In Spring, 2014, 24 Computer Science teachers in Chicago and Washington, DC completed a questionnaire that, among other things, asked them to identify the three biggest supports for and barriers to their computer science classes. All of the teachers were using Exploring Computer Science (ECS) instructional materials. This visual represents what teachers said were their biggest supports to teaching computer science (unedited). Teachers were asked to provide a text response for “Barrier #1” “Barrier #2” and “Barrier #3.” Nineteen of the 24 teachers provided at least one response.

**Key**
- Red: Barrier #1
- Purple: Barrier #2
- Green: Barrier #3

### Teachers Themselves
- **Self-Efficacy**
  - My own trepidation
  - Need basic knowledge of robots and web design
  - Lack experience in ECS teaching style
- **Experience**
  - Time management
  - Classroom Management
- **Management**
  - Parents
  - Getting parents to understand what the course is about
  - I don’t feel that parents know enough or encourage their children enough about CS

### Families
- **Behaviors**
  - Students’ attendance
  - [Lack of] willingness to engage and give the material a chance
  - Students’ lack of focus
  - Students’ discipline
  - Disruptive/disinterested students
- **Self-Perceptions**
  - [Lack of] support
  - Many students want more direct hands-on activities using computers
  - Teaching students with extreme special needs/cases (many students are in and out of jail)
- **Needs**
  - [Lack of] funding
  - [Lack of] support for labs
  - Spending any money
  - Lack of classroom space

### Students
- **Resources/Space**
  - CS is not a requirement
  - Not enough elective spots open in student schedules
  - ECS becomes a dumping ground since it’s an elective class
  - School schedules (A/B schedule)
  - Students have limited elective choices
- **School/Organizational**
  - Students report that they don’t know what the class is about
  - Getting counselors to understand what the course is about
  - Lack of promoting CS classes
- **Scheduling/Electives**
  - Insufficient collaboration with other teachers
- **Communication**
  - School budgets were tight and principals are often faced with choices between supporting test scores and providing CS classes
  - [Lack of] change in system
  - No administrative support
- **Collaboration**
  - Other teachers do not recognize CS as a core class and often use my class for time for extras like practicing for a play
  - Teachers at my school do not value CS
  - Other teachers sometimes express disdain for CS

### District and School Support
- **Administrative**
  - Some lessons are too low-level for my students’ capabilities
  - Sorting lesson
  - Need materials necessary to teach ECS
  - CSS lesson
  - Robotics unit should include lessons for Finch because it is more affordable than LegoMindstorm
- **Other Teachers**
  - Does not meet the needs of our other departments
  - ECS model doesn’t fit with district priorities and evaluation
  - Guidelines for teachers
  - Assumes students are well versed using MS applications
  - ECS model sometimes assumes too much independence from students that they will lack

### ECS Program Components
- **Lessons**
  - PD Sessions
  - None
  - None
  - None

### Professional Development
- None