

Are there things we can do to improve the Daily Desired Experience for staff?

Consider paying subs who ,are not certified teachers, PTO when they are in a along term substitute teacher assignmet and acting as a certified teacher.

Follow through - what are we doing to change the feelings of our staff?

More staff

More time to collaborate with grade level team without added expectations.

Help out first year teachers by letting them know exactly what is expected of them. A lot of things are found out through conversation with others rather than from administration.

This year is very overwhelming! It was a poor decision to reintroduce after school meetings on a year where we have new curriculum. We need less busy work and more time to plan and get acquainted with what we are teaching.

We are getting back to having a lot of meetings after school. There is too much put on teachers' plates. Everything feels rushed and I do not believe we are putting quality before quantity.

I think we need to recognize that we can't be just student focused. We need to understand that this is also a place of employment for adults and their needs and safety need to be prioritized as well. We can't be our best for our students if we aren't also being valued as employees.

I would like to see more professional development opportunities available for my position.

I feel like it has been a good start to the school year, but I feel left out of the loop on things that I should know. I don't know if this has to do with better communication or just the fact we need to work on a better system of getting information.

Allow us the explain why we feel this way. So you would actually know what is going on instead of a bubble that doesn't tell you really anything.

Improve communication skills between departments

more time to plan new ELA curriculum and more time to grade

Give teachers at MHS two periods to prepare for students and collaborate with colleagues. There is not enough time to prepare, especially when some teachers are seeing 125-150 students per day. I'd like to see that professional trust extended, and I think it would tremendously improve our ability to do our jobs well.

When we ask questions we would like answers and follow through by both the High School Administration as well as the Director of Human Resources. I understand that both of those groups are incredibly busy, but when I send emails and never get responses, that shows an unprofessional quality in both, and leads me to believe they have no interest in me; nor does it belie a belief that I have any value to the organization as a whole or in my part within the High School.

We need more security to help keep traffic to a minimum before school, during lunch, and during muskie time. I'd also like to see some sort of PBIS for excessive tardies.

No comment

Recognize the paras and building aides more for keeping the schools afloat.

Visit the classroom once in a while. I haven't seen an administrator in my room except when being evaluated.

Yes, make an effort to work on solutions to issues. There are some colleagues who get defensive or vindictive, which is not helpful to students.

There are but I'm reluctant as I don't believe it will make a difference.

Still new, but so far everything seems great! Keep up the good work

1. Make the posters legible. Most teachers and students don't read them as they are too wordy . Simplify them. Then people will begin to read them and care about their meaning.
2. Staff feels as if we are the target of the board office . This could be minimized if the Supt. would come to buildings more and interact with all staff, not just for an event or a photo op. When we feel disconnected why would we care what the supt. has to say? Lead from the front. Check your troops.
3. Find a better insurance company, join with other schools etc. be creative to get better insurance.
4. Pay veteran teachers more. If you respect the skill and knowledge pay it.
5. Work to get teachers a teacher discount through out the community at businesses. Give us a card. Let us be important too, not just ff, police and nurses.
6. Make popcorn fridays for every building get poppers for each building. have board office admin / school board members come and pop corn each friday am . this creates visibility, and a connection. see if kent / gpc would sponsor the purchase . Connect it to our ag. roots in muscatine.

The Daily Desired poster takes does not efficiently convey the information. There is way too much on there which causes it to be dismissed.

Improve accountability and consistency in discipline for students, support teacher efforts in those situations.

Every time I fill out this survey, I never know how to give this feedback. There are a lot of adult bullies at the high school. I'm not even talking about how the adults treat children, but I'm talking about how the adults treat their coworkers. The culture will be hard to change when the employees are the biggest detractors. There is a culture of non-confrontation in the workplace. Adults feel comfortable harassing coworkers via email and asking for no response.

This is what, the 2nd or 3rd iteration of this survey? How similar are previous responses? Improvements would have taken root after the first survey was known.

I know these are difficult to be great at, but communication and transparency with staff (as well as students and families) are integral for our district and our building success. Staff (and students) also need to be celebrated, while also being given quality feedback about what they're doing well and where they have room to grow. When things are going well, these items are being handled consistently and effectively. When things aren't going well, they aren't being handled consistently and/or effectively.

Not at this time. Thanks for sending these out!

Hold students accountable.

Observations and Feedback would be helpful in my personal reflection for my career, and help with creating action steps to improve in my profession

Get a better math curriculum. That way I don't have to put in an extra 3 hours a day preparing lessons.

These answers are based on how I feel outside of my department

Every two-part part question in this form should have been changed to a one-part question. It was difficult to accurately answer the questions, and the questions feel like leading questions looking for positive answers. In general, I have very few issues with my job. I am treated like a professional by my building admin, and that is the most important aspect of my job satisfaction beyond the pay. I am not happy about the elimination of educational lanes and feel like it devalues my professionalism and educational experience, but I will continue to argue that through the union and HR.

What I want to see in this district is that all teachers are treated like professionals, not like children. Top-down mandates and the need to quantify every aspect of our job (including this form) are not ways to treat teachers like professionals. Trying to make every teacher in every grade teach from the same curriculum in the same way in an attempt at "equity" for the students eliminates the agency of teachers and leads to the "dumbing down" of all teachers in the name of standardization. Teaching is a human endeavor. Allow teachers to develop curriculum and teach in ways that work for their students, not cookie cutter unit planners and standardization. This is an issue beyond this school, but watching teachers and administrators willingly call cookie cutter curriculum "progress" is disheartening. Standardization of our school curriculum is not the answer, and we need to stop listening to consultants who tell us it is the answer.

Let teachers do their jobs and don't micromanage them.

increase follow through and back teachers

More Joy

More follow through on policy for students wandering the halls (2nd floor) during Muskie Time.

Acknowledge and respond to the nurse's office call for help, whether it is education or physical help. When we ask, it is a definite need not to ignored.

Honestly, I just wish there were more people and resources in the form of wraparound services to support students- mostly because I feel like that is a job that is getting harder and harder to do.

More support staff (safety). A teacher shouldn't have to wait forever for staff to arrive to help with a situation in the classroom. Teachers also shouldn't have to make 3 phone calls to reach a person to help with a situation. These 2 examples happened a couple of times each during a 2 week period. Does NOT help make you feel safe in your own classroom.

Recognize the education, knowledge, and degrees of all staff members. Pay us what we are actually worth instead of trying to lowball us all the time. This is not a for profit business. Quit trying to make a buck and actually try to get people who have the education and value to want to stay and teach here! Every time we let a veteran teacher go we are just looking at how much we can save off the bottom line. It's a disservice to the community and doesn't encourage anyone to move to this community.

When you ask the questions above you are baiting people into answering positively for you.

Example: I believe all students are capable of high levels of learning, and have the knowledge and resources needed to help them succeed.

Yes, I believe all students are capable of high levels of learning.

Yes, I have the knowledge needed to help them find success.

No, the resources are not provided consistently.

Nice way to get a yes from most teachers.

We can afford to have numerous secretaries for some individuals, while others have to do the job of 3 people.

"Directors" spend far too much time in their offices and not nearly enough in the buildings. They are great at coming up with things for us to do so they look like they are busy. Personally, I'd fire more than half of them and reinvest in the buildings. Or give them the option to actually go into the buildings and teach a class or sub once per week. When they whine that they don't have time for that - we don't have time to get our grading done and no-one wants to hear about that... So... We don't want to hear about them - who seem to be flying all over the world taking vacations - not having time.

Get Human Resources to focus on the human part of their jobs. The HR responsibilities should include compensation and benefits, recruitment, retention, firing, and keeping up to date with any laws that may affect the organization and its employees. Not only can they not figure out how to recruit quality teachers, they certainly aren't retaining them either.

Last year these were read publicly to us in PD, and based on what people had written, I could tell they thought this would be private. I don't think a lot of people will feel safe writing freely if they anticipate it will be read publicly to their peers and administrators.

If we had better support from admin, a lot of these questions would have better responses. Last year we reported that admin was not communicating with staff and rather than admit that she wasn't communicating she blamed the BLT Team and said it was their responsibility to communicate with staff about what she wants them to know. Communication is big in schools and at ESSA over the summer, it was suggested that she do a monthly or twice a week whole staff meeting that wouldn't be more than 15 minutes that would be to address what is happening in the building and district. Instead of doing that she decided to add more CTT, BLT, PBIS, Climate and Culture, etc meetings and communication is still bad on her part. Admin is also very condescending and when asking a question, we are often left feeling stupid because of the tone of voice she uses. Ideas are not welcome, unless you are one of her favorites. She allows her favorites to get away with everything and anything, there is a first grade teacher that is constantly throwing her teammates under the bus and admin lets her do it. All staff is burnt out, but most especially our SPED staff where one SPED teacher has 17 students on their case load and is expected to get more. Admin asks way too much of her staff which is just struggling to stay afloat with new curriculum and all these meetings we have to go to and everything she gives us to do after the meetings. She is not respectful of our time. This building is known for having a high turnover rate and that is in part because there is no support from admin.

Administration does not have respect for employees in our building. We are talked down to and told we are wrong daily. These talks are never nice or private. Multiple times employees are talked down to in front of other staff and even parents and students. Our opinions are never valued or considered. My workplace does not make me feel safe, and it puts a lot of stress on me that I take home to my personal life. We have been threatened with write ups for things that do not pertain to our jobs, and for even when we are complying with the procedures in our handbook. Communication is lacking, we are not properly trained, and when we ask for help the situations are turned to make it look like we are incompetent and like we have created the situation. We are also not protected from parents, when a parent chooses to enter the building, even if we have voiced our concerns about feeling unsafe because of threats, they are still allowed to enter. To improve, training with staff that actually pertains to the buildings would be helpful. To not be threatened that we will be fired because we are helping with a student and clock out 5 minutes late. To have a clear job description. Conversations should be private and never in front of students, parents, or other staff. Employees are being yelled at over walkie talkies in our building that every single person in the building can hear. I would say that the happiness in our building for staff has dropped to 2%. A huge improvement would be for academics to matter! We are doing our students a disservice by allowing behaviors to come before everything else. We are rewarding students who continue to act out, disrupt instruction, and be disrespectful to staff. I have never heard the words I hate my job more than I have this year. We should want the future of our children to be amazing, yet our schools are not playing that role. The environment in our building is not physically safe for me as a staff member and it is not physically safe for a lot of students because of the behaviors that continue each and every day. It is mentally draining and not fair that we are showing students that we do not care about them.

These answers are based on the district, not within my department.

communication in general - being transparent about things

Building training days instead of whole district training days

Let some of us hold more than one position in the district if it can be worked out...Getting a full time position is hard unless we want special ed or BD and some of us are getting up in age to take those? There is a demand for help in different areas in this whole school district so even increasing workers hours that are already working would be a great thing....it would make sense to increase hours and utilize the staff you already have to help out the stress on others.....

Raise the expectations overall of students. Do not accept poor behavior and language, and have some teeth to consequences of poor behavior. Demand a level of expectation of having respect for all people, most importantly students having a respect level for their peers, as well as teachers, administration and support staff.

The good kids/students in this school are getting shorted academically, and most importantly, getting shorted in their overall school experience due to the poor actions of others. Setting standards and holding kids and parents accountable for their child's actions absolutely has to start at these earliest possible age. It is extremely difficult, if not impossible, to have a loose rope and tighten it up as you go. What has been acceptable turns into the norm, therefore those norms turn in to habits. Habits, in this case, poor habits, are extremely hard to break!

Communicate and over-communicate!

Some questions are difficult to answer with just 4 options: For example:

I feel supported by colleagues, administration, and families.: I click "agree" because I do feel supported by colleagues and most families - but not all families. And some administration, but not all. It is hard to be accurate with such narrow options and such a broad question.

Ban cell phones. Completely. No phones from 8:00 to 3:31. There is a mountain of real evidence to show that phones completely disrupt learning & proper socialization, and that social media/phone addiction is a main factor in mental health decline among youth. Please get them out of our schools. Let MCSD be a leader in the battle to regain control in public schools. Students have no need for a phone when we provide 1:1 technology. They waste time on them, they use them to cheat by passing around pictures of worksheets to copy off of, etc. etc. I am exhausted and disheartened spending the day asking students to get off their phones and attend to their work (at the high school). Students do not comply because they are not afraid of consequences. And forget "taking" their phone from them. I won't even try anymore for fear of the scene they might make and the lies they will spread about me if I attempt to enforce the "policy"

Follow the conduct code. Be consistent with consequences and punishments. Many students are not afraid to be disrespectful. They joke about our schools and our lack of discipline, how "nothing will happen to them". I overhear this stuff all the time.

Perhaps all Board Office level employees should be required to spend a day in classrooms and subbing - at least once a quarter - to stay in touch with the real, on the ground work. Be a fly on the wall - in many cases they will be horrified at the terrible student behaviors, the struggle to get any instruction done.

This town already has a reputation - people won't move here. They live elsewhere and commute (a lot of MCSD staff included) This decline will continue if we can't get a handle on our schools and improve the discipline and quality of education that is offered.

Hold students accountable when they break rules. Follow up with us when we write a log entry so that we know the student has had a consequence. Otherwise we have no way of knowing if our log entries are being taken serious.

I'd really like to be able to watch other teachers teach more often to learn about our different teaching & classroom management styles.

There is no category for Safety/Security Team on your " What is your role within the district "

Better facilities. For example, we have limited restrooms on our side of the 2nd floor (MHS). The staff working in this area are mostly women and we have one female staff bathroom and 3 stalls in the student bathroom. It isn't a problem until it is! (student bathrooms close, for example)

Overall communication.

Less meetings and more training on Amplify with reading the needed reports.

Quit adding more students to an already fully loaded roster and quit preaching that we need to take care of ourselves and then get mad/and punish us when we take a day off (even when we have a sub ready and lesson plans set).

There is always room to improve in any situation. I cannot name a specific one but I believe that Franklin Elementary staff is compassionate and eager to teach and support students.

We need more para support
None, Franklin is a great place to work!
Principal and nurse need to learn how to speak to staff in person and over the walkie talkies, they come across as rude and better than everyone else. It makes coming to work hard and unpleasant. We have a (redacted) that is extremely unpleasant to work with. She calls for CPI multiple times throughout the day for students who do not need assistance. I'm honestly not sure why we continue to fill these out when nothing ever gets changed.
Not at this time.
Better communication so we are all aware of changes, updates, and all necessary information to be able to competently complete job expectations.
There's always room for improvement.
I feel that the communication, specifically work appropriate and positive communication, lacks in the building. I feel that the communication that does happen is mostly negative. While I personally feel I am treated respectfully, I feel that this is a case by case basis, I have personally witnessed others being disrespected by others within the building. (This goes for all types of staff as well, from admin to custodial.)
Things that are supposed to be optional, we are told by the head of our building is required. We should not be admonished or disciplined in front of students, parents or other adults. Threatening to be written up for missing a day of work, even when we have a doctors note.
We need more control in our positions and classrooms. I don't like being talked down to. I feel that I'm an equal, but I am not made to feel that way. We need transition time between assignments, instead of being reprimanded for not being on time. I enjoy coming to work because of the students. They make me smile, and I make them smile as well. We should be able to take time off that we earn without being reprimanded.
I think many great things happen everyday in our building. I will never give up on trying to find a solution for the things that are not working in our building. I do not want to lose staff members, and I feel like our staff is burning out because we are not set up for success for all.
Being a staff member and a parent to several children in the district, it is hard when my work commitments overlap with activities/events for my children- for example being an elementary teacher my Muskie visit times interfered with the Middle school back to school night.
Students need to be held accountable. I realize that they are young adults, but a culture has developed that allows them to perform below their abilities.
I feel all students are capable of learning but do not feel all students are provided with the supports and resources to meet individual learning needs and styles. I do not feel the uniqueness of learning in preschool is appreciated by the District and when the MELC team is advocating for resources, time to collaborate (including time with paras), time to prepare the environment, etc to meet this unique learning period it shouldn't be dismissed because the elementary doesn't receive these things. Systems should look different between preschool and elementary because they have unique needs to meet instruction and student learning. This was the whole basis of preschool being moved to its own building and the district should be continuing to support this effort and be willing to support what the MELC staff say is needed.
I feel valued and supported at MHS. The administration is supportive and down-to-earth, which I appreciate greatly. I feel like I can go talk to any of them at any time about whatever I need. I love my colleagues and feel supported and appreciated by them. I feel supported by the community, by and large.
That being said, I do not feel very valued by the district administration. I am not paid for a great deal of work that I do, and when I advocate (even alongside building administration) for myself and my colleagues I feel I am ignored and written off. Currently, I am not paid for several extra curricular activities for which I am a sponsor or co-sponsor and I am simply told that there are no Schedule Cs available. It was also suggested that if my department wanted an updated Schedule C for a new colleague, we would need to cut or decrease one elsewhere (the phrasing was something like "So if you would like this schedule C to be increased, what are you willing to take away?"). We simply want to be paid for the work that we do, but I feel the district and/or HR does not seem to appreciate this and is unwilling to find solutions or even really acknowledge this issue. I am unsure who gets to decide on Schedule Cs, but at this point it simply feels that our appeals to be paid for our extra-curricular work are falling on deaf ears. It's not an option to cut these programs either as they are vital to the health of our curricular programming and are instrumental in recruiting new members and retaining existing ones. I find myself having to choose whether to serve the students or hold out for pay that I should be getting. At the same time, I feel that I am expected to provide these opportunities for students and simply accept that I will not be paid for my time and expertise. I feel this is inappropriate.
Balance the work load. When new or more things are added, something needs to be taken away. There is WAY too much on teachers plates. It is nearly impossible to do a great job when so much is asked of us.
Having a little more support with new reading program with grading issues and being more open and clear about how to grade things instead of telling us to just figure it out with a very unclear document.
Somehow improve the sub situation. I do not feel valued when I am pulled from teaching my position and my students so much. Especially with a masters degree and this much time in this district makes me feel very devalued to be pulled to sub like what i do and my students don't matter. I would love to come to work EVERY DAY if I knew O could do the job I was hired for and not be in fear of having to sub. Subbing is not something I ever planned to do after I retire and now being made to do it doesn't help. I would stay and teach longer if I didn't dislike subbing and living in fear that I would be moved to a classroom to fill spots others chose to leave. Praying I can teach a few more years as me, in my current position, with little to no subbing, there has to be a better way. My students need consistency, and me, and our connection each day. If subbing and being pulled or moved wasn't a fear, I would still absolutely love what I do and the answers would be higher.
As a bus driver, I would like to see additional training for para's & aides in transportation & Bus driving safety training and be able to assist or involved with training programs
Preschool should have a biting policy.
Appropriate time with support staff... Appropriately trained people in unique rolls... Assistance with other students to learn in a safe environment
There is a very overwhelming flow of district information that does not always apply to my situation. I think it would be helpful to limit specific district emails/ parent square updates that are sent daily/weekly.
Give us time every two weeks to be able to having a working lunch meeting with all of the staff in our 2 rooms. There is so much going on in our 2 rooms, it would be nice to sit all together to collaborate about things going on. We can't do this now as we all have different lunch times. After 8 weeks of school, we are finally getting the extra help we have needed in our rooms. We have really struggled up to this point and that has really been frustrating.
Are reviewing this data, what is done? Is there a plan? How are needs not being met addressed?
Increase collaboration time for special teachers from each building to meet and work together. Improve transparency of information between administration and teachers. For example, what is the plan to decrease student numbers at smaller schools with no room once construction is done?
Our building really needs a safe parking lot for families AND staff.
Yes. To start, more in person communication and relationship building. Also, include staff in decision making (macro and micro).
Not sure
It would be nice if my fellow colleagues would be open to meeting each week without complaining about having to do it. It was also stressful not fully knowing all the grading expectations right away. I felt we didn't learn enough about it in the new muskie days prior to in-service week.
My answers to the above questions are geared toward district level. I feel supported and heard by the people in our building - but feel that the district as a whole has MELC on the back burner... it's almost like when preschool was removed from the elementary buildings no one thought about the different funding sources for pre-k and how it would affect our staff/students (no school counselor, no real library, no SEBH, no full time nurse, etc.).
Things going well: 1. Our principal is amazing. She truly cares about her staff and the students. 2. The staff at MELC is one of a kind. It really is a family with children's best intentions at heart. We have amazing colleagues to learn from and collaborate with. 3. The kids have multiple opportunities to play for extended amounts of time throughout the day.
Things not going so well: 1. Facilities - our HVAC is inconsistent, our roof leaks, we get bugs often, the playground is not safe (broken fencing, gaps kids can fit through, tripping hazards, no grassy areas in fence, etc.), the classrooms are small and not made for preschool, and the parking situation/crossing Colorado street is awful. 2. Our staff is burning out. The needs of students are steadily increasing and the amount of students with high needs is also increasing - yet no changes to our programming have happened to address these needs. We are not equipped to handle this. We need something to change. Things that would help: more "(redacted)" (full inclusion is not the right answer for every student with an IEP), smaller classes, or more time to plan/prep/collaborate with paras (half day a week or one full day a month, with no meetings or trainings).

<p>The students who daily disrupt class with foul language, screaming, destroying rooms, blatant disrespect, and general lack of expected behavior are wearing our teachers out! We are not able to teach when these children are allowed to be in our classrooms. It is traumatizing to the rest of the class, and they are not getting the learning that they deserve. It is frustrating that many times the blame is on the teacher for not building relationships, not reteaching, not giving students choices, etc. I have witnessed many competent teachers doing all the right things, but these few students don't like being told what to do or they are not used to having to do things they don't want. I would say teachers are very confused as to what is now considered "least restrictive" environment. The bottom line for that would help elementary teachers is to have the same consequences for behaviors as the Junior High and High School. I think the average citizen would be appalled at the behavior that goes on in an elementary building daily. The disruptive students aren't learning nor is the rest of the class. I am referring to only a handful of students, but they are such heavy hitters! I feel we will lose more teachers because they don't feel they are able to teach because they are constantly having to take time from learning to address extreme behaviors. Our schedule does not allow us to keep being disrupted. We need to use every minute if we want to cover all that is expected on a daily basis. We know kids are kids, but there are too many disruptive behaviors in some classrooms that students aren't getting the learning they deserve. We aren't making excuses, but teachers do not feel supported or valued on this issue.</p>
<p>A positive note is CKLA! It is definitely rigorous and engaging! My students are loving it as much as I am loving teaching it!</p>
<p>This DDE is not even close to happening. None of the teachers are supported or treated like professionals. Even with a teacher shortage we have teachers being forced to teach things they do not want to teach and then being treated like garbage when they say anything. Do I feel safe at work?? Are you kidding me - we have kids that are disrespectful, kids that hit, kick, bite and so on. We aren't allowed to touch a kid but they can basically do whatever they want to adults and get away with it. There is ZERO discipline when kids do this. It is creating a hostile work environment and people are tired of it. I for one will defend myself if I am ever attacked by a student. If I'm disciplined for defending myself, so be it, but I will NOT allow any student to attack me. Also, at what point is the district going to STOP piling on more and more and more work and meetings for teachers to do and start taking something away?? A person can only take so much. Our planning time is often taken away for meetings which means we have little to no time to prepare for our classes and this is deemed acceptable. This district needs to start VALUING the teachers they have and doing something to make them want to stay or the teacher shortage will get even worse in the coming years.</p>
<p>Yes. Put more clock in machines at the doors or near.</p>
<p>Make sure we have substitutes</p>
<p>Emails can be answered, more PARA backup & support, be in the know, make sure all staff receive emails</p>
<p>I feel this did not even pertain to food service.</p>
<p>The principal at MELC is wonderful. She is supportive and always does what is best for students and staff. She makes it known that we are appreciated and that we make a difference. She is a huge reason most of the staff stays at MELC. Outside of our building is where we don't feel supported and think that MELC is forgotten about by administration. We were promised a State of the Art preschool building. Our building seems to be the one that is neglected. Our parking is inadequate and it gets ignored. It is dangerous for 3 and 4 year old kids to walk across Colorado Street twice a day. Our police department assisted by stopping cars that failed to stop....over 10 in 2 days....and administration said they were not going to do anything about it. Safety should be a priority.</p>
<p>Our kids get a chance to play outside 2 times per day and it is very beneficial to their mental health and physical health. Unfortunately our playgrounds are not preschool friendly. We need a grassy area where kids can run and play in addition to other things. It was an elementary playground and changes have not been made to make it preschool appropriate. Changes like upgrading the playground, lockers, classrooms, HVAC, etc to make them preschool appropriate don't seem to be a priority.</p>
<p>Students needs are continuing to increase each year and staff is expected to do more and more. We need to adjust our programming to meet our kids needs. Teachers are doing their very best but are frustrated. When kids behaviors are getting in the way of other kids learning, it is not fair to anyone.</p>
<p>I answered the questions above in relations to the district as a whole.</p>
<p>I feel very supported and valued within my building (MELC). I think we have great staff here and have created a safe and loving place for students to grow! Our principal is amazing and cares so much about her staff and our students.</p>
<p>Things we need to improve: Staff burnout-- I feel like we keep adding things to our plates without taking anything away. Teachers are expected to enter GOLD data, IEP work, prepare materials for daily instruction, rotate materials in centers, implement new things from SDI training, communicate with families, complete action team tasks, assessments, etc. all after a mentally and emotionally exhausting day with students. It is extremely difficult to show up and be our best when our plates are overflowing.</p>
<p>Programming-- Each year we see the needs of our students increase, yet no changes to our programs have been made. Our 8-2 full inclusion preschool model does not fit every child.</p>
<p>Continued learning-- We are all learners, yet I do not feel like I have the opportunity to learn in the field. I've worked for the district for several years now and have never been given to opportunity to observe another classroom teacher. It's much more meaningful to see strategies in actions rather than the sit and get information we receive during trainings.</p>
<p>More support where really needed. Plans/consequences that are consistent</p>
<p>District wide special education meetings would be helpful to make sure that all special education teachers are up to date with how the district would like IEPs to be written, performance in the classroom, and what curriculum is to be used.</p>
<p>More support for new special educators would be helpful. Sometimes I still feel ill-prepared for IEP meetings only because I am still so new to the game.</p>
<p>Finding a way for special educators to have more time to work on the small things or having someone else do the small things for us would be extremely helpful. Sometimes I feel like I need to get IEPs and other important paperwork done, but I also need to create visuals, games, activities for students. I spend more time outside of work doing the tedious things rather than doing important paperwork. I know I need to sort my priorities, but creating visuals, games, and activities is crucial for my students' learning, ultimately being just as important as paperwork.</p>
<p>While it is important for special educators to receive the same training as general educators, I believe that it would be helpful to have professional development that is more focused for special educators and how we can improve our teaching. This would also be a great time to have our district wide special education meetings and discussions about district expectations. Information differs from building to building and I really believe if this was implemented, there would be more consistency and fidelity.</p>
<p>More support from AEA would improve my day to day experience as well. I think that AEA staff is spread very thin and it becomes difficult for them to give everyone the support they need.</p>
<p>Lastly, I find it important that everyone has patience and compassion for teachers who may be struggling. Educators should support educators.</p>
<p>Make more time clocks everywhere. Help everyone get more pay.</p>
<p>Yes, but I would like to think a bit before answering, please.</p>
<p>Take how you want- Admin needs to remember to be a team player and not when it's convenient. Bridging that gap between staff and Admin needs to start and continue. Getting normal employees input on projects and goals is important because we are first hand and not sitting behind a desk. TEAM needs to come from the top and from bottom and meet together.</p>
<p>Open Communication</p>
<p>Consider professional development that is applicable to each teacher rather than lumping them together.</p>
<p>Nothing as of now</p>
<p>I think this year is going very well and appreciate the small changes that have been made. There are some issues like safety that are a concern. We simply do not have enough staff to keep students where they should be monitored before school, muskie time, lunch time, etc. I appreciate the improved communication we are getting from our new principal.</p>
<p>Quit running a building that is so short staffed all the time, have AEA and the district be on the same page about stuff, administration needs to communicate with staff, all staff need to be on the same page, more staff need to be trained in CPI and deescalation strategies</p>
<p>Provide needed resources and support. Have consistent consequences for ALL students. Communicate effectively with staff about things that directly pertain to them. Allow teachers to use creative innovative ideas in the classroom.</p>
<p>While nurses are one of the district's smallest group of employees, and understand it is challenging to remember everyone. However we are often forgotten at district wide meeting for shout outs or thank you's. Our work is important to many of our students and staff. It would be nice to be recognized at these events years of service, district level trainings.</p>
<p>Para staff know gonna be gone give a heads up to others.</p>
<p>There needs to be DISTRICT SPED meetings (just like grade level meetings) so elementary SPED teachers can collaborate and ask questions</p>
<p>Until an administration team at the high school has some balls to change things and hold kids, families, and teachers accountable, it'll never get better here.</p>
<p>Get ALL paras CPI certified we NEED this. Implement an anonymous way to report things happening between staff in the building (staff members often say/do things only to one staff member so they know exactly who reported them for the behavior and it causes more issues if you choose to report their behavior.) There should be disciplinary action taken for staff members who are constantly being reported for doing things they shouldn't be. Talking to them does not fix the issue if that is all that happens time and time again. It makes staff members feel unheard/unseen when they are constantly being targeted and nothing happens.</p>

Observation training would be insightful.
I wish when something is decided, not just one person is told for them to relay message. We should all be told the same thing, possibly through even an email.
ask what is going well on this survey so we can celebrate the positives provide professional development for all grade levels and contents allow instructional coaches to do the work they were hired for and not become asst principals, rotate positions so there is still a connection to classroom experience allow staff input on effectiveness of leadership positions more visibility of district level staff would be appreciated
The Jefferson staff does a great job of working as a team and works hard to make sure every child has the supports needed. It is a positive, respectful climate and I enjoy working with my teammates. Kuddos to the great support staff in our building!
-We need more support staff in our building. —We need consistent consequence for not following adults Instructions.
The state of the schools will lead to yet another mass exodus of staff. The extreme lack of consequences for behaviors is creating a learning environment that is both unhealthy and unproductive. Lack of space is also a huge issue. Staff is often cramped, shared or slighted. We are so concerned at only resenting the positive, we become permissive to behaviors that greatly impact the learning of the bulk of the students. We have to change and adapt, not by adding more layers of curriculum, but actually preparing our students to be learners. If they are coming to us with less and less social/coping/ behavior skills, we need to address that immediately. A child or the children in the room, can NOT learn if the environment itself is chaotic due to a handful of students. If a student poses a risk to other students and staff safety, they must not be allowed in the classroom. Staff should not be assaulted....ever.
Making her everyone feels heard.
More time to plan or another day off:
I would like more support in my classroom. I have a large number of students and at times just having another adult in the room would be so wonderful. I feel overwhelmed at times - especially with the new ELA curriculum and mClass lessons. It's a lot. In order to prep for each day, I am staying until almost 5:00 p.m. each night. I know that is my choice... but it still feels like I'm drowning.
Make time in the schedule for unstructured time where the teacher can decide what to do with the class - for example, a read aloud, a SEL lesson, a class meeting, holiday projects, etc. Things are so jam packed that there isn't a lot of time for us to put our touch on our schedule and what we give the kids. It's almost too structured.
Communicate things to us such as the new curriculum with assessments, grading, expectations, etc.
More help instead of looking at the numbers look at the level of needs of the children. We do not have enough hands to keep up with the level of needs of the children. Things are changing and not always for the better. This is above the school admin level we need more Hands
For once make teachers more important than principals. We do a lot of work on a daily basis and get absolutely zero backing from a principal when it comes to anything about students. It could be a simple thing or a more complex situation, but it doesn't matter because it is always going to be the teacher's fault. There is no accountability for students, parents, principals, just tell the teacher what they did wrong and of course problem is solved because we are the ones that do everything.
We need more staff in our room to help with our higher needs students because our general education is missing out on vital learning time. More communication with administrators would be helpful.
We need to be doing more when dealing with behavior and consequences. Teachers should not be worried about coming to school and getting hit and bit by a student on daily basis. Something more needs to be done. Peers should not be witnessing outbursts like this. School is their safe place and not adding more trauma to their lives.
Would like to see change and that the survey comments are relevant to admin and our district. Staff is heard and when opinions are different from admins they are not frowned upon or treated differently.
Quit rewarding bad behavior in both students and staff. Staff members that don't come to work, staff members that sit in the lounge WAY beyond their break time have NO consequence and are treated just like the staff who come to work every single day. Quit letting children decide who gets an education and who doesn't. Make parents responsible for their student's behavior.
Some duty free recesses and a 30 minute lunch period
More resources and support for both students and teachers/paras to be successful. Need more feedback or ideas to help in the classroom.
Jefferson truly works as a team, they value each and every one of us. Jefferson is an amazing place to work, I am blessed to be a part of this family fi.
Continue to Celebrate All Staff on a consistent basis:-)
Too much data being taken = time away from teaching/learning. Data can be a great tool, but when it takes away from teachers teaching a class, It becomes less productive.
Measure - Test - 'Improve' - Measure - Test - 'Improve'
This might work to produce homogenous products, all required to be identical and consistent with each other ..
.. but when the same process is applied to individual children (and the teachers who teach them) - the system just ends up telling everyone they aren't good enough, repeatedly.
Did anyone ever stop to consider what the psychological impact on young minds (or older ones for that matter) would be, by focusing constantly on what we lack?
The sad truth is that our current system often results in students who can't wait to leave the classroom - and teachers who aren't far behind them.
Learning should be fun. It should be an adventure .. not a series of predictable assessment points - and targets that are changed as soon as you achieve something.
By focusing at the micro level so relentlessly, we have forgotten the importance of the 'experience'.
In the mad rush to measure and improve as much as we can, we have lost the magic of learning.
Continuing to include all staff in meetings throughout the year to really help us all feel included in our building!
I feel like there is a general lack of communication. If one of our students is in Restore, we do not always get told a timeline or reasoning. If there are incidents with one of our students I feel like it is logical and ethical to communicate that to all of the student's teachers.
I think the building has done a great job changing their standards for what happens to students when they are being disrespectful in class. However with this new policy it makes it difficult with the students that are just disruptive behavior wise or just rude. They technically should be in the class to continue learning but struggle.
There are so many little things to think about as a teacher so it would be really nice if new things added on to our plate were thought through and eliminated if not critical.
I think for me, no. However, I work with a number of teachers, especially in exploratory courses, who do not feel that they have enough time to work with their colleagues on curriculum.
I also think that the lack of substitutes is still an issue that directly impacts our staff; teachers are covering for one another frequently and it is exhausting them and making an already difficult job harder. It would be in the benefit the morale of everyone in our district to have a better plan in place for when substitutes are not available.
Be willing to listen and follow through with teacher's ideas or concerns, more than just what PD do we want.
Yes. It feels as though the individuals who are working directly with the students each day do not have a say in what a students day looks like. The pull out time "allowed" for special education students means they are missing essential time during the day where they can be successful independently with their peers (counseling, STEAM, library lesson/check out). I don't feel like I am able to do what is best for students when I am tied to a schedule that is not what is best for them. Asking special education students to sit in 120 minutes of ELA and 90 minutes of math is not what is best for them. If they were capable of doing that successfully, they wouldn't be in special ed. I feel as though the training special ed teachers receive should be given to gen ed teachers. They are the front line and should be provided with the knowledge and training to meet each student where they are and how to accommodate them to get them where they need to be. And that goes back to asking them to sit in full time core, yet not training gen ed teachers in their role to accommodate them to be included in full core both academically and adaptive behaviorally.
Time to work as team. And talk about how things are going. So we are all on same page.
Show staff their appreciation for their hard work at least once a month.
Not only involving staff in decision but making their input just as important as other stakeholders
Special education department meetings should be held so that all teachers can communicate and collaborate. The district desperately needs to implement a level 2 special education program. We are FAILING the students who do not meet the requirements of a level 3 program but are more than 2 years discrepant from their peers. General education is not always the least restrictive environment and it should not be treated as such. We should not continue to fail to provide our students with what is best for them and their education.
I need to feel safer in my building. I also wish all teachers were treated the same, regardless of what subject, or area they are in. We all teach something important to someone, even if it isn't on state testing.

<p>I should preface this by saying that being a teacher in Muscatine has been enjoyable, but the last few years have been very challenging mentally and emotionally. The expectations, constant changes, and student behaviors are bringing our building to a tipping point. I do not want to nag, complain, or sound ungrateful, but if we don't have the chance to speak openly then no one will be aware of how to help. McKinley used to be the crown of Muscatine. A Blue Ribbon School. Enrollment was so high we were turning away open enrollments. Now, people are pulling their kids for other schools. Teachers are leaving our building to go teach the same grade at other buildings in our districts.. It is devastating and it is time that we take a really close look at the reasons why. You need to start asking why. And then, ask how to make it better.</p> <p>1. The turn over rate is embarrassing and extremely hard to explain to parents and students. WHY ARE ALL OF THE CAREER TEACHERS AT MCKINLEY LEAVING? It is utterly exhausting to retrain, rehire, and retain staff when the infrastructure is so weak. The definition of insanity is doing the same thing over and over and expecting different results. That is what is happening. Something has to change. Staff would love to have more direct contact with upper admin for check-ins and feedback. No matter how many teachers we take out of classrooms to be building level mentors, it does not replace the work that the grade level teammates are expected to do to train the new teammates. How are they supposed to learn how to teach the curriculum? What grades are they entering in the grade book? How do we dismiss the kids? What do you say to a parent when they ask ____? Where do we keep the ____? What are we supposed to use for ____? Can you show me how to ____? This all falls on the teammate no matter how you try to put supports in place. It is extremely important to take that into consideration when a new teacher is hired.</p> <p>2. Bring back the DAC- district advisory committee. This was a GREAT way for building reps to hear the same district wide information, bring up building level concerns in a small group that is manageable to discuss and be heard, and take back information easily to their staff. The superintendent would be able to actually get to know their staff and feel connected to the work they are doing each day.</p> <p>3. It is very hard to feel heard in our building. We have concerns, but they do not feel heard, concerning, important, valid, etc.</p> <p>4. Lack of training for paras. They do not want to do a book study. They want to meet with their teachers they work with each day. They want to learn how to better support the SPED kids on their schedules, etc. Their schedules should be as blocked as possible. Why are they coming and going from so many different rooms each day? They should have 1 or 2 at max that they spend their day with. Especially when our building "has the most support" out of any in the district, it should be easy to cover classes and students without so many inconsistencies in scheduling.</p> <p>5. Hiring should happen at the building level with teams included. This could help with retention, communication, and collaboration. In the past several years the process has turned into a district level process instead of building level. This is extremely impactful and is noticeable. As mentioned above, there is so much support needed when a new teacher is hired, when a team is included in the interview process the support and planning can be more effective if they know who they are getting. I understand that it is important to hire teachers immediately when they apply or interview, but we have to start looking at quality and not quantity. We have also learned this the hard way. Sometimes spaces are better left empty than hiring an inexperienced teacher, or someone who is just not the right fit.</p> <p>6. ALL decisions in this building are being told to us instead of being asked for input. Even the BLT is having decisions told to them instead of discussed.</p> <p>7. Special Ed transitions from grade levels are horrible. There is no communication. There is no consistency. The consideration of the massive change of environments that happen from one grade level to the next is not taken into consideration when having transition meetings, plans are not being followed, etc. The kindergarten team has seemed to really struggle this year with the agreements discussed at the spring transition IEP meetings not being followed once school had started. I.E. They thought students were being self- contained and planned for that situation and schedule and support and suddenly they were not allowed to be self- contained. This was the understanding and agreement at the IEP meetings with all responsible parties there for...</p> <p>8. How amazing would it be to market to potential teachers and also families that all of our kindergarten classrooms in the district have a para. No matter the class size, no matter the special education needs, no matter the building. Every single kindergarten classroom needs a para no matter what.</p> <p>9. MELC needs more special education support. If their teachers are certified to be considered the special education and general education teachers then there has to be more support or more pay. Add an additional special education teacher in that building at least to help support IEP's. Full inclusion is not the least restrictive environment for every child. At MELC that is all they are set up to have and it is absolutely bringing the building to a boiling point.</p> <p>10. The title 1 reading teachers are stretched very thin. I would love to see an interventionist position created to support tiered interventions. Intervention services do not have to fall on just the title reading teachers to be responsible for. The requirements for title 1 reading teachers is a reading endorsement, but there are several district teachers that would be great for an interventionist position that do not have the reading endorsement. We need to think outside of the box on how to meet student needs and how to stop hiring people that do not work directly with students in a full time capacity. This would benefit everyone.</p> <p>Make the (redacted) in (redacted) actually do their job and help our sped kids succeed and grow as learners! It's not all about playing on your computer watching YouTube videos, looking up sports stats, or booking your vacations and gaunting about it, because there's paras like us that bust our butts for the things we have to do way more work than him and can't even get full time with benefits! A teacher who can say he's doing this social story curriculum but yet us paras know nothing about this curriculum! He has no curriculum!!! It's more than having your PARAS do all the work when it's your time for SDI mins! In my eyes that's really upsetting espically when you have went to administration about this and nothing really is done! Again here we are as "paras" clocking in earlier than our scheduled shift to make sure we're at the doors to get our sped kids in the morning! Because if we didn't the who the heck would!!!! THANK GOD FOR PARAS!!! What would y'all do if we just quit showing up? It would be a nightmare! Give us what we deserve we have families and lives to provide for as well as these teachers who get paid the big bucks to just sit on his computer, we actually do stuff! THANK YOU TO THE PARAS!!!! Your real MVPS!</p> <p>I am not sure what our district can do to make education a more enjoyable experience for teachers and staff.</p> <p>more pot lucks/ staff lunches</p> <p>Treat teachers as professionals. Value what we are saying, allow some autonomy, listen to all teachers instead of a few "cheerleaders" that are constantly used at school boards, interviewed etc. It's clear that teachers are used to get a message out that the district wants to hear instead of honest opinions. Celebrate teachers and their accomplishments in education.</p>

<p>I just want to start off by saying I genuinely love teaching. I feel confident in my ability to support students and create and manage a classroom environment that is conducive to learning. I'm extremely fortunate to have such a wonderful class this year. I have an amazing para in my classroom who supports students academically and also enforces school expectations. We work very well together and I really appreciate the extra support in the classroom. There are a lot of great things happening this year, but I need to also voice some major concerns and possible solutions.</p> <p>The teacher turnover rate at McKinley last year was alarmingly high. Approximately one third of the teachers left their teaching positions. Some of the teachers who left were career educators at McKinley. There were a number of strong and effective educators who decided to walk away from McKinley, and that in itself should speak volumes about the issues in our building. Their loss is felt. Students still ask about them. Our school would be running more smoothly with them here. The task of training and mentoring new teachers is exhausting on top of all the other expectations thrown at us by the district. In one of my grad school classes, we were asked to create an action research proposal about a real issue we are facing in our careers. I chose to write about teacher turnover rate and how administrative support is a major factor in teacher satisfaction and retention. Through research and a thorough literature review, I found that the most common themes and domains of administrative support that positively affect teacher retention are: 1) support with student behavior/adequate discipline 2) teacher voice 3) time to collaborate with colleagues 4) building positive relationships 5) praise and recognition 6) culture and climate 7) providing needed materials and resources. Here are my thoughts on each of these domains as they relate to McKinley and the district.</p> <p>Student Behavior: Teachers are dissatisfied with the support they receive from administrators. Violent students are returned to class shortly after an outburst. Threats from students are not taken seriously. Violent behavior, threats, cussing, and disrespect has become the norm. Students are becoming USED to being around it. We are not helping students create healthy boundaries with abusive behavior when we model for them that the student who attacked somebody is allowed back 30 minutes later just because they've calmed down for the time being. Violence should not be tolerated and our classrooms and school need to be a safe place, physically and emotionally for students and staff. When kids are violent, they need to go home or at least be removed from the classroom for the rest of the day. Students who are struggling with this behavior need more support and we need to have higher expectations and structure.</p> <p>Teacher Voice: Committees at McKinley have been meeting much more regularly than last year, so that is definitely a positive change. However, there are still lots of major decisions being made without teacher input. For example, at the end of last year we were told upper grades would no longer be departmentalizing due to low test scores. Our input was not welcome or valued. Teachers were blamed for low test scores instead of considering the fact that McKinley piloted two new curriculums last year which affected learning by changing instructional routines and creating gaps in skills taught. Behavior was out of control. How can kids learn effectively when they don't feel safe and their learning is constantly disrupted? The state test was disrupted by tornado sirens multiple times which clearly could negatively affect test scores regardless of the competence of the students. No other factors were considered in this decision - the blame was put solely on the teachers. I'd like to see the District Advisory Committee (DAC) brought back. I think it would help solve some of the communication issues and allow for teachers to be part of the conversation when problems arise. It would give the superintendent the opportunity to work with teachers and include them in conversations and decisions regarding what's happening in the district. I'd also like for teachers to be involved in the hiring process of their team. Who we work with really matters and we should have a say in who we think is a good fit for our team and building. I realize there are many openings right now and the teacher shortage is a problem. However, leaving a position open and filling it temporarily is better than offering someone a contract who isn't a good fit or is incapable of doing the job well.</p> <p>Time to Collaborate with Colleagues: I don't feel this is an issue right now. We have common planning time with our teaching partners and time after school to meet with other teachers as needed.</p> <p>Building Positive Relationships & Praise and Recognition: I think there are a lot of positive relationships at McKinley between the staff. I would like to see building and district administrators put more of a genuine effort into getting to know the teachers as people and not just employees. McKinley had such a "family" vibe to it, but that has since fizzled out in many aspects. I can't recall any positive feedback I've personally been given by my principal except one note at the beginning of the year complimenting my lesson - but the note also came with a suggestion on how to improve. I'm all for constructive criticism and I always want to improve for my students, but it's so disheartening that the only compliment I've received from my principal was done in such an evaluative manner. Also, personal, specific compliments mean so much more than a generic "you're all doing great" email to the entire staff. I don't mean to nag about small things like compliments, but feeling valued, appreciated, and noticed really has a big impact on how we feel about our jobs.</p> <p>Culture and Climate: We have a culture and climate committee that arranges celebrations and fun things for the staff. This area of teacher satisfaction is kind of a "catch all". The culture of the building is greatly influenced by all other areas of job satisfaction. I'd say the climate in the building is clearly not the greatest. Teachers are overwhelmed with the numerous district expectations. We have a new ELA curriculum to learn, new ELA interventions to learn, we must enter a grade per subject area per week with little to no guidance on what we should put in for ELA and figuring out on our own how the standards align with the content. Why wasn't this looked at and organized better prior to having us implement the new curriculum? We also must organize math interventions and weekly progress monitoring for ALL students below benchmark, which is well over half my class. Also, keeping up with the constant changes in expectations is exhausting. We have only 40 minutes a day (and sometime a little time after school) to get all of this done. There's not enough time for us to accomplish everything that is asked of us and adequately plan instruction for our students. I'm a well-established teacher, but I feel like I'm barely keeping my head above water this year. Then on top of that, it's extremely disheartening to get emails from administration lecturing us for not doing enough and keeping up with our work and that we're being watched closely. We Are. Drowning. Title teachers are overwhelmed with the amount of intervention groups they have to pull. They are spread way too thin. We need more teachers in the buildings who can focus on just interventions to alleviate the heavy workload put on the shoulders of title teachers. Hiring teachers who will focus solely on interventions will also contribute to student success and proficiency.</p> <p>Materials and Resources: Having new copiers this year has been WONDERFUL! I'm still missing CKLA materials that I will need starting next week. I understand starting a new curriculum will have its issues, but not having needed materials is stressful and puts even more work on me. The terms "cart before the horse" and "building the airplane as we fly it" are terms teachers use to describe the way this district handles changes. It seems that changes are made from the top down, things are unorganized and not planned out well, and then it falls on the teachers to scramble and pick up the slack. I generally don't ask for much material-wise, and when I need something for my students or for my classroom, I buy it myself. Ideally, I'd rather not spend my money on pencil sharpeners and chart paper. A budget for those supplies would be appreciated. PTO generously gives teachers some money at the beginning of the year, and it truly is needed, but unfortunately it doesn't cover the supplies needed for the entire year.</p> <p>I appreciate the opportunity to openly share my concerns. I truly care about MCSD, McKinley, the staff, and my students and want what is best for everyone. I realize that the majority of my comments were negative, but my intent is to bring problems to light so they can be fixed for the betterment of our building and district.</p> <p>Improving prompt, transparent communication from administration would help me to feel more valued and heard. Last minute or no responses to questions leaves me feeling unappreciated and ignored.</p> <p>Treat teachers as professionals. Feel very micromanaged this year and less trusted to make sound decisions.</p>

All decisions about the building are decided without staff and "told" to us.

There are too many staff that don't work with students but have time to email staff several times a day to give us more things to do and go out to get lunch or coffee.

In our planning time (which honestly is 35 minutes after going there and getting them) we are expected to:

Pull cards for mclass intervention

Make plans for reading, math, muskie time, social studies or science

check papers and put grades into power school weekly

clean room and wash tables from breakfast

fixing or plugging in computers

message parents about class posts or message individual concerns or replies

plan projects for pausing points in new CKLA curriculum

make calendars for families to send home

hang student work up

change bulletin boards for Knowledge units

Tear out pages for CKLA skills and knowledge

* Also- some meetings or PLC's are held during out planning time so we don't get it every day. There is WAY too much expected in the amount of time we have with no help.

Our skills room is never open because the para is pulled to sub.

EVERY staff member needs to have recess duties.

Staff members who sit behind a desk all day need to step in when something is needed and not pawn it off.

When I call the office for help with a student, a lot of times nobody comes.

We are dealing with multiple behavior problems in our rooms. I have not found the write ups or conferencing with students to be effective. A lot of times students are not even pulled to talk with on the day of the incident.

Last year during ISAP testing, grades that don't take the test were affected because we went to an early out specials schedule. So that week not only did we lose Title teachers and intervention times, but also had 10 minutes a day less of specials. That's almost an hour for the entire week. There should be a way to schedule and not interrupt everyone's week.

The Superintendent and board office need to actually come and talk to teachers to see how things are going. Walking through once every other month doesn't tell you much. If the district wants to keep teachers then their voice needs to be heard.

Equitable...we were told equitable is not always fair. I feel that there are teachers that are given whatever they ask and it's not fair to the other grade levels.

I have 3 different paras in and out of my room every day for a special ed student. These kids need continuity. One para for him would be better and not piecemealed together.

Lack of accountability. Admin actually needs to walk around and see what some staff are doing. The hallways aren't the only place things happen. Go out to recess and see what's going on. Be present at arrival and dismissal. Be present.

We did this DDE last year and I am wondering what was actually done about our concerns.

We lost MULTIPLE GOOD teachers last year because the lack of support. Students are not respectful. This issue is not taken care of. If they are sent to the office, they are sent back in a few minutes and the same issues happen. There are NO consequences.

We are not notified about ANY schedule changes. Paras will just not show up and we have no idea that their schedule changed.

BLT is not a leadership team. Concerns are brought up and then we are emailed what is decided.

Total overhaul is what is needed in this building.

I feel an assistant principal would be a lot more beneficial than an instructional coach, SEBH, and building facilitator. Teachers get angry when we have so much to do and they are just sitting in their office. So many irons in the fire don't work.

I would like to see staff have more time for planning, collaboration, and professional learning.

Leadership from top down need to take an active interest in transportation role and what we go through in order to help us. Not knowing and caring creates mistrust and divides us from rest of the district. Acknowledgement can't be words on paper. In person, a hand shake, knowing the names of people means a lot. That is lacking.

More frequent social events for staff that are low budget. Having more frequent small events will allow for staff to attend if they can't make it on certain dates and having them low budget makes it so there's less pressure to attend and less costly if not as many people attend. Something like a monthly happy hour. I know some teachers do this, but making it more of an organized thing so that teachers in different departments and buildings can get to know each other would be good.

With new ELA curriculum it would be really beneficial to be meeting more with our grade level cohorts at the other schools.

The implementation of CKLA has been stressful, and there haven't been any check ins as a grade level. Grade level meetings/even online discussions would be helpful as a whole as we go forward, especially when the information is changing so rapidly at times.

There are too many adults in our building that do not work with or engage with students on a regular basis. If district administration were to visit unannounced they may be surprised to see the number of adults sitting in their offices, either visiting with each other or on their computers. We get several "reminders" and "don't forget to do this" emails throughout the day. It would be wonderful to simply have one of those adults stop in and ask if they could assist, rather than send reminder emails...teachers have A LOT on their plate that they must do. It is frustrating to see these staff members able to go to get drinks throughout the day or go pick up lunch and eat at their leisure when teachers are barely getting a 25 minute duty free lunch.

It would be nice if individual buildings had input when hiring new teachers for open positions in their building. This may help with teacher retention. The turn over rate in our building is alarming and should be looked in to further.

ALL teachers should have recess and/or lunch duty built into their schedules (not just classroom teachers).

All decisions, in our building, are made and told to us. There is no "teacher voice" when it comes to decision making. The building leadership team meets but is just talked at rather than brainstorming solutions together.

It is the 2nd quarter and we have not started GT lessons for Kdg, 1st, 2nd grade.

We are required to take a breakfast count the day before so the kitchen has it prepared for us in the morning. Twice, the kitchen has run out of the correct breakfast. It is frustrating that I take time out of my morning to do a breakfast count and then we aren't given the right amount.

What are the "next steps" after instructional rounds are completed? We (the staff) have never been given any feedback. Also, a first year teacher was told that administration would be coming in for instructional rounds. She was not told what instructional rounds were, what to expect, or what they would be looking for.

It would be nice to bring back the District Advisory Committee (DAC). It was nice when that committee met and discussed issues in the district regularly. It was also a time where staff could address rumors that were floating about the district and either confirm those rumors or squash them. Feedback (at least from teachers) should be asked for more than just once a year (DDE).

SCJH is rocking it! Our leaders are making huge strides forward for our students and teachers. Every PD, meeting, and building procedure has been purposefully aligned with our goals and mapped out with actionable steps that are transparent to everyone. Students are receiving timely interventions and we're seeing improvements in culture and instruction in almost every way.

Preschool seems to be forgotten about. Needs new fence so children can not escape, bigger parking lot.

monthly collaboration times district wide for sped teachers

<p>The district says that there is transparency. It seems that the expectation is for the information to be trickled down from the top. Each person hears a different message or relates to the information differently therefore the information that is shared is incomplete and needs more explanation. Decisions are made by administration with limited knowledge about the decision or input from the people that have to implement the decisions. Time is needed to collaborate, plan, and implement decisions that have been made to ensure success and improve the Daily Desired Experience. Ensure that adults are getting their contracted duty free time for lunch, planning, breaks, etc... Provide enough staff support to ensure the safety of students and staff as well as success with learning opportunities.</p> <p>There is no feedback process for buildings with new administration (principal). We have had two different principals in the last three years. We never had any type of meeting/ evaluation form for teachers or staff to fill out and give feedback on how we think our new principals were doing. There was a "Principal Feedback" committee that was established last school year (22-23). During that year, the committee met ONCE. This year, the committee is still established and they have yet to meet at all. How can an administrator effectively lead and adapt their leadership skills if they are not asking for help or feedback constantly?</p> <p>The current stress being put on classroom teachers is overwhelming. Teachers are being given numerous duties a day, asked to progress monitor on various assessments weekly, partake in numerous incentives, and have meetings constantly after school or during planning. I barely have time to prep for my classes daily and write lesson plans, and I can't imagine how overwhelming this is to a new teacher. This is the fifth year in a row that Kindergarten has had a teacher quit part way through the first quarter, thus causing the classes to combine.</p> <p>I am the parent of young children, and unfortunately do not have enough faith in McKinley's leadership to want to open enroll my child at McKinley with me. Last year, we had 8 quality teachers leave McKinley, either resigning or going to another building. They are all leaving for the same reason...the lack of leadership shown at McKinley by our administrator and the lack of support for extreme behaviors. This year, we have so many unfilled positions that are being filled by GT, Title, and subs. As a staff, we try to show leadership and help build the morale, but we can only do so much. When McKinley staff does ask for help, we are not given any help. Earlier this year, two district admin came to help out when the Principal was gone. The chaos that they saw those two days is what we encounter every day.</p> <p>All certified staff should have some recess duty, not just classroom teachers. Certified staff should also have some input on who is hired on their teams, rather than the principal/SEBH/IC hiring. Perhaps this would help with teacher retention. Last year during ISAP, our teacher planning time was cut by 10 minutes for the whole week to accommodate the testers, resulting in us losing 50 minutes of planning. This time is vital for our planning (and mental health). All decisions are made for staff and teachers at McKinley, rather than discussed as a group. The Building Leadership Team meets only to have information told to them, rather than discussed. What time should students be entering our classrooms? At McKinley, teachers are expected to have the classroom ready for students at 7:45 am and that is also when our contract time starts. We are being expected to work before contract time, then.</p> <p>I feel there has not been enough time to collaborate with other buildings, especially with the new curriculum.</p> <p>unsure at this time</p> <p>I enjoy teaching and want all of my students to have a passion for their lives and the ability to have a fulfilling life. I am hoping the students will learn that through education they will be in control of their success and that education is the greatest equalizer.</p> <p>I feel that teaching has become a very toxic endeavor and has become unsustainable. We have been losing many teachers and staff in this district each year and unless we address the reason teachers/staff are leaving we will continue to lose more teachers/staff, new and experienced, because of what is happening in the teaching and educational profession and in our community. There are many threats that are beyond our control but we need to start addressing them and strengthen our local district so teachers want to stay in Muscatine.</p> <p>Students and parents are feeling empowered to attack our teachers and staff in this district and they feel that is their right. I don't think teachers/staff are supported when lies are being used to get teachers/staff fired or in trouble and which in turn gets the community in an uproar. Students are manipulating the truth and outright lying as to what is happening and parents, community, and admin are believing them. We need to take all issues seriously but we need to look at the entire picture and not just the snapshot of the event. We need to get to know all of our staff and students so that we can get a clearer picture of how things occur. There is a growing population of students that is endangering the learning environment for all. These students have taken over classrooms and students are fearful to speak out because they feel they will be bullied and harassed by these "other students" and no one will be able to protect them. There are a lot of students and parents that want accountability and want more discipline in the schools. The students and parents are tired of the "other students" who are misbehaving in class and are causing major disruptions to the learning environment. They feel like they are being held hostage because the teachers have to spend so much time mitigating the poor behavior of a growing number of students. It is being inferred to teachers to not to fill out referrals because of how the data will look at the state level or that the teacher will look like they don't have good classroom management and be put on a disciplinary tract. Because of the lack of documentation, there is not a clear picture as to what is actually happening in our classrooms or our school.</p> <p>I go into each school day as a potential day that something could happen which would drastically change my career path. I feel like I am walking on a tightrope and if there is a perceived misstep there will be no help and I will be out. Many teachers were threatened by students last year and nothing was done to the students unless the teachers decided to press charges. The students were still allowed to be in the classroom or school. Teachers have been threatened with physical violence this year and the students are still in the classroom. They are told that they are the adult and that student has issues so teachers should be understanding of what the student is going through. The only way a teacher is protected is to press charges. There have been too many threats of violence against teachers and staff. There is not a teacher or staff member that signed up to be threatened with physical violence and then have admin not do anything to protect them. I do feel that some of these students will follow through on these threats as the students have had physical confrontations in school before. There are many staff that do not feel safe in this district--physically, emotionally, or with job stability. There are many staff that do not feel that what we are doing in the schools will help the students be successful later in life or on the job. We are teaching students the exact opposite as to what it takes to be successful which is work ethic, honesty, respect, doing it right the first time, and accountability. There is not enough accountability for student's behavior but the teacher is left high and dry and held to a higher standard than anyone else in the district.</p> <p>True change cannot happen unless we address all of the elephants in the room. I really enjoy teaching and I want to make Muscatine a strong school for all staff, students, parents, and community. We need to address the behaviors of our students to make sure this is a safe place to learn and teach every single day. I want to be here and work for a great community and district.</p> <p>Respectfully submitted.</p> <p>I love my building! I love my coworkers and (redacted) is a phenomenal boss.</p> <p>I debated whether or not to fill this out. I think it is important to do surveys, but what is actually coming from this. A poster to hang in my room that I don't have the wall space for? I would love to actually have a face to face conversation about what is going well and what are our challenges.</p> <p>We are special education teachers and gen ed teachers and the amount of planning and prep work is a lot. Are we being fairly compensated for taking on multiple roles in our building? Are teacher or paras compensated when they speak another language? Not all classroom are equipped with the same materials even though we claim to use said curriculum. We work with children with severe autism, where is the training for teachers who have little to no experience working with children diverse abilities.</p> <p>I think our teachers in this building care too much. We look out for each other and collaborate well. I think we need to look at scheduling to provide time to clean our rooms or prepare material so that teachers aren't burning out.</p> <p>We need experienced administrators and instructional coaches</p> <p>Please note - these answers are for board office administration. The MELC is a wonderful place to work with a very supportive principal who truly tries her best to provide what the student and staff needs but unfortunately the district administration doesn't understand or care what the early childhood needs are. An early childhood program is the foundation of educational learning. The foundation of our building physically and emotionally should also be on the forefront of the district not forgotten and put on the back burner. Our staff, students, and building matter too.</p> <p>Positives at MELC:</p> <ol style="list-style-type: none"> (redacted) - we are truly lucky to have her. All early childhood teachers in one building. The resources and collaboration with other preschool teachers have provided us with many new ideas and strategies to learn from. Professional development also provides us with appropriate early childhood learning. Caring and loving staff who want only the best for our young students. <p>Negatives at MELC:</p> <p>As a teacher at the MELC it is felt that we as a building are not treated with the same respect or priority as the elementary, jr. high, or high school buildings. It is a gut punch every time we hear about other buildings receiving new/more parking, updated HVAC units, additions/upgrades to buildings, state of the art athletic facilities, etc.</p> <ol style="list-style-type: none"> Facilities - the playground is unsafe and inappropriate for young children (gaps in fence, broken fence, tripping hazards, unleveled playing ground, no fenced in grassy area for play). <p>Throughout the building is inconsistent HVAC conditions. Parking for staff and families at the MCC parking lot is terrible. It is unsafe for anyone to cross Colorado street without appropriate crossing LIGHTS.</p> <ol style="list-style-type: none"> Appropriate programming for ALL children. Integration is an important part of all young children's days but the needs of all children are not taken into consideration. As the needs are increasing and the number of students with high needs are increasing the program also needs to change. Early childhood teachers are both special education and general education teachers. Early childhood teachers are burnt out and at a loss on what to do with the challenging classes and little classroom support. Due to being a dual teacher better prep/plan/collaboration with paras are needed. <p>Again, these concerns are addressed to the district administration. I have always been very proud to be a teacher with Muscatine School District but the feelings truly don't feel reciprocated.</p> <p>Parent Square is not very effective, especially as a parent.</p>

<p>Very poor leadership this year..One thing that greatly needs improved at Susan Clark is the "clicks". The principal has her favorites/friend group and they are treated differently. Our instructional coaches have little to no teaching experience. One "coach" has never had a classroom of her own. The principal yelled at the vice principal in front of many colleagues which was highly unprofessional.</p> <p>Our principal is amazing and truly appreciates her team. She always does what is best for students and staff. She makes MELC a great place to work. The higher up administrators seems to forget about us. Kids have more needs and we are struggling to keep up with their needs. Para expectations have increased but hours and wages have not. Teachers AND paras are burning out. There is not a budget for teachers who spend lots of their own money to meet kids needs. Our HVAC system is outdated, our playgrounds need updated and the food portions served to growing 4year olds are ridiculous. They are hungry and we spend our own money supplementing their lunches. Thank you for considering addressing these important issues.</p> <p>Student disrespect and disruptive behaviors is rising each year, even in the lower grades. Also bathroom/lack of general education students potty trained is a rising problem as well. Parents need to be held more accountable.</p> <p>Position specific Con Ed. More time with each other and admin.</p> <p>Work on modification of behaviors of the children. I see children walking around with the counselor, building facilitator, and /or SEBH in the hall. One of the kids who was disruptive in class was in the hall walking with one of them and stated, " look I am just like one of the staff." Another student (who is able to walk) is wheeled around all day in a wagon. Children who are disruptive in class leave and get treats when they are out of the class with the staff named above or (redacted). Other kids see this and have a hard time understanding, they misbehaved, but now they get out of class, and a fair number of times get treats. I don't see why children who are misbehaving or disruptive get any candy or treat, to me that encourages them to misbehave. If I misbehave, I can get out of class, walk around with the staff, and get treats, so I have learned what?</p> <p>SEVERAL of the students are disrespectful of adults and do not listen when given an instruction. This happens repeatedly and by many of students. This is a big problem at McKinley.</p> <p>More support dealing with disruptive students.</p> <p>Just have trust in the teachers and that what they are doing in the classrooms in based on knowledge and an understanding of the students we teach.</p> <p>There are so many good things about our district, but my gosh they are overshadowed by the trauma we go through daily. In our elementary building, there is a lack of holding students accountable. We cater to the few and let them ruin our building. So sorry to our other students. Our "leadership" hasn't made much of a difference. It's hard to think about restorative practices when there is no accountability or respect. CLKA - mclass is great, EXCEPT all the prep it takes. You seriously have to prep day by day. Those that do more than one group are spending a lot of personal time getting them ready for the next day. I have heard of one that stays daily until nearly 8:00 pm just getting ready for the next day. How is that right? It seems like an expectation that goes well beyond contract hours. Some work through their lunches to prep, as well as going in hours before contract time to get ready for the day because one planning time is not enough. Everyone knows we are short on subs and teachers. Why are we so top heavy with people that could be in a classroom? Going back to my daily experience, our building climate and culture in in the tank. We are in survival mode daily. It used to be a happy place but that is long gone, and we don't see any light at the end.</p> <p>I do not feel there is a system in place for behaviors. Teachers are expected to do everything within a classroom and when a student becomes disruptive there is no set recourse for a teacher. There is no set safe place to send a student, no set system in place. How can all students learn at high levels when on the days another student is struggling and being disruptive that the disruptive student is kept within a classroom? How can all students be expected to focus when there is not a system in place to enable that? This needs to be addressed.</p> <p>I have been very impressed with Staff at Grant School - I think they are doing a Great job!</p> <p>Treat every employee as an equal. If rules are going to be made for the entire district, they need to be for EVERYONE in the district, otherwise they should be made by department.</p> <p>There have been more kids in the hallways hanging out and being disruptive during class time this year, than any other year I have been here (10 years), and it is disrupting the learning environment in the classroom. It does not seem like anyone is addressing the problem.</p> <p>Appreciation works, continue that.</p> <p>Substitutes need more information and training in order to be most effective. The availability and access to technology would be beneficial. Even a district email would be very helpful in order to best communicate with teachers and administrators.</p> <p>I feel a lack of support from the office/admin through our emergency number. I have multiple dis-regulated students who disrupt the class to the point of making it impossible to teach and even making the classroom unsafe. When I call the 789 emergency number I am usually told "We will try to find someone" and nobody comes. Due to the sub shortage and sickness, there is no Skills Room or other resources to turn to. It leaves classroom teachers feeling unsupported and at a loss.</p> <p>CTT meetings & planning periods do not provide enough time to plan, evaluate our practices, and provide feedback to students and parents in a timely manner. In ELA, we feel like a hamster on a wheel running tirelessly.</p> <p>The system for special education in this district needs some serious change. An IEP is an individualized education plan. We should NOT be asking staff to write goals based off the new tier II intervention materials. If the team has already decided that a child qualifies for an IEP then that child should be given tier III. (Tier II after their individualized goals and SDI minutes have been met)</p> <p>Staffing for special education is also a concern. Yes, there is a teacher shortage however one teacher should not have three grade levels that have high numbers and another teacher have a grade level with significantly lower numbers. Para professionals should also be placed according to IEPs and not just grade levels. Students with IEPs should not be grouped all together in a general education class because it is convenient for adults. It creates teacher burnout and does not give those students peer models to learn from. It's not best practice!</p> <p>Teaching staff needs to recognize the needs of all learners and appropriately handle those needs. There is a (redacted) in my hallway that is constantly putting her hands on children and is NOT CPI certified. Even after other staff members have been direct with this teacher she still continues to put her hands on a student and tells the other adults that "she knows it's wrong but doesn't care." This is a prime example of why our children do not feel safe at school.</p> <p>I sincerely hope that by filling this out changes can be made to better the environment of our schools. I love teaching and want to continuing working with students every day.</p> <p>(redacted) is not taking anyones concerns seriously. (redacted) has made many students and even staff feel uncomfortable. We have addressed these concerns with her, and she does nothing. Nobody is seen much less heard here. I love working with my students, but if this is how staff get treated, I hope the students and families get treated better.... because this has become a hostile work environment and nobody is doing anything about it.</p>
