

TEACHER COMMUNICATION GROUP

ELEMENTARY

MEETING AGENDA

October 6, 2022

Ø Implement research-based practices with HQIM to increase mastery in math and literacy-Emily Vaughn, Director of Teaching, Learning & Innovation

Ø How do you feel about the academic preparation students receive in the Clarksville-Montgomery County School System? Feedback below.

Ø Teacher Focus Group – Elizabeth Vincent

How do you feel about the academic preparation students receive in the Clarksville-Montgomery County School System?

- Given the fact that we could potentially be holding students back in 3rd grade due to state testing, and as a parent, I don't think the district adequately prepares students to take a high stakes test, such as the TCAP. More focus needs to be on reading comprehension in 2nd and up. While fluency and being able to read is very important, if we are talking about a test that holds kids back for not being able to comprehend what they are reading, we need to put just as much, if not more effort into that.
- I believe students get very good academic preparation at CMCSS!

- I feel that behavior and social/emotional needs are **significantly** impacting the academic preparation for many, if not all, students within our system. These needs seem to grow greater and deeper each year.
- There is not enough time for the academic prep. Students do not have ample time to come close to proficiency, let alone mastery, based on our current pacing and given curriculum. This is especially true due to the fallback from COVID/virtual years.
- I believe that we provide our students with a rigorous level of education here in CMCSS. I believe that it is helping to prepare our students for college and careers after high school. However, I believe that because of the expectations handed down to us from the state and district level, the “fun” aspects of learning often lose out. This is causing a higher rate of burnout for both students and educators. I feel that what we are required to teach these kids is ridiculously above their age developmental level. YES, some kids (actually probably many) kids are able to do it, but I feel that there are FAR too many that feel defeated because it is so hard and above grade/age level. I have heard so many parents, teachers, even students complain about it over the years. As a teacher, I have felt awful for some of the things required of these students to be able to read/understand and do. I understand college readiness, but can't that come in later years, like high school? Let these kids be kids and the teachers teach WHAT THE KIDS NEED! Sorry if this sounds crazy or hurts any feelings, but it is my personal opinion!
- I believe we really push our students to excel, however there are academic requirements that are not developmentally appropriate especially for our younger scholars. I think we really need to take a look at the writing expectation of the tasks and what is actually developmental for students 5-6 years of age. K should have a primary focus of phonemic awareness and phonics and building exceptionally strong foundational skills so that these scholars are ready to move to next steps as they develop and show readiness. K is so highly differentiated due to vast span of abilities. We continue to push students to the next level as they master skills and standards. On that same thought of preparation, we spend an enormous amount of time assessing. Kindergarten requires the majority to be 1:1 and without assistance or coverage this eats up so much valuable Tier 1 instruction time that just cannot be made up. Our focus should be on high quality assessments, but not so much that Tier 1 is impacted profoundly.
- Math and Science need a curriculum that addresses the needs of all students. Every student in the district will not receive the same academic advantage in math and science as they do in reading. For example, the reading curriculum contains accessible resources in one place for teachers to quickly access, because it is designed to address the needs of all students. Math and science

are not provided with the same accessibility, although they are both tested subjects, as well as reading, in 3rd through 5th grade.