

## **Selected comments from R4 HS respondents**

### **Impact on learning environment**

With all programs, time is important. If R4 is dropped after this year, no one will really know what kind of results have really been achieved. The program needs to continue for at least another full year with more inservices and sessions on how to to the 4R's in your class successfully. Let's give it a chance to work...Estrada is finally doing what it is suppose to do...teach according to district CG...and I heard that they run a tight ship over there with discipline, etc.

We do get more drop ins which can be positive because as a teacher I do different things at different times and if only evaluated once a year it is not an accurate picture of what may be going on in the classroom.

It teaches the students that they are not accountable for their actions.

R4 disappeared after they came in and told teachers what a terrible job they were doing. Lack of positives given. So many people are doing walk throughs, other responsibilities are not being done such as counselors. They have so many other responsibilities that they are not able to address with students and staff since they are doing walk throughs.

They met with us last spring and promised all our questions would be answered in full during the fall. When questions were asked and the R4 people responded defensively, if not angrily, the whole approach lost its appeal and credibility.

They're abrasive and insulting. Change comes from within. These people arrogantly come in demanding people adopt their criteria, then proceed to get defensive if questions are asked, and totally ignore ANY insights, advice, or perspectives. Teachers are tired of being talked down of and tired of being told how inferior and ineffective they are - especially when they are trying. Don't tear down the house if a window pane is broken.

R4 didn't do anything for our campus. They gave us a two-day training at the beginning of the year and never followed up. Where did the money go?????

They told us that there would be no disruption when they entered. However when they entered they announced loudly "I'm with R4 and I'll be here for the next 45 minutes." I find that disrupted the entire environment and this also called for an explanation to the students of who R4 is.

Attendance is worse, fighting has escalated due to consequences not being severe enough; teacher morale is extremely low.

Because they don't want kids suspended, we have large numbers of students, drug dealing and horrible behavior students roaming the halls of our school.

Students like R4, because they are not accountable for behavior.

R4 employees only seemed to bring negative vibes with them onto our campus and lacked common courtesy! They did not respect the teachers when entering their classrooms and were rude at times.

This program is not necessary for this high school. The behavior of the students has gotten worse instead of better. The students that are on the edge of positive or negative behavior find themselves turning to themselves turning to the negative since there are no "real consequences" anymore.

### **Impact on my teaching**

I am more aware of teaching my lesson in a certain format.

They have offered us great suggestions to improve on a lesson that we taught or have given us ideas to improve upon our teaching styles.

I am more aware of how I consistently keep my students at the application and analysis levels of thinking and how I must aim to have them evaluating and synthesizing more.

No feedback, no follow-up, no in-class modeling, no review w/ teachers re: strategies, nada!

Focuses more on easily quantifiable less important aspects.

It is hindering purposeful learning bell-to-bell. The professional development to discuss R4 is inhibiting purposeful planning.

They do not know anything about us. I can write all sorts of things on my board with their key words and look amazing by having my kids work in groups. Come on now, we all know how to play the game to look good, but that does not make me a better teacher.

Effective feedback should be a combination of positive and negative guidelines especially for teachers. Concentrating on negative aspects and diminishing any improvements teachers have, leads to negative attitudes, apathy and cynicism.

Simply taking a survey of all the teachers in a department and collating the data for a power point presentation doesn't mean anything to anyone but R4's bean

counters. Again, when did they try to help ME improve my teaching and not just come up with a measuring stick for simple compliance?

## **Training**

Two visits in September -- and nothing more -- do not constitute "training" or "moves toward improvement."

It was as if they regurgitated many of the previous workshops I have attended. Not much material was new.

The two days taught me what R4 was. It didn't train me on anything but the fact that they were here and they could spend SAISD money on flying their trainers here and put them up in hotels.

The in-service training included "How to do a Word Wall" and "How to Write an Objective." We also had to listen to Marzano's Nine best practices which we have been doing the past five to seven years.

The training was basically pulled from an undergraduate teaching program. Any questions or criticisms were seen as examples of poor teaching or poor attitudes.

Do not pay them again to do nothing for us. Their training and methodologies are antiquated and derivative.

No training provided, no explanation of system, no support from system

The training has not increased my student learning. It has hindered my teaching because I am more busy complying with R4 observation forms and its contents than purposeful & authentic student learning.

The training was not unique but simply good teaching practices already in use

Their approaches are old and taken from outside sources in which we have already been trained.

The initial R4 instructors had body language and an attitude suggesting superiority, which turned many of us off to start with. The later instructors, thankfully, did not have this attitude. When are consultants going to talk with teachers, hear our input about the students we teach, and develop a site-specific program that will work for the particular school?

R4 trainers were inexperienced in teaching and had little knowledge of HOTS.