would need to lobby the VA Department of Education to have the SOLs line up with the strategic plan. The project based learning coupled with the technology piece requires more class time to complete projects. The state mandated curriculum would need to be adjusted to properly accommodate this innovative type of learning. Basically, something would need to give in order to fully embrace the project based learning.

I would like to see a strong emphasis on small class sizes. In my classroom, students can barely move around. How are we supposed to create innovative learning environments when there is no space to do it?

Kindergarten is too soon for "World Languages" - solidify exceptional English skills (written AND spoken), then expand to other languages. In terms of the technology initiative, I support access to technology for students, but Charlottesville's experience with trying to issue computers should give us pause -- if we implement, there should be a technology requirement where students can choose a device they will use at their own expense (using minimum specs). Then fund a basic model that is provided based on demonstrated need to those that cannot afford. I strongly support developing teachers as teachers. Another area of critical need is the Guidance -- a tough job that was critical to my senior (2013).

Strongly support Music and Arts

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It seems like way too much time and effort is put into student transportation. Would also like to see less teacher work days and a shorter school year(possible half-days and the remainder of the day would be work day). I am not a working parent and I still feel the number of days off during the school year is ridiculous.

I don't understand what "one-to-one" technology initiative even means. Need more practical application classes for students who don't want college. Not everyone needs to go to college. Need more emphasis on politics, understanding news vs commentary, the importance of getting involved at the local level

I feel that greater respect for the teachers and fellow students needs to be expected in school, with consequences for poor behavior. It is not acceptable for a student's behavior to disrupt a class, especially when a teacher has 20 children to manage by themselves. I also feel that smaller class sizes are the only way to decrease the achievement gap. We are only as strong as our weakest link.

I think it is more important to make sure that all teachers are capable before trying to expand to the above. There are still quite a few sub par teachers in the secondary schools and their poor performance is tolerated.

The word 'assessment' above means too much for the teachers to implement... Assessment rather than enrichment. Assessment rather than inspiration. Assessment rather than teaching. Develop teachers that do care... Get rid of those that do not. There are personal accounts at every grade level of teachers who have checked out, but still show up every day. Principals who turn away. Students that know who cares and who is a joke. If you start asking, you'll hear those personal accounts. Then it is up to you to not turn away.

I think that our kids would truly benefit from more opportunities to take the lesson plans outside.If they could "see" science in the growing of plants,for instance, they may be more open to what the faculty has the potential to teach.

These are pretty vague and broad "valuation areas". What exactly would "world languages" look like? Why is there such a heavy lean toward languages in this survey? I support language exploration, but not in lieu of other areas of learning; such as math or music or art. I'd like to see kids who have math talent, all the way down to kindergarten, be identified and allowed to learn at an accelerated pace rather than having them wait until middle school. We are missing a huge opportunity with these kids. We are holding them back from their potential. Classroom differentiation is not enough.

I'm not sure what "innovative learning environments" means. If that means more technology in the classroom, then I do not support it. If it means students working in teams, having multiple instructors, flexible curriculums, and hands-on projects then I do support it.

These are all very vague. I don't know what you mean by the first two and last item. If by the first one you mean teach Spanish from K-12 then I support it. "World language" seems a bit watered down to be useful.

summer and one month during school year, professional development summers are paid

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Expand professional development opportunities for high school students through local internships. Develop and implement tutoring opportunities for literacy and math at each grade level. This could be accomplished by students tutoring other students or establishing volunteer tutoring opportunities through after-school programs.

A World Language Program is a great idea, but need more information; what languages, how do students get into the programs, etc.....

Stop letting the city of Charlottesville take Albemarle County's money and resources. The next time I here about the city buying a giant Christmas Tree or buying every student in a particular school iPads with borrowed money, while my child is studying from a textbook that is 10 years old and looking to have programs cut, I am going to scream. We should protect the great schools with the same amount of passion that we put into developing the struggling ones, less we are all striving to create mediocrity, which goes against our vision of being a world class system.

Get back to the basics. ACPS is not so highly developed that it need focus on loftier goals than good, solid educational opportunities for our kids. Until ACPS can prove it does this with excellence, leave the superfluous stuff out - or keep it to a minimum. Our kids are challenged enough by the rigors of a good, solid curriculum without all the "fluff". You can't teach character. That's what life, family, and college are for! On a final note: I would like to see music TAUGHT (not just given glimpses of), from K thru 12. All research indicates that people who learn music learn more easily (esp. math) - not to mention are likely to be more creative. I advocate it being part of a curriculum, not viewed as an elective or "hobby".

Seriously consider school uniforms. There is so much distraction that occurs because of inappropriately dressed students. The students know that dress standards are a farce and not enforced appropriately, it's just one more way the students push the envelope and show they are really in charge. Eliminate that by having uniforms.

Though I think learning another language is a good idea, in those schools that aren't making AYP, I feel this is totally inappropriate. Any extra "time" should be devoted to increasing reading/math skills, not learning another language.

Develop program at high school level for academically competent students whose organizational deficiencies are getting in the way of success. Currently, for 9th graders at WAHS, this does not exist. This is the grade that is has perhaps the greatest need for help with organization/note taking/test taking. It's a critical time for setting students up for success during rest of high school. The LAUNCH program is designed for students who struggle academically. My son needs help with organization/note taking/test taking, not reading, writing, or comprehension, and is far out of place with that student group. Because I work at WAHS, I have developed peer relationships with teachers and often hear of this need for many students.

Offer staff development, in the areas to prepare teachers for 20 years from now, so that ACPS remains the best they can be.

I am not sure what you mean by, "Transform classroom spaces into innovative learning environments." Does this mean more computers and technology or changing the way I teach?

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Until we reduce teacher loads and class size, these goals are not practical or obtainable. Students need opportunities for direct interaction with teachers, and teachers need to be able to provide direct feedback and one-on-one help. With loads as they are, there simply aren't enough hours in the day to achieve this. We need to slow down and teach deeply--not widely.

I support a World Languages Program that isn't just a video tape and learning more than just Spanish. My son is a Walton student and his computer skills are far better than his brother's, who goes to Monticello thanks to the netbooks. Walton has worked hard to integrate the use of the netbooks into the classroom, especially his English class.

Parents should still be the transportation providers to/from magnet schools OR have each comprehensive high school drive students to/from the magnet school.

There is not enough time in our day (K-5) to implement a "World Language Program." There already isn't enough time for science or social studies. Science and social studies are perfect for creativity, critical thinking, reasoning, and project base learning. There is no time for children to look at either of these subjects in more depth. There is too much time being used for Responsive Classroom (which I love) but should be used as part of our day within the subject areas.

Provide parents with lessons and assignments in advance so that parents can gather data, information, do research, etc., to be prepared and be more engaged week-to-week with their kids. Having a parent portal online that course work, lessons, etc., are loaded into to create more parent involvement. What is: magnet programs?

It is often difficult to incorporate a lot of technology and creative learning processes when the huge amount of SOL standards are in place. In 5th grade we are often stressed for time and technology resources in order to be able to appropriately teach the current state issued curriculum.

offer more than one option combine agricultural and arts as a magnet school in WAHS - why do we have to choose one ?

I would like teachers to have the ability to teach children in different ways. Not everyone learns the same but, the classes seem to be geared to one style of teaching. Some children need to have information presented differently in order to grasp and retain.

I do not support the concept of "magnet" schools for ACPS. Our county is geographically large and therefore transportation would be too expensive and a loss of "community" would be inevitable. More importantly, we need to provide equity and excellence in all areas at each of the schools. Every school should offer outstanding science, math, english, history, language, performing/fine arts, and technology. Don't create centers of excellence - make excellent schools across the county!!!

I have no clue what questions 2 and 5 above are asking me. I am a UVA graduate so I am no dummy. Stop using "teacher speak" nonsense and explain what you mean.

What does the last one even mean. Are classrooms not already innovative learning environments?

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A strong recognition of different learning styles is very important to me. I feel like our school system is very tied to tracks (some starting *very* early) and tests (i.e. outcome based). I would love to see less emphasis on benchmarking and more on acceptance (even encouragement) of differences. Also, the current methods of incorporating and using technology foster a tendency to develop "thoughtless users" rather than critical and appropriate operators/developers. I feel like a (whole) lot of money is spent "cool" gadgetry (the latest and greatest) rather than on effective teaching tools. More emphasis should be placed on finding the useful programs (many of which are widely available and free) rather than the fun apps/gadgets.

The more responsive our curricula, facilities, and operations can be to the diversity of needs and learning desires of our student body, the better equipped they will be to meet the future work force.

Not enough information to really support any of the items listed

Transforming classes is great but better to get students engaged out of the class. How does state wide tests fit into this conversation ?

I love the idea of supporting new initiatives. Prior to supporting them, I would like to know where we are currently failing our students, and then create a plan to address those needs. Are our graduation rates as high as we would like them? If not, why aren't they and what is impeding those from elementary school to high school? Are students being successful in college or post graduation training centers? If not, why aren't they and what do we need to change? I would like to see a strategic plan that starts with what we want the students to be able to do when they graduate, then walk backwards through all of the years they attend school. Business people seem to want kids who can write, read, use technology and think. Let's plan for that.

Shouldn't "classroom spaces" already be "innovative learning environments"? I think there should be more support for Model UN and a humanities program at one of the high schools.

Really depends on what is meant by "Expand professional development opportunities for teachers". If it means more money for the reimbursement program for teachers to take college classes, attend professional conferences and workshops, YES! But if it means more time/money for division-level offerings, NO! Not worth one PENNY of taxpayer dollars!!!

Hire well qualified teachers.

I do not support a world language program that teaches elementary school children a language by having them sit and watch a video. This does nothing but waste the child's time during school. If the world language program consists of a teacher actually teaching children a foreign language then I would be supportive however from what I've seen provided to my elementary school children I am not impressed.

Support learning a new language at a young age (best time to learn) but not a "survey" of languages.

It takes money!

I would really like to see the introduction of Chinese as a language. We have many students in the County who take lessons privately and Chinese would certainly fit with Strategic Goal 1.

SPACE is extremely important.

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Does "Develop and implement a full one-to-one technology initiative for students" mean supplying each student with a computer? This seems like a large expense when a shared resource would suffice.

Love what's on the horizon, but should we not assess first the lack of due process and/or rights of our students w/in the current system? Our vice principals have WAY too much leeway in their accusatory capacity, wherein empirical evidence is irrelevant....& their ability to damb without said proof is not only unconstitutional but debilitating & demeaning to our children.

Not sure what " world language" means. Would support actual learning of any one foreign language

The quality of the learner has diminished over the last 5 years. Technology is fostering isolated learning. Much of what is offered in the technology programs is dedicated to practicing rudimentary skills--very low level learning.

No world languages should be taught until children finish their learning to read English, so they can read to learn. English is the USA established business language, learn it first. Developing an on-line required course as a graduation requirement is short sighted and a waste of my tax dollars. However, developing from a young age the ability to use technology is vital. And in doing so, would negate the need for a virtual course. Magnate programs are a huge waste of my dollars. If all students can't have access to the new science labs built with my money than it is dicrimination. Using universal design for building access would make more sense and useful for all. If you want to be an engineer or doctor, take calculus, and biology!

In order to meet the needs of students, we need to know who they are. Class sizes do not always allow for this. REDUCTION OF CLASS SIZE will help EVERYONE to enjoy, work, learn, design, develop and contribute to our schools. It is FLAWED research that says that class size does not make a difference in the education of individuals. If such research was true, then Response to Intervention strategies and small group work would not be more effective in teaching students. We know this is not true.

I think ACPS are over crowded. Students aren't given enough time during the day in school. No one on one time with those who need additional assistance. Not enough communication with teachers and students

Formal world language instruction should begin after students have learned to read with fluency. Gaps in language instruction are not ideal. Perhaps ACPS should add language courses from the middle grade down (ex. 6th , 5th, 4th...) rather than supporting language in early elementary and then having gaps.

For two of the above lines where I posted "no opinion," it was unclear to me how these topics would actually be implemented. What would "developing and implementing a one-to-one technology initiative for students" look like? I don't know what that means. I don't know how you'd expand professional development that would help teachers design lessons and assessments in a year-long method... I think teachers know how to design and evaluate lessons. I'd love for them to become more interested in helping the students innovate, to make the lessons more responsive to student direction and growth, etc. Last of all, I'm skeptical of magnet programs and all the resulting transportation issues. I'd love for ALL schools to be worth going to.

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I need to know more about the world languages program before forming an opinion. This is the first I've heard of it, and I'm an ACSP teacher! Also, I feel that my classroom is an innovative learning environment, so I'm not sure what's involved in the transformation you mention above.

Can we start by having classroom spaces with appropriate desks that fit high school students and aren't left-overs from the 1970s? How about chairs that aren't broken? As usual, ACPS is jumping ahead with the latest "educational" craze and not taking care of the vast majority of our kids who are sitting in run-down classrooms with broken furniture at two of our high schools. The "innovative learning environments" that are being created are unfair. Only a few kids will benefit and we will continue to have "islands of innovation."

Two of my children graduated AHS, one attends there now and my 4th child will attend AHS next year. My children thrived at AHS because of the discipline and values they are/were taught at home and at Charlottesville Catholic School. They saw firsthand that this was lacking among many of their classmates. The need to bring basic values and manners back into public schools is great. My kids were shocked at the way some kids spoke to teachers and that behavior seems to be accepted. Kids thrive when the expectations about their behavior and potential are raised, not lowered. A loving, firm approach to discipline in the classroom should be your greatest concern.

I'm not sure what you mean by a "full one-to-one technology initiative for students."

I would strongly support a serious foreign languages program that starts at a much younger age. Elementary school Spanish is currently a joke. Little kids simply cannot learn much history or science but their brains are genius at learning languages-- after all, they learned English. This has been proven by study after study, yet American educators continue to ignore this and offer only extremely basic foreign language to young children, then expect them to learn the language properly in high school after their brains are no longer set up for learning languages. Please start seriously teaching foreign languages in elementary schools.

Offer a better selection of exploratories for children to choose from. I attended ACPS and we had quite a few more classes to choose from.

Continue to maintain & operate the small Elementary and Middle schools.

1to 1 is great, but you have to make sure you get good equipment that works well most of the time.

(not sure what one-to-one techology initiative means-- provide tablets to students for use in/out of school?)

Get kids designing learning with teachers.

Transportation is a HUGE issue. In order for my daughter to ride the bus, she has a 2+ hour commute each way. Streamlining the transportation system will alleviate the burden of an extended commute, allowing children to focus more on school and learning.

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I think the emphasis on technology is misplaced and unnecessary, not to mention expensive. Students, unlike many of us who did not grow up with all the gadgetry, need about 10 minutes to master whatever device or media they are presented. It is nearly impossible to keep on the cutting edge of technology and simultaneously be good stewards of the resources we have to distribute among all schools across all grade levels and programs. Collaborative work and a return to basic "people skills" will remain valuable 20 years from now, when all of latest, greatest gadgets have gone the way of the typewriter and the laser disc.

What is meant by "innovative learning environments?"

I believe one-to-one technology should be a gradual process as a child progresses through school -- from introduction in Kindergarten (not one-to-one), gradually increasing technology time, to full one-to-one in High School/12th grade (as appropriate).

Teachers know our children in some ways better than we the parents do and it is important to give them the opportunities to develop and teach the way that they think will best help our students. However, that being said the correct staff would need to be in place for that to be a fully realized opportunity. The teacher my child has currently would be wonderful at this.

Many of these initiatives do not seem to be outgrowths of the skills and priorities on the prior questions. If you think they do then the link needs to be better explained.

We have been deeply concerned that many teachers in our children's past have lacked the technical expertise to compete in today's world. Teachers NEED to be instructed on how to use the expensive technology they have been given in the classroom. If they can't keep up, they need to be LET GO. Lastly, our children need an expansive education, not just teaching to the SOL. In many cases, children have been taught the same basic material from grade school through high school. That is just not acceptable and another reason our education system is falling behind.

A district as top heavy in administration as ACPS will never successfully educate its students. The administrative dollars do not trickle down to the classroom; they walk out the door as a paycheck. Even if you did spend as much per student as Charlottesville or the private schools do, if a large percentage of that is administrative overhead, it still has little effect on the classroom/student educational experience.

Let's beware of chasing the most novel stuff, but if something is working, how can we make it here? I think we teachers have an intuitive sense that learning for the sake of an SOL test is not authentic and we want to expand to so much more. Take the obstacles away, such as removing field trip limits, what field trips are walkable from schools, promote a culture of innovation and creativity at the teacher level - make us managers, not worker bees following the SOL bosses. Screw Richmond and SOL accountability. If we teach how we know the best methods and obtain more skills they will easily pass state mandated tests and be so much better prepared for life! Be brave and encourage all teachers to de-emphasize SOLS!

Different ages and grade levels require different approaches. A one fit for all approach does not benefit all of our students.

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As someone who works in an ACPS classroom I feel I can accurately say that the current k-12 language program is a total joke. The 'program' is not actual instruction, instead its ONLY a DVD that teachers use when they happen across a spare 10 min once every few weeks. Students are not realistically learning another language this way. I fully support the program but it MUST change 100% in order to be successful in reaching the intended goal of having bilingual students. Might I suggest hiring a F.L. teacher (say, a Spanish teacher) for each school/two schools, who provides time up to 3 times a week per class (dep. on grade level) as a specials class. If this cant be done get rid of the program as what is being done now is an embarrassment.

Understand the ecological peril the planet is facing with global climate change and help them take local action

Commitment to early childhood education and emphasis on improving executive functioning skills for young children.

If we want to make a lasting impact, I would like to see our county embrace preschool education and have at least one preschool classroom in every elementary school. I would like to see us with a preschool model similar to Augusta County, rather than 3 separate programs.

This - "Transform classroom spaces into innovative learning environments" - is a highly subjective statement. It could mean absolutely anything!

These are obtuse questions. Which languages would be included in a "World Language Program"? What is really meant by innovative learning environments beyond Curry School buzzword bingo? Are teachers not already actively engaged in designing lessons and assessments? Instead of taking more days away from instruction and disrupting the process, why not pay them enough to pursue continuing education and require them to do so?

With year round schools, you will see a tremendous difference in students and have better utilization of resources.

When developing a "World Languages Program", I feel strongly it would need to focus on the top languages being used for business. These are 1) English, 2) Mandarin, and 3) French

Assessments again...how much time can you spend on assessments???????????? The last statement - Transform classroom spaces into innovative learning environments - when would that ever be a bad thing? And when would it ever be an a reality in every classroom - you need to make it real. Its a great goal - but lets not make it a soundbite.

I support investment in faculty salary over almost any of these initiatives. It is the quality of the faculty that I believe affect the right outcomes not the ancillary resources

The first thing that needs to be done, is to get rid of all ineffective teachers. Only retain the best.

Many of these things need more information in order for me to provide an opinion. For example what is "a full one to one technology initiative"?

World Languages would be great if there is money to hire someone to teach them. The videos do not work well. Make sure ALL teachers and students are given equal technology!!! Is there money for the classroom spaces? We were made to get rid of our couches years ago due to "lice"-now it is all the rage again-very confusing!

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Although I do support a one-to-one technology initiative for many reasons (paper reduction being the greatest), we run the risk of students taking advantage of this and "playing" with it rather than learning with it. We can train students to use technology appropriately, but when on their own, many students will take advantage of the situation. A teacher spoke with me after I took my students into an engaging, active learning environment and she said that every student on my watch list was not using the learning space appropriately. This says a great deal...regardless of how engaging lessons or technology are, those students who don't want to learn still will not meet us halfway to learn.

So many of these questions are leading ones...you are clearly writing them to solicit the desired responses. For instance, "transform classroom spaces into innovative learning spaces"....sounds good to me!

The rhetorical bias of the final makes it sound so simple. I would rather spend money to reduce class sizes than to buy furniture and rewire buildings.

Continue to promote programs to support a well rounded student starting in kindergarten that include music, art, PE, and perhaps even adding in technology as a component. Have these programs continue to have an impact through the high school years.

My support depends on what you mean by innovative. How about if we start with asking the girls to cover up and the boys to pull up their pants. Does the innovation include not allowing the students and teachers to not use foul language in the school?

I think project based learning sounds good in theory but in our big schools everybody would lose if that should become part of the curriculum. Probably a waste of \$\$\$ -

Developing and implementing World Languages Programs in K-12 would be a great opportunity for all students.

You need to elaborate further on the above descriptions before I can decide what is important or not. For instance " Transform classroom spaces into innovative learning environments" What does this entail?

While technology initiatives are important, students today are exposed to technology in so many ways that one-to-one technology initiatives may not be the best use of financial resources, especially as budgets are becoming tighter. I love the idea of creating more innovative learning environments. A program that caters to boys as well as girls would be of great benefit. The current learning environment seems to be more geared towards girls than boys. I have one boy and one girl, and I suspect that my son is going to struggle when he enters kindergarten. He has a lot of energy, and is going to have a difficult time sitting still and being quiet for long periods of time.

The questions on this survey were general designed to get a predetermined response. I question the reasoning behind it. We as humans have tendency to seek info that is self-serving. Were the questions asked to gain real perspective or simply add to the validity of the program(s)?

By year-long in item three, I am hopeful that you are referring to the idea of paying teachers to work over the summer. I support the last item, so long as they are used properly, as in, have schools really thought out the sorts of things students can produce/work on in an innovative learning environment?

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Classrooms need to function for their subject taught. Students should be able to adapt to those changes. Handicap accessibility trumps rugs or other furniture that is a deterrent to safety for large numbers.

Let's be honest....all of my responses could change if I knew the cost of pursuing each of initiatives. It's easy to "support" an idea at the conceptual level, not so easy if implementing a World Languages Program means we have to sell all the buses and kids have to walk to school. Not literally, but you get my message about supporting ideas without having to consider any tradeoffs....

I do believe that it is important to allow teachers to develop and implement specialized lessons plans; however, they should be based on their abilities and supervised. Whether we want to admit it or not many of our teachers are incompetent and have no business in the classroom. Yet, they remain in the positions even after this fact is identified. Teachers need to be held accountable!!!! They may be smart and have a degree but that does not mean they have the ability to teach. Have you considered implementing student surveys, it may help school administrators identify problem teachers and allow them to resolve the issue rather than allowing them to stay in the system and corrupt our children's education and learning process.

This whole exercise seems more about career development for staff as opposed to actual learning for the kids. I am frustrated that the superintendent's office seems more concerned with protecting their own jobs instead of expanding our students ability to learn. What about longer school days? what about additional instruction for remedial issues? What about support for the smarter students who end up bored w/ "dumbed down" classes? I would rather hear about practical changes that could help. White boards in classrooms where most kids will not see a computer at home does not make a lot of sense to me when the kids cannot read on grade level. Great to develop your staff but if basics are not covered, you have not accomplished anything.

Please consider the possibility that there will always be some achievement gap, and that undue focus on meeting/exceeding state set goals leaves the middle and high performers plodding along without the same focus or effort as their more challenged peers receive; it teaches them that "good enough" is the same as "good" and ultimately, sets almost all our learners up for a kind of bland mediocrity when they leave ACPS for the wider world. While its not possible to ignore state goals, this is a time when ACPS can proactively deemphasize the prominence of SOL-related metrics and mindsets, and turn its attention toward more relevant teaching with a more valuable long-term benefit to its students.

Expand professional development opportunities for teachers and support year-long opportunities for teachers to design lessons and assessments: Needs to have technology infused in this plan Make technology meaningful for teachers in their field of discipline

One to one sounds great as long as the other necessary pieces are in place. Certain schools can't support & maintain the technology they currently have. We need to look at what has to be done to the actual physical environment to make technology effective.

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Each student having his/her own laptop, iPad, iTouch will not necessarily make learning better. Learning how to navigate all the online resources needs to be taught and access needs to be provided for individual subjects. Constant access to too much information is not necessarily a good thing. Teachers need to receive instruction on utilizing home webpages and online collaborative learning like google docs for middle and high school. MESA does a nice job, but my daughter not in MESA has not been exposed to team projects using google docs.

Give all the children the right to excel academically. Correcting the problems with children entering the 12th grade, not being able to pass an SOL only to be given a pretend diploma (Certificate of Completion). Certificate of Completion should be outlawed.

With language translation technology, I think the actual need to learn foreign languages will decrease over the next 20-30 years. Do not focus on teaching something which will not be necessary in the future.

I don't believe in a "World Language" but languages that are needed in the workforce. I don't think that each student needs to have their own "personal" technology device in the school but there be enough for students in a class. I don't think teachers should teach what they want but that they have a guide by what needs to be taught and then use creativity is fine. I am not sure what "magnet programs" mean.

It is hard to know what a lot of these mean.

Students need to also be taught and encouraged to learn and be creative without all the technology and such. When the power grid is attacked and is out what are they going to do to survive then? This is not being taught anymore. We are in a day and time people rely on technology too much! If we want to be a world class system PREPARE them for the UNEXPECTED! Don't leave them without that knowledge.

You want a blank check for all of this, right?

Language is a waste unless students gain lifelong skills allowing them to fluently use the language in written and/or spoken word. K-7 language instruction should not be an add-on or "elective" if it is implemented. It should have rigor. For the second, third and fourth statements- if we don't have a solid financial commitment behind them it would be reckless to attempt. Efforts to implement without full support in time, money, and other resources will frustrate. The fifth statement can work better even if incremental or partially implemented due to restraints.

Teachers have to be 21st century learners themselves if they are to be effective today. The most important issue for me is training teachers on how to use technology and implement it in their classrooms.

I think if we permit time for teachers, that there needs to be some accountability for what is being created. I think that investing in innovative learning environments is very important, but a lack of such spaces should not be used as an excuse to being novel.

one to one initiatives have failed in nearly every division that has tried them. We neither have the money, support staff, and teacher training to implement one. It's a waste of money

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The concept of an innovative learning environment is a subjective idea that's presented in a vague manner in this question. I support the idea of a truly innovative learning environment, but I feel that requires a more minimalistic approach to technology and ACPS seems to be taking the innovative learning environment in the other direction.

I think too much money is being spent on acquiring technology that is not used effectively. Not enough money is spent on hiring top teachers who can teach using technology as a support. Students should not be expected to self-teach if given an electronic device--teachers still need to teach, develop curriculum, assess. I see many elementary kids being given laptops with very little instruction or supervision who end up just playing computer "games" (classroom approved ones) that have little educational value. This is wasted time that could be used for instruction.

Depends on what world languages actually mean. If we are talking about implementing language arts and starting to teach foreign languages early - absolutely strongly agree. If we are talking about exposing them to multiple languages using teaching time, I do not support. In addition, I do agree that classrooms need to be as state of the art as possible, but again not at the expense of other important programs- like inc ratio of staff to students.

I welcome the opportunity to move into the transformative way of teaching and learning. Many educators start off in the field simply learning to teach by getting in a classroom and teaching. Today, it becomes most essential to have a theoretical framework that will focus on nurturing creativity with real-world projects.

My concern over development of a "world languages program" is that we are expanded to the max now with instructional curriculum that I struggle to cover with even less time with students. I am afraid we are going to "rob Peter to pay Paul" in order to add even more to a hefty curriculum load. Some programs are going to suffer.....

By the last comment , are you saying that the classrooms are not innovative learning environments? They are probably not, yet. It won't happen with testing, assessments, more demands on teachers to provide written documentation of their every move. You have effectively taken the teaching time out of the classroom as well as the creative time for "innovation" . Are you going to mandate creativity and innovation? Then you have already doomed yourselves to failure. Technology is not the answer - move away from it - it is a distraction.

I'd like to see required training if the following initiative will be explored-Develop and implement a Kindergarten through 12th grade "World Languages Program"

What cost are we prepared to pay for teachers working year long? Perhaps we should limit the number of days the teachers can be out of the classroom during the school year as a start. Will direct transportation be included for all programs such as CATEC or will students still need to ride buses to their home school then ride another bus to CATEC? How about head start students who now ride county buses, same question. I would support a world language program for upper elementary. The focust for younger children should be on reading, many students are having issues and need extra support. That problem/issue needs to be addressed and either teaching strategies adjusted or curriculum adjusted so that no student is reading below grade level

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The more opprotunites for teachers and students, could only improve future opprotunites for our future economy.

"Transform classroom spaces into innovative learning environments" - needs clarification

The ability to communicate and the need to learn world languages is increasing, however I would highly object to any language being placed above learning our own language, English, until the students are older and express some desire to learn. My son will start high school next year and will be taking Spanish 2 in the 9th grade. He realizes the languge requirment for college acceptance and is working towards that, and has plants to exceed the requirment. He was exposed to some Spanish in early elementary and enjoyed that, but neither of us want to encourage anything that will diminish the role of English in our English speaking nation. We encourage immigrants to learn our language as they become a part of our culture.

Where and how have learning environments already been transformed in our division? How do we share that across the division and replicate or adapt what is working well? How does teaching and learning look different in a transformed learning environment? Merely changing the environment without also changing how teachers teach won't have nearly the same impact.

World language instruction requires a live teacher at all levels. PD for teachers requires more time in the calendar than is presently allowed. Is it time for year round school for teachers, with the commensurate pay increase? There is insufficient time for teachers to do the work required for the job.

To make our children productive citizens in an ever shrinking GLOBAL economy - we do not need a lot of technological bells and whistles. We need better teaching in basic skills, other cultures and FOREIGN LANGUAGES. Our children need a 2nd language to begin with serious language instrution in kindergarten. We are the only first world nation that produces primarily mono-lingual students!!!!!!!!!!!!

Re direct home-to-school transportation -- while that would be nice to have, given ongoing budget concerns, I would suggest developing that based upon financial need.

The last three items are not clearly defined and in as much as I may support them, I wouldnt simply say I support them as the implementation of the idea or what other things it may take away from could cause me to be less supportive. Direct home to school transportation...that sounds like an expense for a few students relatively speaking. What is an innovative learning environment? At what point do you provide what you are indicating to teachers? Do they apply for this? How are they chosen to get these opportunities?

We need to be very careful how we implement, "innovative learning environments". From what I have seen of these classes in action they lack structure, sufficient direct instruction to meet the needs of all students, do not teach self discipline or promote a students awareness of how their behavior effects others. Not ALL children learn best in these environments. There are many "normal" students, not to mention special needs children, especially those on the autism spectrum who can access the curriculum just fine in the regular classroom, who need a more traditional classroom structure. The finest classrooms in my school have a traditional structure and still provide many creative, hands on and innovative learning experiences!

Language and ability to communicate link cultures and above all are critical to our future.

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What does that mean - "transform classroom spaces into innovative learning environments"? Are you saying that they aren't already that? Really, these questions are a lot of "education-speak" and it would be nice if you could say specifically what you mean by some of these. Seems like there is a lot of room for interpretation.

I would strongly suggest that, in this "design for the future," we do not lose sight of 1-Balance and moderation in teacher/student life 2-The need for for grass roots skills that seem to be rapidly disappearing in today's society. (Agriculture/food growth, face to face conversation, etc) 3-The need for a strong bridge between "old school" and "new school" 4-The need for our nation to invest to exhibit more support sourcing WITHIN our country instead of over-reliance on outsourcing in other countries.

(Not sure what a "full one-to-one technology initiative" is.) A lot of this is feel-good stuff -- it's hard to be against any of it. Who doesn't want their kids to be creative. critical thinkers with a world view and an appreciation for diversity? I'd also like mine to be artistically gifted, super athletes and damned fine human beings. The devil is in the implementation, and it appears that this plan might be too broad to be an effective guide. There are SO MANY ideals here that pursuing them all is impossible.

I feel that a technology initiative should absolutely include word processing from elementary school into middle school. This is a skill that is needed and (I think) no longer taught in our system.

I support professional development opportunities for teachers, but do not support those development opportunities occurring during school hours that would make teachers miss class time with their students. I feel good teachers already work to transform their classrooms into innovative learning environments. Students' education should not end up suffering because of an ineffective innovation or a poorly implemented innovation.

Make wise use of technology ad use it appropriately. I see high functioning students left to do online math busy work (Jiji) so the teacher can focus on bringing the others up to speed. Technology shouldn't be used as a babysitter. Regular online tests also don't provide parents of elementary students necessary feedback.

Please make sure that practices are "evidence based". Too often the school system has relied on old practices that aren't really supported by outcomes (example: Repetitive outlining in AP History classes. Is there a relationship between numbers of outlines completed and higher grades on AP exams?) or jumped too quickly to adopt a new fad, without making sure it will actually improve outcomes for children (example: 4 X 4 Block scheduling).

These all sound like nice ideas, but how would they be implemented? I am unable to give an educated opinion on these topics.

My issue with the "World Language Program" is we are going to have children leave High School with a plethora of knowledge in more than one language but we don't give them the fundamentals of financial literacy. What's wrong with that picture?

We need to allow children to learn in every environment instead of forcing them to learn in a cookie cutter fashion. Every child is different and educations needs to be specific to their learning needs.

Also to develop and implement a high school writing program.

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Maintain high expectations for skills mastery; Maintain high expectations for core skills of reading, writing, communication; Improve skills-based education

Transform classroom spaces into innovative learning environments- What does this even mean? It sounds beautiful, but what does it look like? What does it do? I'm pretty sure it's just three buzz words that sound really good together but has no meaning. I think we should focus on creating classrooms that have windows that stay closed, whiteboards that can be erased and functional heating/air units. As for the one to one technology initiative for students, I think we should first get computers for teachers that work. The solution I was given was that they could just take the computer from my room and not replace it. How can we get computers for thousands of students when we can't get them for teachers?

I somewhat support the one-to-one technology initiative because I strongly believe that digital citizenship and media literacy -- appropriate use of technology -- is difficult to train and will take CONCERTED and CONSISTENT effort from the entire school community, especially parents, to do well.

I did not support the direct to school transportation because I felt the students could remain at school until someone from their home could pick them up. If this is not feasible, I could change my opinion.

We have to remember that although technology is wonderful and should be used in the classroom, we can't push technology into the classroom just to have "technology" - we need to make sure it is relevant and useful within the context of that classroom. There are a lot of lessons that provide rich opportunities for learning with and without the use of technology.

I thought this was a PK-12 school system!

"Transform classroom spaces into innovative learning environments" is basically meaningless jargon.

Learning environments although comfortable need also to be structured with the idea that there are privileges that accompany a classroom with more freedom on where to sit and how to work. But also when transitioning from middle to high school, what are the expectations. If allowed freedoms to sit in the window and lay across desks and eat whenever and in any class seems to undermine the structure and expectations of preparation and accountability. Certainly freedom should be earned and not given as a means of accomodating children without respect to their need to behave appropriately. Freedom at the expense of addressing issues of behavior and saying that comfortable classrooms are great learning environments can be an excuse for structure.

There are few expectations placed on the students (and family) to come to school to LEARN. My observations through my children, are that the teachers considered 'hard' (demanding of their students) have provided superior instruction with superior results. In my opinion, education has become therapeutic rather than instructional. An educators function is not to raise a child's self-esteem through contrived methods, but rather challenge them and help them succeed thereby earning that self esteem (that which is given has less value that what is earned). The emphasis on 'world education' is a waste until the basic skills are mastered. Our centralized education system, when compared with at least 28 other nations, falls far short of the mark.

Would need more information on the second question (one to one technology) in order to answer appropriately.

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It would have been helpful to have had an explanation of each of these initiatives within the survey. While learning other languages is beneficial, globalization will continue to drive language toward English. Participation in the magnet programs is a choice. Providing the transportation necessarily consumes funds that could be applied elsewhere. The exception I would make are for those from households below a threshold level of income, where the magnet program could help reduce the achievement gap and provide opportunity for otherwise exceptional students.

Education is a top priority around our house, but I don't see such a strong need to push college classes down into high school -- that's what college is for. I'd rather my child get a very diverse education in a very broad spectrum. My opinion also applies to the fast-paced science and math programs in high school (don't remember their name) -- I don't see how a student can achieve in these programs without specializing too early. A broad-based education is as important to a scientist as it is to a liberal arts profession.

World Languages-Are going to be providing teaching support for those professionals who are not proficient with the language? One-to-One technology-Please do not make this our main focus if funding for this removes funding for teaching and other vital personnel positions! Technology should be an added support for our students but not our primary focus.

Would need a definition of what "World Languages Program" means before I could strongly support. I think it is more important to master a 2nd language rather than get exposure to many languages mastering none. I support transforming classrooms into innovative learning environments but again that topic is a bit vague. Do you mean physically changing the layout of the rooms or transforming the spaces by acquiring new technology to achieve this?

Develop programs that focus on students as producers.

The most important thing for ACPS is to realize that you cannot do everything for every student and you must focus on the core responsibility of schools which is to educate children. Let their families and churches and communities have primary responsibility for their character. Certainly support those institutions, as you expect them to support you in your efforts to teach. I would encourage a program to look at the teachers who are getting great results and sharing their techniques with other teachers. And please do not fall into the trap of spending lots of money on technology and expecting that to create better educated students, automatically. Transferring some of the tech \$\$ over to teacher compensation would be a good idea

Not sure what you mean by develop full one to one technology initiative....

The last question - Why not have the teachers use their own R&I - Resourcefulness, and Ingenuity. Do we really need to fund common sense for just doing their jobs. How about instead of a "World Language" we focus on writing, grammar and English?

Stupid to pay a teacher in four high schools, pay one and three cheap TA's and show it to all via Internet, fire three worst teachers

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More inclusion for children with disabilities...inculcate within the general student and staff population an attitude of understanding, inclusion and empathy--provide and foster an environment in which students and staff assist those less able--without lowering overall standards. Rather than looking at these students as a detraction, focus on their needs as a learning opportunity in life skills.

Early grades need to study ENGLISH exclusively. Not many children benefit from language study who haven't had strong English grammar early on. "World Languages Program" seems to be some particular design, which isn't defined. So although I HIGHLY value language study (including languages of antiquity), I can't support this particular Program.

Education today tries to meet all student needs. This is, for all practical purposes, an impossible task for public education to undertake. One of the most important lessons to learn in life is how to handle personal finances. This lesson is sadly missing in today's schools.

I support assessing teachers to make sure they are teaching and not just pushing kids through, like they feel they need to do now.

I like and support the one-to-one initiative but see the need for increased technology support in all buildings as a result.

As a software engineer, I design and build k-12 educational software. However, i'm cautious of the great emphasis being place on technology as a sort of savior to address the deficiencies in our educational system. Therefore I regard the role of the teacher as critical in achieving success, and support improve training and smaller class sizes as better spending options than technology.

Again, I feel that technology should be heavily implemented in upper grades, particularly high school. I do not feel that it should have such a strong presence in elementary school. I feel that there are far too many worksheets and far too few opportunities to learn through play. I am also sad to know how little exposure there is to the arts (drama, music, etc.) and to foreign languages. Both have been proven time and time again to have big cognitive benefits. We are missing the boat by not providing more exposure to our youngest students. I am the most sad about the level of rote memorization required and the huge emphasis on reading at the expense of everything else. We need a better balance and method for evaluating the system.

Students should be held more accountable for their learning. Make it so they can explore or take the classes they want and can enjoy.

One-to-one technology will reduce the interaction among peers. Sharing with others and learning material via different resources makes a student more well-rounded.

Teachers need to be held accountable. Ineffective and unresponsive teachers need to be dismissed. Talk to and listen to the students. They know better than anyone what is needed to make their education meaningful. Too many kids end up hating school. When they say it is boring, we should ask what we can do to make it interesting and relevant. Computer science classes one and two at Albemarle High School are extremely lacking. Absolutely no computer science experience is evident in the "teacher". Programming languages such as Java, C++ and JavaScript are vital but not being taught. Please replace this teacher with someone competent.

I have no idea what "one-to-one technology initiative" is. Please avoid jargon.

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This suggestion comes from my 13 years of college admissions experience, including at Georgetown University: Stop reporting rank-in-class to colleges (by deciles or any other way). Currently, only about 45 AHS students and under 30 each from WAHS and MHS earn the "1st Decile" label each year, and, thus, have a fighting chance at highly selective colleges. In a strong district like ACPS, many more than that deserve serious consideration, but labels such as "2nd Decile" effectively disqualify them. Contact Fred Smyth, smyth.fred@gmail.com, for details such as how meaningless differences between GPAs can translate into large class rank differences, or how US News & World Report penalizes colleges for accepting students below the top-10%.

I do not know what high school magnet programs are so I cannot comment on that. I think we need to teach better financial awareness in high school. teach them how to manage their money, the value of compound interest.

As an educator, I think it will be important to realistically evaluate the teachers ability to tackle the kind of scope presented in this strategic plan. Giving professional development opportunities during the year takes away from what little time there is to plan and design innovative lessons. It seems a great deal of time is spent on rules, regulations ad tests which inherently create behavior issues that then take up teacher and administrator time. My hope is that the strategic plan will look seriously at what turns children of all learning types into inquisitive individuals interested in the world around them. The focus should now be on a teacher as facilitator, not fountain of knowledge.

While ACPS schools say they have zero tolerance for bullying, we need to further work with parents and students in regard to watching for this - teaching that diversity and originality is to be accepted, not bullied because these things are different than the norms.

Teachers: What are you doing to assess teacher's aptitude in the classroom? Is anyone evaluating their performance - ie. curriculum design, interfacing with students, testing, ?? We have teachers at WAHS still not utilizing their web page with web sites to support learning, docs/study guides, homework assignments - and those teachers that do use them - they're all over the place for the student to figure out how to find information.

Please MAKE teachers comply with current practices. Don't keep paying for professional development that is then left to teacher "choice" if they implement it or not. It is a waste of time of money.

I hope our current classrooms are already innovative learning environments.

Provide a laptop to each student at the beginning of the year. The student would be responsible for the laptop.

Have experts in the field of performance task and assessment creation work to develop the tasks we are going to use in the division. It is a complex practice and many vetted assessments and tasks already exist with rubrics that were created by experts in assessment.

Students need to learn the basics FIRST-and without the use of technology assistance. No computers, no calculators, no I-Phone assistance.

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Provide basic tools, infrastructure, and support for a healthy learning environment for teachers and students before wasting buckets of money on new initiatives and technology. Hire enough teachers to return to the more instructionally effective and less stressful 7-period day. Renovate old schools to provide windows for fresh air and natural light. Provide basic working equipment to every classroom and school library. Hire enough tech support staff to keep the technology currently in our schools in working order before buying more!!!!

Without detail it is difficult to answer any of these questions. What would a "World Languages Program" look like? Would it be classroom or extracurricular? Would it be an introduction to multiple mainstream languages and related geography and culture? On "year-long opportunities for teachers to design lessons.." -I would hope that teachers have the flexibility to modify throughout the year based on the group of children they are working with, disappointing to learn that is not already allowed. For magnet programs - is this being proposed to minimize time sucked up by transportation? "Transforming classrooms..." sounds very buzz-wordy, "innovation" is a hot topic but how is it defined here & what would this look like?

LEARNING ENVIRONMENTS: PLEASE look at equity in the county schools. Some schools are falling apart. They need updating, modernizing, and basic renovations. Update systems like heating/AC so we can be comfortable, paint and fix things that have been around for years, new furniture, and enough space for all students so we are not working out of trailers. Other schools have been redone and are very inviting places to learn, while some schools are falling apart. All county students deserve equal learning spaces. Provide equity among existing schools before beginning new projects and giving already modernized schools more technology. Bringing all schools/buildings to the same standard should be done before implementing new initiatives.

I am rather skeptical about the word innovative esp when it comes to teaching -innovation is a double edged sword - can be positive, if it is meant in the way that teachers interact with students, with respect etc, but more technology and less instruction is not the answer for school kids, who are still looking for role models in their teachers!

What's hard is that you (the system) "want more for less"! The expectation of the classroom teacher is being raised exponentially. While I support that, there is not equitable pay to meet this expectation. you are expecting the classroom to become more like a business, without paying quality teachers the same as peers in the business world. In Finland, teachers are revered as equals to doctors and paid accordingly. It's a great vision to expect more. It is unfair to expect more for less (our incomes don't increase with the costs of living, nor is it equitable to our County). It is not good for moral. And lastly, if you want more, and pay more...you'll get more/better! :-)

How are we supposed to know what you mean by an 'innovative learning environment?' This can so easily just be a meaningless catch-phrase. Turn the classroom into Pee Wee's Playhouse? Cool. Fill it with iPads and digital projection? Don't bother.

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World Languages Program: I believe that it is important for children to have the opportunity to learn other languages, but feel it is imperative for people who are trained in teaching them be the ones to deliver the instruction. Transform classroom spaces: not sure what that may look like, but would be very curious in learning more

Highly recommend Putting 3D printers in schools, as a mean to encourage creativity, from innovation to final product.

There needs to be some concentration on teaching kids how to use technology while also being critical thinkers and problem solvers. Evaluating information, knowing proper etiquette, still understanding the importance of personal relationships and face-to-face communication, and being excited to research are all quickly being lost as a result of the easy access and instant gratification that this generation has gotten used to. Some older students now are still caught in the middle of having some texts and some electronic work, and some of the older students in today's school are struggling to adjust to more electronic assignments, and teachers need the tools to help these kids and permission to let students choose which they prefer.

As technology continues to develop the world will continue to become a "smaller place", it will be essential for our children to graduate HS being fluent in at least one other language. The incorporation of technology in the classroom is essential and inevitable; however, we need to ensure that we do not lose site of the fact that our children need to have the ability to foster relationships, resolve conflicts, and to be proficient in both written and verbal communication. As the demands on the students are continually increasing and the pace in which the world works is faster and faster we must not lose site that the students are still children and we need to ensure that we allow them time to enjoy being a child.

I don't know what a "one-to-one technology initiative" is. It sounds like education jargon to me. I think too much emphasis is placed on technology methods. Technology changes so fast that anything taught now will be archaic soon. Students should be exposed to technology, especially if they have no access at home, but face to face teaching and interacting with a teacher is far more important.

World lang programs need to be taught by qualified and engaging teachers and programs. Not Reg. Ed teachers who do not speak a foreign lang.

It is not the latest gadgets that will get you better results, it is true good, vested teachers. Yes, the environment has to be conducive but that does not necessarily come from "things" you put into a room. Look to the homeschool community for great examples of what can be done with minimum funds.

Community engagement/exposure to issues in the region, state, nation and globe critical. Given the interconnected nature of our world, the more we can get students to think beyond their immediate world order, the better. Language is key! It can lead to both practical skill acquisition but also exposure to cultural differences.

Community, compassion and respect as well as Awareness will be the skills needed to survive over the next 20 years - good luck

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Teaching proper typing should be a requirement for all elementary school students. It is an optional middle school elective in 6th grade, but there are not enough computers/space to offer it to all students. My 6th grader wanted to take typing but did not get in the class. It's crazy not to teach typing in a world driven by computers. Why are we not teaching proper grammar? Why are not all middle school teachers using sentence diagramming to teach grammar?