

Teacher Listening Session Notes – July 26, 2017

Joe Williams: (00:00-02:55): Hello everyone! Good to see you all again this week. I was absent last week and who came last week? I know you missed me right? [Laughter] It wasn't the same! So we'd like to thank you all for coming out today to our teacher listening session, for those of you who are new, if this is your first time, can you raise your hand? What we do is- this is an opportunity for us as a district staff to look to you all to not just hear about concerns but to have you all bounce ideas off of each other and possibly come up with solutions for problems that you all may see. Maybe speak to some of the great things y'all are doing in some of your schools that you'd like to share. It's really just a session- you know I really like that saying you learn more when you listen. For us to learn from you all anything specifically that you may want to bring up as a question is being captured by Erica from her department and we will make sure we get back with you as far as that is concerned- as far as an answer is concerned. We have a slide that's up here on the screen that speak about- they address 6 categories and these 6 categories basically are looking at where we'd like to go strategically in the district and those are them main topics that are up there on the slide for those areas. And I know we've covered quite a few. I'm not sure where you all went with it last week, I know initially when we had our big listening sessions, #5, communication, our communicating was the one we spent quite some time on. We also spoke about managing resource sat one of our sessions. We didn't touch too much on the teacher listening session on community priorities, I don't know if you all spoke about improving last week, did we? So this is what we'll do though, it doesn't matter if you're new because you may not have been to any of the sessions, but how we like to open up the session is we like you to look at the 6 topics we have up on the screen, and if anything jumps out at you, just speak to how you feel about it, and what you'd like to say about it, and so we'll just start from there. Let's introduce ourselves too!

Introductions (03:04-03:50):

- Adrienne Lauder, learning specialist
- Terri Nichols
- Jennifer Swearingen, elementary learning community
- Chris Garner, I teach 7th and 8th grade at Buist Academy
- Adrienne Jones, 4th, 5th, and 6th grades at James Simmons Montessor
- Debbie Clem, 4th, 5th, and 6th at Hursey Elementary
- Erin Stampe, I used to be the interim assistant principal at Burns Elementary, but now I'm a teacher there
- I'm Gerrita Postlewait.
- Kim Wilson, secondary learning community
- John Cobb, elementary learning community
- Rosa Fulmore, title one office.
- Natalie Ham, general council
- I'm Joe Williams.
- Erica Taylor.

[JW: Okay so now, any of our teachers have- looking at the 6, we can play that jeopardy music!
[Laughter]]

Chris Garner (04:30-06:20): I'll go ahead and start. I guess maybe a more general comment, I've been coming to the bigger listening sessions, because I really thought it was important to hear what people had to say that affected me directly. I've been listening to parents, I've been listening to the business leaders, the teachers, and I thought of the old story, the 4 blind men and the elephant. We all have our part of the elephant that we perceive, for some it's the snake, for some it's the rope, for some it's the wall. And that was the thing that really struck me out of all of these situations that people know what they're experiencing directly, but we don't always know where things are coming from from the other perspective. I guess it really goes to the idea of communication in the sense that maybe what we at the schools really need the district to do is let us see the elephant. Not just tell us, we know what the elephant is, don't worry about it, but to educate us better about what the elephant is. If there are things we're not seeing if there are things we don't understand, don't just say well we're doing it this way. Let us see it, educate us, and some ways. I think the parents need to be educated, I think the teachers need to be educated, the business community needs to be educated. Because all we can see is our part of it. We need someone to really explain and show us what the elephant looks like, don't just assume that we know what elephant is. Say have faith we know what the elephant is and we'll take care of that. We really need to understand that better. And I think that is probably one of the big missing links in communication is that we're told this is going to happen, we're going to do this, and we say well why, we're not really getting the big picture, we're not having it explained to us in a way that says we see where you're coming from, this is your part of the elephant. Let us show you where you connect to the whole thing.

Debbie Clem (06:21-12:11): I really like how you put that, and I think that goes with comfort level amongst people in the trenches, and I know that I had shared that I have a better comfort level going back- I shared with Dr. Postlewait- more of a comfort level going back this fall because of this. And that people are able to speak and that we are hopeful that there will be this continuing dialogue and not only dialogue and that actions will be put behind that as well to become not only more of an active community but like what you said, we know this is out there but how do we that, and I think that comfort level will really increase amongst everybody. I like how you [Chris] put that.

[JW: So when you say actions, and you said an active community to help solve the problems-] Like the teacher cabinet that can be composed heavily between all the different disciplines. Like I know I'm here advocating not only Hursey but Montessori, because we're a different animal. And so I want to make sure our perspective is understood, or in that I understand how I can incorporate what the districts goal is into Montessori. And that you can have not only the different disciplines like that but the different socio-economic and socio-emotional- all those things represented to do the whole child. To help us understand how the whole child fits into the district's goals and vice versa. And also you mentioned coming to the different sessions, I have not, I have only been to these, but I did read the notes from the business community, and I did find some of their comments very interesting. One that just keeps coming back to my mind is that as a boss of a corporation, when an employee gives you something, you expect it to be

done well. Say they hand in something written, you the supervisor would have expected it to have already been edited, already proof read and the best it can be. And that's something we should strive to have our students do when they go into career/college/workplace. And that really resonated with me, and that's something I'm going to take back this year, and help my students become more cognizant of before they turn their work into me, they themselves, or maybe with their peers, check that work over, because they're very much like oh it's done turn it in, and that's human nature, and that's what our kiddos do sometimes to get their work plans signed off, but no. To make sure to have reviewed it themselves before I get it. So I like having that perspectives of the different stakeholders, that's helping me. That's something I'm going to take back.

[JW: And to kind of piggyback off of what you just said, we've had a number of these sessions and we kind of sat back and reflected, because sometimes when you listen it allows you to reflect, and as we were reflecting we thought about the whole idea the process of we planned in the future to have cabinets after the listening sessions, and you know we were talking about the teacher cabinets, the business cabinets, the community, scholars, etc. and we said it may be a good idea to have a session where we invite different individuals from all of those areas to speak about some of those issues we're having or maybe to speak about the direction in which we're going and it kind of supports what you're saying. Does anyone want to give some feedback on that? Instead of having all the teachers at one time, you'd have a few parents, a few teachers, a few scholars, because your opinions and insight that you'd get from those groups would be different so-]

Let me just say another quick thing on that. That plays into another thought I had, but I feel like... our school board could benefit from that too. My feeling is at Hursey, we have not seen that much visitation from the school board, so perhaps if, and I realize they have other jobs, but just periodically, and they could set up a schedule or something, but just come into school maybe once a semester with a goal, what does that school need me to look at. Sit down, talk to a minimum of one teacher one parent and one administrator, so that there's different voices heard and different perspectives and those people at that meeting sign off on a sheet that they came or if there needs to be a follow up. Then, there is a record. And people could see what the school board is doing, and that they're concerned, and that they're visiting our schools because all of us are evaluated and they're stakeholders and I feel like then people could actually see. And the chairperson could host something somewhere that interested parties could look up to see how many times has that person visited the school. And I feel like that would build a lot of trust and comfort with that piece of the state holding and decision making that goes on that affects us in the trenches. And I think that sort of relates to that whole community thing. I like the idea of having teacher cabinets, have that but also have the other, because I think both are necessary.

Chris Garner (12:12-14:10): Another group that I think should be in this is higher education. I just took my son to orientation at CofC, he's going to be a freshman this fall, and they brought all the parents in and gave us all the lectures. And on the one hand, the first thing they said to us is that these are the cream of the crop kids they have great test scores they have the best grades, and then they said now they're really going to have to work and high school is over, but that didn't really challenge them, and then sort of just dismissed us. And I taught several of the

kids I saw and I kind of took it personally that that was aimed at me. I think a lot of the times when there's a disconnect about what's going on in higher education, that some of these kids we're preparing them for and those two groups aren't communicating very effectively.

[JW: Well you start talking about that- we did have a few individuals that came as as part of the business that were part of higher education and they spoke about the importance of that articulation. I think the biggest thing they spoke about that I want to get some feedback from you all on is the- we had an individual from the College of Charleston ironically and they spoke about teachers and the lack of teachers, and the lack of individuals going into education. So we have our experts here, and the one thing I rally haven't heard a lot of from the group is what are your thoughts about recruiting and getting individuals to come into the profession and we know that normally we hear across the nation that teachers struggle the first couple of years, so they need that support but outside of things like that, you know what is it that we can do because that was one of the things they wanted to know, to attract more teachers, so do you all have any ideas or suggestions surrounding that? It's a tough one.]

Adrienne Jones (14:16-14:58): I would just say going out to advertise because teaching is my second career, I was in hospitality for years, I did everything from the front desk to sales, so just advertising that teaching is something worth while doing. That was nothing I saw growing up. Like at a career fair, there's no teacher there at the career fair to say I love my job come do this. I mean, maybe- we have a career day at our school, maybe teaches represented there at the lower level because we want them to start now planning what they want to do, why not start advertising now to the children and say this is something you should consider doing you know you like your teacher, why don't you be the inspiration for someone else?

Erin Stampe (15:02-16:39): Along the same lines- I had contacted Kathleen Megley when I was in NY a few weeks ago where I'm from originally, because I had seen that HR was having a recruiting event on Long Island. And I volunteered to her and said when is the event, can I go, do you want me to come into the colleges I attended. Ya know to put a more personal spin on it, similar to what you're saying. I went to the colleges there, and I think hearing from someone who attended the same school as these potential graduates would really help to build the profession and encourage people, people are leaving the NE very quickly and coming to states like SC and you know we do have a lot of teachers from NY and the tri state area and I think putting teachers into those recruiting positions even just to help is what would attract a great caliber of teacher.

[JW: When we start speaking about teaching, you know it kind of makes me look at #1, teaching and learning and we can take a minute to look at that, and what does that mean to you all as teachers in the classroom, if you're going to ensure that scholars are college career and citizenship ready what does that look like to you all? Because like I said earlier, one of the things we're looking for is insight from our experts because you all are our panel of experts as to things we can share to help prepare individuals that are new to career profession that are in the field that may have questions, so what does that look like to you all?]

Debbie Clem (16:40-19:06): Well I sort of have an advantage being a Montessorian because our methodology and philosophy is very much child centered and focused and focused on

collaborative working which I know is another huge thing the business leaders shared that students need to be able to work collaboratively. Especially the 21st century, as we become more technologically dependent and what not, things like that, there's going to be a need for more collaboration, and so we inherently have that built in as well as personal skills, Montessori starting at age 3 is pretty much the curriculum is peace and grace and curtesy, and collaboration and how to get along, thinking practically, lessons and skills, so we kind of have that advantage over some not all more traditional methodologies. We do a lot of course project based learning and hands on things which are going to become more and more important as we become less dependent on just writing for our employers with pencil and paper, and again the technology piece and things like that. So I feel like I have it a little easier than some because we already have some of those things they're looking for.

Adrienne Jones (18:07-19:38): It looks like she was saying like addressing not just their needs because we know we have children who are not going to college, so they need to be trained in other what we call practical skills. Being able to take care of themselves and turning that into a career or job. We need janitors, so- and 3 year olds we start telling them there is a certain way you wash the table, where we need to carry that on for when they're older. Our 7th and 8th graders do businesses, they run smoothies, they do everything they bring in the fruit, they make the smoothie, the advertise it in the hallways, so making them take on these goals that are from start to finish, maybe more business things that they are doing. I mean STEM and STEAM are going in that direction but like just the whole thing, the whole project from start to finish. Whether it's coming up with the whole idea- you need to find a time and place, you need to get to the store, maybe you need to talk to your parents, maybe you need to collaborate to go to the store to get these things, how are you going to make these things, how are you going to advertise- it's a whole thing vs. just one piece at a time, and it goes to what we've been- I went to a training about the solar eclipse this morning it was talking about cross curriculum, it was math and science, and there's a language aspect and they brought up that there's a book you can be reading. So, it's making it the whole thing vs. just focusing on one thing or one subject, that's what it is.

Chris Garner (19:39-21:19): I just finished an interesting book by [Name not heard] who is a college professor and it's a couple of years old and he was arguing that by the time students get to college, they become so career oriented that that's all they think about is how can I get a job how can I make money and nothing else comes across to them at all. And he says that should only be a part of what education is about. Going back to what you said, even if you have kids going to Harvard and Yale, they should understand basic human common sense and a curtesy and social skills, we can't just- so you always have to have balance somewhere time and energy. We like to say we're going to do all these things, and you want to do as much of all of them as you can, you can't just automatically do 100% of everything. You have to balance your time, energy, and focus and that's one of the toughest things about being a teacher, you want to hold your kids to high standards, but we do more than just that. You can't do 100% of everything, you have to decide how much of your time, energy, and focus you're going to put into that. Find that balance. And that I think is the toughest thing to do.

[JW: I really like that you said that because you know almost goes back to that saying that you have to take care of you before you can take care of someone else, like the airplane and the mask so-]

Erin Stampe (21:20-22:44): I think that when we had started your question, something that came to my mind is it depends and you were talking about how to better prepare teachers as well for the teaching and learning and how to support teachers and I think depending on the school that you work in and the neighborhood you work in really says a lot about what that looks like. I think it's important for new teachers and all teachers to understand the students they're working with and I think that's really been missing the mark and that's our fault for not better training our staff on the culture of our students and the school community. The Francis Marion University program about teaching children in poverty is something that should be mandatory for title one teachers. We have brand new teachers who come in and want to improve MAP scores, and that's wonderful, and a fantastic goal, but you first need to understand the child and their home life, and if they ate this morning and that they don't have a bed and all of the things that go into what their school day looks like before they've even gotten to the classroom and you can get to the academic piece meeting their basic needs and just learning more about the families that you're teaching too. So that's been hard even as an experienced teacher in a title one school so I can only imagine as a new teacher what that must feel like.

Debbie Clem (22:45-23:20): In Montessori too, we're very reflective ideally, and we find time-but you teach what you are so we try to be very reflective, what are our backgrounds, what are we bringing into the classroom, what are our biases and cultural experiences, as well as definitely understanding where our kids are. So I think we need to definitely include ourselves as we look at the children look at ourselves as well because that is definitely impacting what we do as well.

Gerrita Postlewait (23:22-27:30): I have 2 questions for you. One is how to keep the dialogue going? I love what you said about the different perspective sand just understanding there there are for every person who thinks that X is the solution there are three other groups that think A B and Y are the solution. And sometimes we aren't even talking about the same challenge, so today, Erica was working on an invitation to find 26 students who can still fill vacancies for apprenticeships and they get to go in as seniors they're paid they're lined up for college or career certification they're guaranteed to move through and into professions or careers and for careers in auto mechanics, HVAC technician, culinary, hospitality, etc. So we're so exciting because there are still slots available, the chamber and Trident Tech and the district partner on this and the chamber does a lot of work to open up those apprenticeships with businesses. So we start looking at the eligibility criteria and for example, the minimum a child can score is a 19 on the ACT, and most of us wouldn't think about that requiring a 19 on the ACT, to open those doors to the apprenticeships so when we talk about test scores, we understand how inadequate a measure that is for what teachers do and yet our kids hit a brick wall because all of a sudden that test score is life impacting for children and their families. So this is an example of an elephant that has to be understood from many different perspectives. And maybe we

have an opportunity to influence some of the selection criteria in the future. But how do we manage to stay connected with teachers after the school year starts, what's a practical way, because we've been trying to think about how to do that. We're more than thrilled to put time on the calendars and to say we're going to be in this area of the district at 3 o'clock on this date, let people know far in advance for a listening session and we'll have dialogue about these things. Here are the things on the horizon, what's important to you, what are your concerns, how would that work do you think with teachers who are deep into teaching and dealing with all of the things a teacher deals with and do you have a better suggestion. How do we schedule these times because we can't get to 86 different sites? Webinar? So I'm going to hand this back to you to figure out how we can connect authentically so that people get to hear and see and experience who someone is so we're not trying to talk when we're already emotional and angry with one another.

Debbie Clem (27:32-30:00): This is just really off the top of my head, but some kind of satellite kind of meeting or a webinar but where teachers could participate remotely and I don't know again if that'd be a nightmare with people trying to get their thought or comment in. I don't know how that'd all work out but that wood- the reason why I thought of it so quickly is teachers like to be able to stay at their school, especially if it's after school, no one likes to travel to Wando from Hursey. Or vice versa. Or wherever. You're just tired.

[GP: But if you can think of having the listening sessions- so it's easy to have 10 listening sessions with 8 schools at each listening session.]

North Charleston High School- there are things I go to there or I'm sure- The School of the Art.

[GP: So we thought about that regionally. How many schools are in an 8-mile area]

That would be huge because I think a lot of that is mindset really. At the end of the day, you're just done you're like do I really have to travel?

[Erin Stampe: And it's time of day, you know if it's on an early release day or teacher work day for an hour I think that generates more of a crowd than 4 o'clock on a Monday.]

Work days, we're kind of sensitive about those. They're really really necessary, especially when you're teaching 3 grade levels like me 4 subjects each.

[Erin Stampe: And I think that having that parking lot that people who don't necessarily want to come in a public forum whether that parking lot is a Google Form or a Survey Monkey or an actual post it. Anywhere to get their question addressed. Because if there was a bigger crowd, I'd be sitting back there, but since there were only a few, I have to be up here. So I want to be one of those parking lot people but-[laughter]

Gerrita Postlewait (30:01-32:09): And it seems to be as I've listened to you over these months, that you appreciate our listening but you also appreciate some response, because it feels really strange to sit here and having people asking questions, it is unnatural. So that was one question, if you have any thoughts about that, through the next few minutes, please take us back to that. Because we don't want these to just be a series of events. The culture has to change. We have big challenges in front of us and we're not going to be able to serve children better if we aren't able to link arms with one another. And then the other question I have is something came up in an earlier listening session with teachers, and if you look at managing resources right now that talks about governance, human resources, operations, finances systems, and one group of

teachers pointed out that it feels strange to be lumped in with inanimate objects. Right? And so we already know- a big change we've already made is to pull out the development of human beings the care and nurturing of human beings, making this a great place to work needs to be a primary goal. What would you call that because we've been analyzing trying to synthesize all the feedback we've gotten and right now we've pulled it out and have it in this bucket called human capital, but that doesn't want to make me hop up at 5 am and come to work either. So do you have an idea of what we would call that? It's about the nurturing of all of our employees separate from supports for kids.

Chris Garner (32:10-35:55): Well I'm looking right here at supporting learning and it says provide support to teachers and students. And that's what we're talking about right? You know making the job somewhere where you feel like you have support and a place where you want to come to work. Couldn't we say supporting teaching and learning? That's what we're talking about there, in the long run that supports learning. So supporting teachers in that 3rd block, that would seem to be more what we're talking about than simply managing resources. Does that make sense?

[GP: I think the feeling was we have so much work to do we don't want that to get lost somewhere. It needs to be in a bucket of it's own. It's about creating a profession that others want to join it's about identifying, and Terry has been giving this some thought, juniors and HS who might want to be teachers, in their senior year, getting them lined up with the College of Charleston to get their freshman credits out of the way senior year, then go into CofC as education majors, and they'd go in as sophomores, juniors, seniors, and then in that final 4th year, the district would hire them back. So instead of having them spend that 4th year paying college tuition, we'd actually hire them they finish their clinical in some sort of role with us, teamed up with a master teacher and then they begin to get the experience and the kind of school in which they might want to work. So that's an example of the huge exciting strategies that would go under that. Or how do we for teachers, create this sort of summer residency experience that if a few teachers were in this past summer and recommended so highly, and the fear is if we don't put all of that in a box by itself, it's not elevated to the level that- if you say in 3 years we want at least 80% of all personnel in Charleston to say this is a great place to work what would you do? And that's different than lumping it in to supporting teaching. Right? If you think of what we'd call that [commentary] Okay. Are we catching these suggestions?]

[Adrienne Jones: Culture development sine we're looking at a whole thing, maybe culture development]

[Female voice: I think the word cultivating would be a good word.]

[GP: Thank you!]

[Eric Stampe: is there room in that category for developing leaders? Teacher leaders?]

[GP: Right right. And I would consider all of us educators so it might be cultivating educators.]

[Commentary]

[GP: These are great ideas, keep thinking.]

Joe Williams (35:56-38:27): So right before we went to that piece which is very important, I heard you mention the whole important piece because we like that all of us, not just you all but every single person in this room is here for scholars or students and you know we had a scholar

listening session and one of the things we heard across the board from them was what's important to you, and that kind of ties into an activity we did this morning I know that Jennifer and Kim and John were apart of that activity, where we all kind of lined ourselves up thinking about as we matriculated through schools, elementary, middle and HS, what was your favorite year? And so some people were on that HS, John said high school because he was very popular [laughter], and but for Jennifer I remember her saying first grade, and Cindy said 1st grade as well, and Kim said it was 2nd grade, but everything tied back to the teacher. And so one of the things that kept coming up was fun, made me feel comfortable and so when we spoke to our scholars, that's what they said. We said what's important to you when it comes to a teacher or an educator, and the said someone that I know cares about me someone that makes me feel important, and one of the things that we struggle with after that if trying to figure out how to get that across. Kids will be very transparent with you, you know that. So while they wanted to celebrate those educators that made them feel that way, they were also very honest in saying that there were some educators that did not make them feel that way. So we started thinking how can we get that spirit or that feeling across to every single educator, cultivate that and make every single educator that type of teacher that those kids want to see in their classroom or schools. Do you all have any ideas as to how that can happen?

Debbie Clem (38:28-40:11): It's not hard but it doesn't happen without effort because I found with my kids, well I do those interest inventories, but you just listen to them and find out what they like. Luckily I like sports so I'll smack talk with the people who like sports, and they love that! In my particular classroom it was mostly boys that that was happening with but we had the best time doing that. Then when you do that you can do all kinds of stuff in terms of other things they like and other things going on in their life because it's that relationship. It opens up a whole other level of trust. So again, it's not hard but you have to make that effort, and for some people, especially if you're an introvert, or for whatever other reason it's difficult, maybe it's going to take longer, but it's just a matter of paying attention. Really, to what they're talking to their friends about or what they're writing about because a lot of times they'll write about stuff that they love or that they're interested in. That just opens so many doors and you can get them to do stuff that maybe another teacher who doesn't spend time doing that can't, because they want to please you, and they want to do well.

[JW: And as you answer, I guess what I want to know is how do we get that across to everyone?]

Female (40:12-44:09): I have to say maybe you were reading my mind actually looking for the character traits for Charleston county, because when I read those 6, I don't see anything that's promoting character. The trainings that I've had over the last 10 years it's about data, accountability, very little is mentioned about getting to know your students. How to get them to the score other than strategies. About caring, the 1st thing I learned at SC State University was tell the kids you care. Even if in that exact moment that's not entirely true, at some point, once you develop a relationship, it will become true. They need to know from day 1 that you care about them, not necessarily about how much they can learn or if their MAP scores go way up, but that you care about them. And then as you get to know them, whether you have 35 or 120, then you will get to know what you need to care about that might help them get to showing improvement to be a better person. It might not ever change the test score that's

what I've had to come to realize, but it might change the behavior, or it might change the behavior in another teacher's classroom, because they behave for you, so you can say if you can behave in here, why can't you go over there and behave for at least 30 minutes. Well she doesn't like me, well it doesn't matter if she doesn't like you she has a job to do to teach you, let her show you what she's here for. It goes back to what we're talking about from the beginning. I'm military and the army teaches you values. Now they can teach it in a different way, but we sit in a classroom and they have a great PowerPoint presentation, and they give us examples but over the years it has sunk in to me where that person is not displaying integrity so if we start from the top, Charleston county needs a great big colorful chart with the character traits that are important. And if the superintendent is teaching it to the different district superintendents, or however it works now, then the principals to the teachers then it's posted it's everywhere, we're talking about it, I think having the common character traits, the commonalities of what you want every person to display and then it just be preached. I can tell you every military building I go into, it has those traits they taught us. They taught us a great acronym, leadership. At military magnet, they're taught it but it's not reiterated throughout the whole year. But if it's something that comes from Charleston that's reiterated all year the acronym, get a model, sing a song, dance, whatever else, put it on the technology so it shows up in their face, on websites, but in the military they continue to push it at you and they've made me a very conscientious person, and so that's what I want to teach my students, and my own children, and I think that if it starts at the top and it keeps spreading, and send the message out to the community out to the stakeholders, out to everyone, and everyone is on the same page, then at some point it will start to sink it. It won't necessarily be affective for everyone but I think it starts at the top and it's reiterated from the top down and it's continuous, then everybody will get the message and hopefully we can grow our society. I think that's what TV is doing, that's what social media is doing, and that has captured our kids, and now we have to go and take that back, and I don't know how else to take them back besides do what they're doing, put it out on social media, splash it in their face, over consume them so that they can come back to the people we want them to be.

Audience Member (44:20-46:59): I have to take the time out to look at a personal development for myself and it hit me with self esteem. And I was feeling really low at the time, because of some choice decisions I made and I found an audiobook, but I began to listen, it was a self build up. Students in the classroom are quick to get on their digital devices and I was thinking in channeling in even a self esteem personal development, [inaudible] we get all the feedback, we share, we brainstorm, all of that is going on, but the students aren't getting it. They need that personal esteem triggered in their minds, so it can make them think they're a professional. My justice in life is going to case me to be kind to others and be tactful as to how I do business, this type of information feeds them so if you get creatives who have made this [inaudible] put it in the curriculum and make it mandatory that they listen. Even if it's 5 minutes 10 minutes so we don't have to work so hard with personality traits and character traits because they're going to hear it and it's going to convince them and going to cause them to want to initiate a better personality. I experienced it today and I had to leave and hurry up and get here but what it does it gives you momentum, and just when you want to say I got to do this and when you got that lazy mind, and doesn't give a hoot if you give them at least 3 minutes to empower, it changes

the mindset and that's what we're after. Getting them to focus. Because it's strategic it's consistent. As for the public schools we don't have a base and that's one function we can probably work with.

Chris Garner (47:00-48:43): What you said was great. [Something about baccalaureate school] The thing that's true, and I teach 7th and 8th grade, by the time these kids get to me they don't just want to hear it they want to understand it. They want to learn what it means and why, and at a certain point we can't just propagandize them, they really need to learn what these things really mean. I've always said it's not my job to teach kids what to think, it's to teach them how to think. And that's what we try to focus on. People are out there telling you about it, well what does that mean, why, what is the alternative? We need to make sure we're having these discussions with kids. They're very smart about things, and if you don't know what you're talking about, they can poke holes in anything you're talking about. You have to be able to back things up and I think we need to be having these discussions with kids, not just coming in and saying hey we know everything that's right so go do this, we need to look at these serious questions you're going to have to face as an adult, and really think about it, because these kids can and they want to. They want to get involved and think about these things. I've taught at every level in different districts in this area and they really want to talk about these things and understand these things. One they get to a certain age they want to understand it, and know why. I think those are discussions we need to be having in the classroom.

Debbie Clem (48:44-49:52): And talking about discussion with them, going back to building a relationship with students, this might be really outside the box, but maybe could you get older students to do very brief PD and go to schools and say my favorite year was blah blah because my teachers did xyz. Because I shared with you all what I do but so- I think if it comes from a student, then everybody is going to say those are the people we're trying to reach, if that's what those students are saying then that's going to be more powerful than teachers going around and saying this is what I do you should do it too. Because it may not mean as much. Maybe get a few HS students to share, it'd be powerful for everyone.

Erin Stampe (49:53-51:22): I also think that [something about trading] that a lot of schools are doing now is a big piece of this. You're talking about getting the teachers invested and building relationships with the students so that they are memorable and the students remember them fondly and look back on them and that's all about building a classroom community and capturing kids hearts did a great job of instilling that not for everybody, because there are some people that go back and their actions don't match what's on their walls, they might have the components of capturing kids hearts but their practicing is not, but that's your school community then to remind colleagues acting in the manner of capturing kids hearts and then projecting that onto the students. Also it's been very important to reassure your students that you're not going anywhere, no matter what they do no matter how awful they are, or how horrible things get, you're not going to walk away. So if you have that commitment and they know that, that changes your classroom.

[Debbie Clem: Schools can even invite their students to write messages about what their teachers have done to make them want to achieve within each school.]

Joe Williams (51:23-52:30): Well that's about all of our time today. But one of the things I did get from today 1st of all, thank you all, that's exactly what we wanted and needed because as we transition our listening sessions to our cabinet, we actually want to have a base of what's going to happen inside all these different cabinets. Like I said are we going to have our teacher our scholar and what we want from those cabinets are products, things that can help us move forward. So hearing what you all said about building relationships and we need to look at the character of our scholars and understand it and know it, these are things that we can of course get out voice, and to help us drive the work that we have. Any closing comment or remarks before turning it to the superintendent?

Jennifer Swearingen (52:31-53:51): I think that as a former principal, when you're working with teachers, instructional strategies are sometimes easier than helping adults form relationships with students, which was something I always struggled with when I could tell a teacher didn't have that chip. So offering professional development not just on classroom management but actually developing agency for adults to develop relationships with students. We've talked a lot about parent agency, I think teacher agency is that same concept about how to engage. I think people have good intentions but they don't engage and I know from teaching first hand that is the key. The exercise we did this afternoon, every single one of us said it was because of a teacher. My mom is a teacher my sister is a teacher I'm a teacher, you're very influential on people's lives, and when you have a good teacher, it can be a very powerful thing. It can behavior changing, outside of school behavior changing, that good and bad when you're faced with a decision and you see that teacher and- I appreciate that.

[Erica Taylor: Thanks everyone for attending.]

Gerrita Postlewait (54:43-): I want to close it out from one comment from everyone in the circle.

[Female: I was just on the website yesterday finishing up registration for my daughter and saw that I could make the listening session, but I really enjoyed being part of this as well. This was as good thing for you to have where teachers can give input, but the one thing I would hope is that we definitely get some results out. Or let the public know what the conversation was about.]

[Natalie Ham: I'm new here to Charleston and a few weeks ago I actually sat in on another teachers listening session and today I heard that there was one and I voluntary came in just to listen because I know have a 10month old daughter who will be educated in Charleston county and it was so interesting to hear the teachers' perspectives, I didn't get to go to any other ones, only the teachers, because I think you have such an important role. I am so appreciative of your comments, thought, work, and I just want to say thank you.]

[Rosa Fulmore: I will say one of the things is perspective, but also I think the biggest one is communication, not just sending and receiving information but learning more.]

[John Cobb: My take away is also with communication, thank you for saying that the district needs to explain and show you about the elephant in the room, not just tell us there's an elephant.]

[Kim Wilson: I think so many times all we hear is the negative stuff that goes on, but I want to reassure you that what you're doing in the classroom is very important and a lot of that negativity is not how we feel at the district level. We really appreciate what you do and most of us come from the trenches so we understand what you're up against.]

[Cindy Ambrose: Like Natalie, I joined CCSD and I've learned so much in these listening session probably more than I would've in a full year and I look forward to getting to know you all working with the teacher cabinet.]

[Erin Stampe: My takeaway is that I don't know why people didn't come because this is very nice and informative and we keep asking to have a voice, and this is it, so I'm not quite sure why there's just a few of us but it's time to spread the word that we're being heard.]

[Debbie Clem: Ditto to that, and personally I like being an active participant more than a passive recipient.]

[Adrienne Jones: This was my first one and I was very excited about the teacher development cabinets and maybe some character development ones, because I was a director of sales and I hated going out there, loved talking to kids, hated talking to adults, so I'm very glad to hear that. So character development and capturing kids hearts.]

[Chris Garner: I just learn so much coming to these sessions and I feel like I'm going to go into next year with a whole new perspective and rejuvenated and I'm really grateful for the opportunity to hear what everyone had to say.]

[Jennifer Swearingen: Yep. I don't want to over take a turn.]

[Terri Nichols: I just want to honestly thank all of the teachers for being here. Your job is the most important job in Charleston county. Without teachers in the classroom, then non of us matter, and it's what you do. One of the things that struck me was the making the relationships and how you might be able to get one student to behave when one doesn't. I think teachers sharing those tricks of the trade with other teachers might be very powerful. My main thing is to just thank all the teachers for being here.

[Adrienne Lauder: I want to thank the teachers for helping us refocus. As we have this push for higher test scores, higher test scores, that has to be built on a community of ethics, integrity, and relationships, so thank you all for helping us refocus on that.

[Audience Member: [no mic] ...You don't realize how valuable you are, because when you're not present, it's like a field day, but to bring them in and get them to focus, it's so rewarding. Sometimes you think all the hats are not being worn, but they are because the student acknowledges the absence. As a substitute we go in there and they're looking for that teachers. Underneath all the negatives, there's a strong student saying where is he or she? It was a pleasure to be here and to go into the classroom with the right mindset, as as sub this year, I'm striving for excellence. I've learned so much and I appreciate it so much.]

[GP: I too want to add my voice of appreciation to everyone. I think we know whether someone has listened and learned if their response changes. SO I hope that you're able to keep the feeling that you have of hope and optimism, that together we can make a difference in this system for this system so we all realize the celebration for kids, when we have more kids who are able to leave us and access the opportunities that we have here in our area. And across our

state, nation, and world, and we have heard you and I think you'll see evidence of that as school reopens this fall. So thank you again.