



**Glen Ellyn School District 41
2015/16 Staff Insights Survey**

Engagement

Work Environment

Communication

Culture

Principal

School Board

Superintendent

21st Century Initiatives

Overall Satisfaction

Full Staff Survey Report

Executive Summary



Glen Ellyn School District 41 2015/16 Staff Insights Survey Comments Engagement

Comments/suggestions:

-- I feel that I work for a great organization where our leadership listens and values input from all employees.

-- The district administration and board implemented too many drastic changes in close proximity to one another. All of the changes and initiatives don't work well together and have resulted in a schedule nightmare. Also, it is near impossible to evaluate which initiatives are successful and having a positive impact on students because there are so many variables. Reasons we were initially given to explain why initiatives were happening have not been followed through--specifically using reading levels to create class make-up for multi-age only occurred during year 1. Then was not even considered after that. This was the primary reason provided for why we were going multi-age and it was not followed through. District needs to slow down and not jump on every impulse and bandwagon. PBL does not work well for literacy and is an "add-on" we are forced to implement regardless of how it fits with our curriculum. It should be an instructional tool we can use when appropriate-not a required strategy we are forced to use.

-- we have asked for a math curriculum for 2 and 1/2 years. With NO response. PLEASE give us what we need to be successful teachers!

-- There is a lack of consistency throughout the buildings and districts.

-- I would like to see the Board of Education have increased positive communication among its members.

-- Because we have so many opportunities to interact with each other as a staff, I feel that I am able to see how I contribute to the success of our students. I receive consistent positive feedback and suggestions on how I can improve my teaching. It is the open communication that makes me feel valued as an employee of the district.

-- As additional work/initiatives have been added, I have become less happy to work here.

-- I think that our district takes on way to much at one time without getting rid of something. The teachers plates are very full and many have had to be put on medicine to help with the stress and anxiety of this. They want to keep up with other districts around us but those districts do not have as much on their teachers plates and their scores are better! In addition, our curriculum changes every year so we do not have a chance to be experts at our craft and to mold and shape new ways of teaching it since we are learning new things each year. (For about 5 years this has happened.)

-- This district keeps trying to fix things that aren't broken. Our test scores were very good before teacher specialization, FLES, and multi-age. These changes have hurt our district rather than improve it. The District Leadership doesn't have a clue what is happening in classrooms and what teachers need. They make decisions based on what will get them noticed at a national level or as something to put on their resume when they move on. District Leadership cuts things special ed, PE, art, music, band, orchestra that many kids need. Our special ed District Leadership is appalling. If I had a special needs student in this district I would take them to court for all the cutbacks and reductions they have made to help our students.

-- We are very fortunate to have our principal, who is very devoted and trusts us

-- My job used to be incredibly satisfying. Now, with no curriculum and constant institutional changes I not only no longer find my job satisfying, I find that the stress is ruining my health and the lack of curriculum makes me feel incompetent.

-- We could not ask for better building leadership - the team is smart, personable, and inspiring.

-- There are some administration that is better then others.

-- Communication is inconsistent from administration to staff.

-- While I am personally thrilled and satisfied to work as a teacher , I do not feel empowered to contribute my voice to decisions made at the district level. Though our district is presented to the public as a collaborative district - with all voices considered - it is a "top-down" district, with all significant decisions being made or orchestrated from on top.

-- I feel that too many alterations are made to the school and curriculum with no real input from the staff who are responsible for implementing the changes, especially at the building level. Though there are sometimes gestures towards asking for input, it rarely comes across as genuine, and is usually ignored. Many decisions at the building level are made last-minute, and are made based on assumptions that are often incorrect, and are not checked to see if those assumptions were correct in the first place.

-- I question some decisions that are made by leadership at the district and building level. Often there are less compicated, better solutions.

-- While I have confidence in the leadership of my school/district, I feel the district pushes too fast with initiatives. Let your staff acclimate/adjust first before more new things are pushed onto the plate.

-- The District has implemented too many changes too fast that nothing is done with fidelity!!

-- I have confidence in the leadership of both our school and District. Our leaders are good listeners, understand children and how they learn, and are always looking for ways to help guide the staff to help best meet the needs of our students.

-- Analogy: Politicians have to satisfy many constituents. District and Building leaders have to as well. However, if all education leaders made decisions based on students FIRST, and ALL students, our public education system would thrive. Moreover, our district cannot solve the financial challenges facing the state of IL or our Federal allocation. Last point of interest: our clientele is more impoverished and language-challenged than any other point in public education history.

-- worried about the same initiatives proposed over and over and then we abandon them and start over again. For ex ... Multi age and teacher specialization

-- Although I am proud of our district, I am embarrassed about a couple of board members and their behavior. I have recently recommenced some people to our district but they said they would never work for a board that treats their teachers with "such disrespect".

-- I love teaching students. It is rewarding in it's own right. However, it is increasingly difficult each year as everything changes and I feel that is largely due to the direction our leadership is taking. Constantly changing so much is not good for the staff or the students.

-- [REDACTED] is fantastic.

-- So many changes EACH year contribute to much stress on the classroom teachers.

-- Things have improved at Lincoln, but I think we have much more to work on.

-- There are leaders at CSO, specifically Paul and Karen, who I think are brilliant. It's a pleasure to work with them and see their vision unfold over the course of several years. However, when thinking about my pride in our district and leadership of our district, I have strong reservations about how some members of the board feel about and treat teachers.

-- District 41 is a positive, forward-thinking, exciting district in which to teach and learn. I worry about our board leadership as of late, and how it will impact our daily work and all that we have accomplished over the years. It seems that there is an oppositional tone at board meetings.

-- Some PLC's at Hadley meet only 1 day per week due to "small teams" If you add a 504 or iep meeting we may not meet for 2 weeks. The concept of team and PLC needs to be rethought.

-- There is a lack of follow through from the principal in our building.

-- I am very disappointed and frustrated with the constant change, in a variety of areas, year after year. It is not a good environment for a new teacher. District administration seems to

be trying to mold our school from model not necessarily applicable to our community and students. Our principal seems unorganized and scattered and does not communicate well to staff (we recently received two consecutive newsletters - but that is definitely not regular practice). Resources to help struggling students are scarce. An RTI plan does not exist - teachers have to beg for help for students that they know need help. [REDACTED] DON'T work with kids and often don't help teachers when asked. PLC's are TOO much and even with a longer school day we have less individual planning time then we have ever had. Our principal not approachable. If you don't have the same beliefs as the principal you are bullied or punished.

-- I am extremely proud of the leadership of both my school (Churchill) and of the district. They understand that our goal is always directly related to the kids. Their leadership in relation to communicating with me is always personable and understanding.

-- I answered this question differently last time; Sadly I no longer feel I would encourage someone to work here simply because of two board members.

-- D41 is a challenging place to work. There are high expectations from parents and the system. I feel my administrators are understanding and work to balance reality and the expectations. I don't expect to get everything I want and I feel my voice is heard on important issues.

-- I would love for our district work to get out to organizations such as the ASCD. I often read articles they send and we are doing just as wonderful, if not better, than those districts featured in their literature.

-- The leadership of our district is self serving, pushing their own agendas and ideas, especially in the area of Special Education. They rarely seek input from staff about decisions for procedures, processes and decisions about specific students. When they do seek staff input, they still make the decisions, whether the staff agrees or not. There is very little support for special education staff from the administration. We are not given budgets for professional development and/or supplies. Questions to administration go unanswered for weeks, and sometimes, months.

-- I overall like my district and find it challenges its employees. I would tell speech paths to work here but know they will be challenged by parents and administrators but also rewarded. I feel the messages at times are inconsistent between the leaders in our district and sometimes finances are the driving forces and not the student's needs.

-- I am concerned about the professionalism by some board members and how that reflects on our school district.

-- I am so proud of the work D41 has done in the last few years. I feel honored to be part of this team. The teachers, administrators and staff members are true professionals and work diligently for the benefit of all children.

-- Advice from non teachers, other building workers could be some great information on ideas of how to change the school or incorporate new ideas on how to take the school to a different level and sometimes I feel like non-teachers do not get that option or that voice to speak on their ideas and thoughts and have it implemented in some way.

-- Parents love this district. I feel proud of our work together. The administration is the best ever (in the 14 years I've been here). Our administrative leadership really understands education and the needs of the future, and they are guiding us in a stronger and better direction, even though at times, change is hard for teachers who have been here a long time.

-- I think sometimes we make too many changes, and there is limited follow through in regards to these changes. I wish we did more to alleviate the stresses of the students, and not always have to be doing the next "big thing."

-- I love my job as a teacher. I personally, thoroughly enjoy working at Churchill. It is an absolutely wonderful place to work. I do question our District leadership. There is a disconnect between what the teachers are actually doing on a day to day basis and what CSO admins think we do. I do not recommend this district to teachers. We are in a constant state of change and it can be extremely overwhelming.

-- [REDACTED] work EXTREMELY hard and are sometimes more readily available to answer questions or solve problems for teachers, students, and parents. Teachers at Hadley truly depend on them.

-- na

-- the leader of my school is untrustworthy

-- I am proud of our district but often feel that too many new initiatives are taken on at one time. We are working so hard to be the best or ahead of other districts and don't always get the time to learn, prepare and properly implement new initiatives. This causes teachers to be overwhelmed, confused and stressed.

-- I do not feel like we have enough staff to cover the needs of all the student. This is especially concerning students needing early intervention. I don't always feel welcome in our front office by administration [REDACTED] so I'm not sure how parents would feel welcome. I feel our district is very wasteful when it comes to funding curriculum design and implementation. We are constantly making drastic changes to the curriculum which is costly, wasteful, and inconsiderate of parents, students, and teachers.

-- I am a teacher and 1 PBL is enough . It is so draining on us . The expectations and work put into them are all consuming. I am not for more than 1

-- I believe that the teachers and parents love Glen Ellyn and the hard work that teachers put in day in and day out at Ben Franklin. We have teachers who arrive at 6:30 AM and stay till 5:30 PM. They do this to be organized and they do this because they are overwhelmed with the changes and the amount of changing curriculum they need to get familiar with. I don't have confidence in our leadership of the district or school. I think they grab on to the "next best thing" and jump full force without looking at what "was working" and just improve and make it better.

-- I am not proud of our District as I feel as though the last several years we have been forced to start new initiatives before we were properly trained. It's like we're trying to give the appearance of being cutting edge whether we are prepared or not. A lot of lip service is

being given to putting the child first but many children are not managing specialization well and that is ignored. I am embarrassed by our school board and their lack of professionalism so as you can see there are many reasons I am embarrassed by this District and would not recommend it to a sane person to work in. The undue stress on teachers as the result of no curriculum, uneven sections and lack of support is unconscionable.

-- District level administrators are deaf to the concerns of front-line staff, especially in special education. Decisions regarding changes to the department are frequently made without input from the individuals who know students and without a long-term plan for how to most effectively deliver services and provide FAPE. Related service personnel have a wealth of knowledge, experience and effective teaching strategies that are not tapped beyond individual work with students. While this is the most important part of the job, it is short-sighted to not involve people in the decision-making process. Money saving decisions are being made; however, it is not clear how those savings are benefiting the students on whose backs they are being made.

-- I feel that the PBLs that we have taken on are innovative, yet I feel that they cut into the core of what we need to be teaching. Our students need more time and practice with foundation skills. I do not feel that the administration has taken a close enough look at this and keep pushing it forward.

-- Our Principal has made great strides in our school. She continues to be one of the best principals in the district. [REDACTED]

-- An industrial/organizational psychologist would have a hayday with our district. Our structure, practices, decision-making, and communication is so dysfunctional despite the fact that we are a small district. So many other, larger districts function with much more efficiency.

-- The relationships that I have with colleagues and the rapport that I build with my students and their families is gratifying. Establishing a community of learners that get excited about learning and strive to tackle authentic challenges for the sake of fulfillment that only comes from hard work and perseverance, also makes my job personally satisfying. Personally, I have become more and more embarrassed and ashamed of our district in the past several years. Many of the adoptions and actions imposed upon us are in direct discord with the child-centered mission statement. Additionally, appearances are weightier than substance or best practice when systematic decision-making occurs. Unfortunately, I understand all too well how my work directly contributes to the overall "success" of the district at the heavy cost of frequently going against sound professional judgement because we (teachers) have been told that we have to do it. The atmosphere is indescribably oppressive when a collective body of educators with a combined total of many decades of teaching grudgingly submits to 'the next best thing' because, despite sharing genuine concerns about doing so, the decision has already been made. I have striven to stay positive about the leadership at the building and district level for more than a decade, but can no longer say I have even remote confidence in the leadership here.

-- I have been in this district thru 3 principals and a dozen assistant principals I have never seen our staff, myself included, distrust a principal as much as we do now. I feel as if we are being micromanaged to a point of unprofessionalism. Not knowing what corner our principal is hiding behind or what words are going to be held against us in our next

evaluation has caused many of my colleagues to begin searching for jobs in other districts. He has shown us how a dictatorship in schools looks but we would prefer a good leader instead.

-- I worry about all of the conflict on the D41 Board and often feel that the members are out-of-touch with what is happening in our classrooms AND they often have unrealistic expectations.

-- I feel like we have really good leadership at my school. both administrators work hard and I feel like I can go to them without judgement if I am having a struggle and they give me support.

-- This is a large building. Having 3 people manage it certainly isn't easy. At times, I wish our principal would presume positive intentions of others. Sometimes a few of us feel like we have to prove ourselves. [REDACTED] if you need help with a student or anything actually. [REDACTED] can't be easy. Actually, [REDACTED] Hadley is such a stepping stone. The turnover for APs is disruptive and slows the progress needed. I understand why you would hire people from various backgrounds for higher up positions. Would love consistency.

-- the constant in-fighting at school board meetings if embarrassing to me as an employee and a homeowner in Dist. 41

-- Teacher observational evaluations lacks consistency. Feedback is inconsistent from one teacher to the next. Comments seem to reflect on negative rather than the positives.

-- I have concerns about some of the school board members and the direction they seem to be taking our district and their personal agendas. I'm not sure if that qualifies as the "leadership of our district" or if that question pertains more to the administration.

-- Superintendent trying to remake our schools into Northglenn CO east. Superintendent not experienced in this job title. Superintendent lacking knowledge of this community. Some school board members playing devil's advocate.

-- We have a great school district because of our students, staff and parents. I selected agree with "I am proud of our district" and not strongly agree because of the two new Board members. They are a negative force in the district which hurts the entire community. They need to stop the games they play every other week at the Board meeting. And please tell the two new board members to stop having their cronies speak at the board meeting. It is so pathetic. They talk about transparency all the time but they are the least transparent group going.

-- I love working in our District and am proud to be a part of it. I respect that we are a forward thinking district and are one step ahead of other districts when making decisions.

-- I have tremendous confidence in the leadership in our district, however I feel they try to respond and react to any criticism they receive from parents, the school board, teachers... I respect the effort to recognize competing interests and reflect those interests in our curriculum, but there is a tendency to abandon initiatives as a knee jerk response and this

has resulted in excessive changes to curriculum and instruction from year to year.

-- I believe leadership is well intended, even if I personally disagree with some actions/decisions. My building principals are amazing. They treat us like humans who have various personal and family needs. They've always treated me with kindness and compassion--I could not imagine working elsewhere.

-- I do not believe SOME of our Board Members are for the better of our school district - more about picking on specific administrators. I think there is a lot of picking people in the crowd to bring up "issues". I think if a Board Member has a problem with an issue - the Board Member should be resolving it among other board members and discussions with the administration directly and not involving parents from the schools and creating hostile environments. Some of our Board Members are NOT professional at all - more like bully's.

-- I am concerned by the changes in our school board over the last year or so. The negativity has has a huge impact on staff morale and effectiveness. As a result I would not encourage others to seek employment here.

-- The principal [REDACTED] make an effort to make everyone feel welcome. In addition, this year they have made the process of decision making transparent to the staff and invite questions and feedback.

-- While I have confidence in the leadership in our district, it is based mostly on one person with whom so much depends upon. I would have greater confidence if the district leadership would come to each school once per trimester/semester to have an informal conversation with the teachers. We do this with "coffee with the board", why are teachers not considered a part of the same process?

-- "Don't know" for pride in our district is based on the way in which our School Board meetings represent us as a whole district.

-- I am very lucky to be in a career that I love. I am able to enjoy every moment with my students and love planning and preparing for them as well. I wish our district leaders would value and seek out the TRUE feelings of its staff. Some serious work would need to be done in this area. Many staff members are now programmed to "yes" administration (from being told they are negative when they bring up good questions, being told they don't "understand" the district vision, or any other humiliating and untrue ways that we shut people down). I would love to get to the point where a survey goes out and I don't hear "I stayed middle of the road because I'm not sure it will stay private." I would love for coworkers to speak freely and honestly because that is when our district will really soar.

-- Administration is not reflective of what they hope to achieve; they are not collaborative, nor do they communicate, which results in a lack of confidence in the leadership.

-- We hVe too many initiatives going on and I do not feel we are solid in any of them. Our district is disjointed between schools and the district does not equalize what is offered.

-- In my specific area of work within D 41, I do not feel particularly proud of the department that I work in or of that specific administrator. The decisions made at that level do not seem to be in the best interest of those children who are the neediest and yet affected

by the changes in restricted placement options available to them.

-- Ben Franklin is a wonderful place to work.

-- - I am proud to work in a district that fosters creativity and innovation. - I am proud to work alongside colleagues who are incredibly committed to excellence and the success of our students. - However, changes are made for the sake of making changes. Not enough time is spent on seeing something to fruition before it is changed again. - Decisions from the leadership are made without addressing the people/teachers it would effect. - Teachers are not consulted on their opinions.



Glen Ellyn School District 41

2015/16 Staff Insights Survey

Comments

Work Environment

Comments/suggestions:

-- Special education staff is given iPads with which to work. However, we don't have control over or input on the content of the iPads which greatly limits our ability to work with them.

-- In general, I feel safe at school. However, I do not feel safe in the event of a lockdown. I work in a central area of the school, and there is no way to quickly secure my location.

-- There are community members who feel it is their place to insult and bully employees of the school district because the individual community member has an opposing view to one of the school district's goals. No one from the board or the district administrators has ever stepped up and spoke out against the community bully. There are also some Administrators who feel it is their place to assume that it's ok to push hard enough during a disciplinary feedback session to make a reprimanded individual cry and be humiliated. I'm sure if the tables were turned, this may not be happening.

-- Maybe this question will be on a subsequent page, but I wanted the inclusion of the statement "Teachers feel safe at school" because it is an area of concern for me, an area where I would score "Strongly disagree." In my opinion, teachers and administrators, especially administrators, are being bullied by a union that has gotten caught up in the trivial, the whining, and the minutia and lost sight of the larger need to support the most effective teachers, programs, and practices. Many - if not most - of failed programs, ineffective teachers, examples of poor instruction are the direct result of a union that, at the very least, engages in a sustained and negative behavior that impedes the ability of an administrator to perform his or her job.

-- Without having a math primary resource that teachers can use, there is no consistency of what is being taught throughout the district. Teachers are constantly having to seek out their own resources or create materials to try to meet the diverse needs of students. A math fact fluency program was rolled out this year with no training and no ideas of how it should look in our classroom. It made it very difficult to do what the district want us when we had no

training in the matter. Also, there was an incident in a classroom where mold was found behind posters and I do not feel it was taken care of well. It was painted over without being scraped, primed, and treated.

-- Our school has a great reputation and a positive culture. Staff members are friendly to one another. I personally have made very good friends at my school that I enjoy spending time with at lunch and outside of school. I believe staff treats students with respect and for the most part students are kind and helpful to one another.

-- I do not want to write curriculum. I want to TEACH...get me curriculum.

-- The work load is very very heavy for my position.

-- I work with a diverse population of language learners and am proud to be part of an equally diverse and culturally aware staff. Churchill demonstrates a clear commitment to addressing the needs of all students while building cultural awareness throughout the entire school.

-- Spread too thin & teaching multiple subjects takes away from planning/resources/PLC time.

-- Technology needs to be addressed. If they want us to use less paper, every child needs a computer. We also need things that work.

-- The workload of a teacher in district 41 can be unmanageable at times. The lack of curricular resources requires teachers to build a new curriculum for their students every year. It is a daily challenge to find resources and create lessons that meet the huge variety of needs of the students in my classroom. I am excited that the district is looking into some curricular resources for next year! This will help ease teachers burden of having to find materials to use for instruction. It will be easier to differentiate and meet the needs of all students.

-- Our Institute Days could be cut back with 2 less. It feels like filler and we are not required by ROE to have that many Institute Days. Teacher specialization has led to less behavior accountability from students and the behaviors have plummeted.

-- I was on the fence about "the amount of work I am asked to do is reasonable"... almost said "disagree". I think A LOT is expected, and sometimes I don't feel like I can ever "get ahead".

-- Our safety (safe in place, firedrill etc) procedures need to be practiced more often! I am always uncomfortable when we allow people into a classroom unannounced even though they have been checked in the office (but the staff member has not been told). We also let past employees into the building much too freely to visit with past co-workers.

-- I have spent literally thousands of dollars over the past 3 years buying resources for my classroom. There is no curriculum, and we have to create everything from our own gradebook to our own assessments to the curriculum to the remediation or enrichment work and even homework. The HOURS of time spent on creating this mountain of work is ridiculous. Yet every year I find myself throwing out binders of the work I've created

because the district has changed curricular ideas yet again. Trying to keep on top of the endless and varied tasks that I am required to do has effected my health, my quality of life, my relationships, my other social obligations etc. If there is one clear message I would like to be heard by the BOE and the administration it is that there is a COST to all of these endless and varied initiatives, there is a TOLL that is taken on teachers, there is a terrible PRICE that is paid for all of these constant changes, and teachers are paying that price with their health, their marriages, their relationships with their children, their mental well-being. It is NEVER acknowledged, never addressed.

-- Newcomers to the country need more ESL support than students who are almost ready to exit the program. I don't have the resources or time to meet the needs of students who have very low English proficiency.

-- In some of the grades there is definitely bullying going on behind the scenes, but overall most kids at Hadley seem nice, caring and get along.

-- Crowded classrooms are unsafe. There are daily occasions in which I feel I cannot safely navigate my way through the classrooms. I beleive 20th century furniture is unsafe. Every day in every classroom I see children who either stumble over another's chair OR fall out of their chairs themselves.

-- 21st century classrooms are unsafe (would be difficult to exit in case of emergency) and difficult to approach each student and move around the room effectively. Some classrooms are overcrowded. Each student needs their own tablet or ipad. Students do not always follow Ben's B's in the classroom and in the hallways.

-- Our classrooms and schools are well maintained: I responded to this statement the way I did because I have mold in my room and find mouse droppings. I worry about my long term health due to these conditions.

-- While I have been given multitudes of materials, there is not a scope and sequence connected to these materials. Thus, we have boxes of materials that we are expected to plow through, as we create each and every learning experience in our classroom. With this lack of alignment and organized design, we am continually creating our own assignments/assessments with our PLC groups. I've been hired as a teacher, but, so much of my time (and time of my own) is spent in every other aspect of delivering a lesson. I find the materials, I coordinate the materials based on the Common Core Standards, I design the pretests, the class materials and the post tests, I spend hours copying it all, then, after the actual learning experience occurs, I assess it, record it and log it into the report card system.

-- Technology support is inconsistent. The only training I received was "on the job".

-- In the last couple of years, department budgets have been cut enough that it can be difficult to purchase the materials needed to teach my classes. In prior years, we would be asked what our anticipated budgetary needs were for the following year, then decisions for budgets were made based on that. We would have a discussion whether certain items were really needed, or could wait for another year, etc. Now, budgets are set based on erroneous assumptions, and this has made providing materials to the students difficult.

-- Teaching has changed. It has become a very big, multi-layered job.

-- In order to continue to learn and grow professionally I would like to be able to attend state and/or national conferences. I think the amount of work asked of us continues to grow each year. Most teachers can not complete all that needs to be done during the contractual hours and spend many hours before and after school and on weekends to get the job done.

-- Teachers today can in NO WAY fulfill the requirements asked of them within the planning time allocated (unless they only teach children that are in the 85% or higher on MAP/PARCC scores). Frankly, there is too much expected of them and they are set up for failure. Some teachers have to prepare for more than 2 subjects or levels and grade for 150+ children. Within each substandard, teachers are required to formatively assess up to 150 students and put that into a gradebook during their 45 min plan time. Within each class period, teachers are required to offer at least 4 different activities of engagement to keep students "interested". Also required are smartboard slides to guide each of these engagement activities and technological activities to match each of these engagement activities. Small groupings in Literacy and Mathematics require teachers to plan for at least 3 different reading or math levels per day, per course level. Multiply that by 185 days. Beyond content standards to assess, teachers are required to assess accountability, behavior, assignments and preparation based on an intricate rubric. Communication with 150+ parents is ever-accessible and daunting. I would like to meet the most highly qualified teacher who can do all the planning, all the assessing, all the technological training and all the communicating that is required within the work day. In addition, planning time is reduced by parent meetings, IEP meetings, and too much collaboration. How about providing teachers collaborative time to develop the best questioning techniques to get kids to think, rather than do? How to fix? 1. Each teacher can have at MOST one course for which they must plan. Students who are leveled in courses and are below 50% on MAP should be in co-taught classes with the MOST QUALIFIED teachers (not aides). 2. Put one teacher and one classroom aide in each of the classrooms with students in the 51% - 79% MAP range such that small group instruction can be guided and behavior challenges can be managed. 3. Priority for these additional staffings should be aimed at the high-stakes testing content areas: Literacy and Math. 4. Require 90 minutes of instruction for high-stakes testing content areas: Literacy and Math at grades 6, 7 and 8. That would entail hiring more math teachers and decreasing the number of electives for students at grades 7 and 8. 5. Decrease the number of assessments and grades required. Decrease Work Habits.

-- There are a lot of materials I have to create myself.

-- I feel as though I am expected to "do it on my own" for so much of my job. Yes we have teams, yes we brainstorm ideas together, yes we work together, but the classroom teacher is responsible for more and more as time goes on. We are teaching more and more (things that are above and beyond, things that students should come in with, things that are developmentally inappropriate, etc). I think that with the time we have, we are given as much training as possible, but with everything always being new, it's never enough. We need to slow down with how much is introduced and changed each year. Not everything has to be a new innovation each year.

-- cleanliness of facilities is inferior to past years.

-- Curriculum written by teachers does not differentiate enough for needy students. The only support has to be through the classroom teacher. There are not enough consistent, research

based interventions to assist all of the students who need support. Tier 3 is just not a factor!

-- There are adequate opportunities for PD but often times staff is ridiculed by members of the community for attending PD which makes it difficult for staff to want to attend.

-- The internet connectivity and band width needs to keep up with the increase in usage. Often students are unable to connect when doing research, connecting to learning sites, or using their laptops to support their learning. Professional development most often centers around assessments, data, and math. When valuable out-of district speakers cover needed topics, they often say " I normally do this over 3 days, not a half day." Maybe they can loop back and do additional half days with district level teams. Teachers should be issued laptops for teaching and creating 21st century learning lessons at home. The focus should now been on integrated STEAM curriculum, rather than separate Math curriculum. Stemscores will be a great benefit. District committees and professional development should be cross-cutting STEAM, versus just Math. Too many great teacher/student learning sites are blocked (fire walled). Getting permission forms and process itself is too cumbersome to get things unblocked or added. PBL, STEAM, and 21st century learning is highly engaging and helps to create lifelong learners.

-- Curriculum: I feel we are still lacking in consistent curriculum and teachers have to piece meal things together. This leads to inconsistencies in instruction and learning.

-- In my position, I'm fortunate to have 1:1 technology everyday. I would love to see this expanded to all of the elementary classrooms.

-- Our school needs a staff room for eating and connecting with colleagues. The bathrooms at our school need a face-lift. I think some of the odors are from beneath the surface.

-- Planning time is not consistent for me. The ratio of positive to negative feedback is off.

-- There are only 10 computers with 27 students in the class.

-- Churchill needs more resources appropriate for our population of students. Teachers are expected to do a lot. We could use more support from our coaches.

-- We have lots of resources but often they are long booklets with tiny print on the computer which take far too much time to go through in order to use effectively to create lessons. When we ask [REDACTED] they could do the research and provide us with a lesson, we are told no or that they will be happy to sit with us to plan (of course this can't happen during PLC time). [REDACTED] work with kids. They will test them, but offer no support. Our school is filthy and stinky. I don't blame this on the janitors because they're not given any direction on how to deal with equipment and other materials placed in the hall by teachers. We had a pile of mulch sitting in a door that people walked around for months. We have had broken drinking fountains and toilets for months (some are still broken). We have a hallway filled with equipment that is not only an eye sore, but a fire hazard. We have trash in entrances that has been there for months. A leader would walk around the school with open eyes and look for opportunities to organize and maintain facilities in a better way. We have a "lab" that used to be two classrooms that has not been used for years. It is a dropping spot for junk and unwanted items. Teachers have to leave their rooms during FLES (which by the way - nobody understands is NOT adequate plan time). This space

could be converted into classrooms for FLES teachers or all day kindergarten or space to work with students that need help. Our tech helper at our school is fantastic and helpful, but the head of technology doesn't update our iPads with current apps. We receive e-mails constantly about problems with things. MAP testing is always a surprise as to whether things will be working properly. As far as training, we are pulled out of our rooms way too much. Institute days need to be utilized more effectively, rather than pulling teachers from valuable class time. I am not afraid of hard work, but knowing that the curriculum is going to be changed from year to year keeps me from wanting to dig deep and spend lots of time on developing lessons that will only be used once. It is time consuming to develop engaging lessons and we are not allowed to do it during PLC time. Students are stressed and behaviors continue to get worse. The older grades have two teachers and the younger kids are trying really hard to get through the long day, but it is too much for them and they act out. Building a classroom community is much harder than it used to be. Sending the youngest kids to the principal's office is difficult when they come back laughing and have had a good time. Often the principal doesn't follow up with the parents. We need the support.

-- While there are many learning tools afforded to teachers, what is needed is human capital. There are so many student needs that it sometimes feels impossible to meet the needs of a diverse student population with just one teacher. It would feel like the students would get what they need if there was enough teachers giving students what they need (i.e. ESL teachers for our lower language proficiency students).

-- We use our resources appropriately - regardless of what some community and board members think

-- There are so many great resources that we have, I would love more support in filtering through those. It takes so much time to know them all on our own . Maybe a PD day where we just have time to look through it all would be helpful.

-- Professional education budgets and supply budgets have not been shared for special education staff. We receive building based funds for some supplies. We are unable to purchase an online program that would benefit many of our neediest children. Only a few members of the team have had professional development paid by the district. All members should have equal opportunity for professional development. Our iPads are old, with limited memory, limiting the number of apps that can be added. We are unable to purchase or add free apps without going through an arduous process, that can take months.

-- Our infrastructure at Hadley will not support the technology that we have or will have. We HAVE to fix that or staff and students will continue to be frustrated.

-- I would like for staff to be able to respond on the school day length and building/district schedule with comments/successes/concerns.

-- The students that I work with need additional support academically, socially, and emotionally and the other students at the school help with that big time. They talk to them all the time, they take time to explain the instruction over and over until the other children can properly grasp it and they make them a part of the group and that is what matters big time. For all students to feel apart of the process and feel like they are giving their best effort on a daily basis.

-- Often times, first thing in the morning, the outside doors leading to the portables are unlocked. I have mentioned this on several occasions to different people in the building but they continue to be unlocked. Anyone could walk in.

-- There is always "too much" work that can be done, but all in all, I am very satisfied with the hard work, and children are working hard too. Hard, but happy.

-- Not having a set curriculum has been exceedingly different. We are always given professional book after professional book, after another. We spend far too much time making our own resources. It is not consistent and the new grading scale has proven to be exceedingly difficult as well.

-- Forest Glen is a great place for students, parents, and staff!

-- We are weak with curriculum. We are constantly making up our own curriculum. Our teachers spend so much time looking for resources and designing our own lessons etc. It is exhausting. I have opportunities for pd, because I actively search for pd and pay for workshops myself. I love the people I work with. They are a huge part of my satisfaction with Churchill. Our classrooms are older and need some remodeling. We don't have enough computers in every classroom. It is very frustrating to do something with laptops and not have enough.

-- Reading/Math Interventionists need to have a teaching degree but are not hired as teachers, they are hired as aides. The work we do is not equivalent to a teaching position but we do more work than an aide. It falls somewhere in between. With the shorter amount of plan time and the new programs I am learning this year, I am always bringing work home with me so I am prepared to teach my students. We are also collecting and entering data and lesson planning on a daily basis. There are many times we are working through breaks and lunch because there is no other time to prepare.

-- Changing curriculum every year is difficult. Being asked to teach and create a curriculum at the same time is overwhelming. Not all classes even have resources or curriculum to use.

-- We have constant problems with our Internet access now that all students have Chromebooks. There is a frequency of slow Internet access or sometimes not at all when Chromebooks or labtops are being used by large numbers of students.

-- na

-- adapted physical education is not an option for students who need it. non English speaking students come to my class without any help difficulty special ed students are in my class and need 1 on 1 attention but no aid or additional support is present

-- The basement at FG has caused many staff members to feel ill. (headaches, sinus issues, allergies) There is a different smell once you go to the basement. The teacher's lounge is also not very clean.

-- Budget has prevented us from being able to go to professional development that is not offered by the district.

-- I appreciate the support staff. They help to keep the classrooms manageable for students who need extra supervision. Without them, our jobs would be much more difficult

-- I feel all students should have the opportunity to have access to a laptop. 1:1 in all grades and removing the iPads would be helpful. Students in the hallway are very disrespectful and do not listen to the teachers.

-- I answered the "safe in school question" through the lens of D41's efforts to have safe schools. I think to feel truly safe in school, there needs to be significant gun control reform, at the federal and state level. That said, I think D41 is doing all it can in light of the current context.

-- We do not have enough resources for the students who are struggling and need interventions.

-- The diverse population is sometimes hard in literacy because the rit bands are so wide. It would be easier if bands were smaller to really hone in on what the kids need.

-- There are too many tech resources out there that teachers can't know about as our school lives which overtake our real lives are too full. We need tech teachers. If this is the future how can you continue to ignore this type of focused support to student and teachers. 25 minutes a week of tech training that isn't even coordinated with classroom teachers is not enough. The kids are wonderful! They always try to do their best and are interested learners.

-- As a member of the non-teaching staff, my professional development needs are consistently disregarded. District PD does not maintain my state licensure and District administrators have not provided opportunities/permission to attend PD or provide PD that will improve work with students. The PD focus of the District has not made my work better and has created feelings of disengagement. The District gives classroom teachers regular opportunities to improve their practice and maintain their licensure, while not affording the same opportunities to others. One clear example is the expectation that related services staff miss the one of two annual opportunities for CEUs through CASE to receive training in a computer system that will likely take 2 hours and could be provided during the school day, as other district priorities have, such as SIOP. "Budget" issues have been cited as a reason for not permitting people to attend out-of-district workshops; however, the District consistently spends large amounts of money on items that do not directly relate to student achievement, such as furniture.

-- I feel at a loss sometimes with what to do to truly differentiate with my students in small groups. I feel that I am on my own a lot with planning and am always hoping that I am doing the correct thing.

-- Would love to have a sometimes added for an answer.

-- Schedules this year are uneven. A Week and B week are different and some days are overloaded as a result.

-- For the most part children treat each other in a highly respectful manner, but in a school with a wide mix of students, including some that have difficulty understanding the

boundaries of others due to social/emotional or autistic spectrum traits, "respectful habits" need to be continually retaught.

-- Our classrooms have the trash emptied and the floors swept. That is all. We find mouse droppings on our desks, hair and dirt just get waxed into the floors, mold grows under desks, dust clings to air vents, and sinus infections are rampant. We are not given the same opportunities to seek outside professional development as we were just 5 years ago. Teachers used to be allowed to go to one professional conference per year. Now we are either told no, or the principal pre-determines who will be invited to go for additional training. We have been handed a manual in lieu of bringing in a trainer. It took almost a full calendar year to have supportive software installed for IEP students. The district has seemed to cut so many corners, it's now round. Very different from when I first started many years ago.

-- The two week schedule is hectic. There isn't enough classroom time to get many things accomplished in the classroom.

-- Response to materials question: After a number of years with the common core, I feel that we should have had more direction in the development of our curriculum in the beginning and that to bring in a new math "program" is a waste. If a teacher knows the core then they can and should create curriculum to help their students learn it. No single program should be relied upon.

-- Outside PD has been greatly reduced and it seems that the influence of 1 particular community member has impacted our judgement greatly to make decisions when it would be appropriate. I am a teacher who is constantly seeking to grow and further develop my skills. Some teachers and professionals in the district require approved professional development to maintain specialized certification and licenses. The district should support this as they had done in the past.

-- There is not enough time in the day to meet the demands placed upon the classroom teacher. There is a lot of time spent outside school hours and weekends just to keep up with the everyday rigor.

-- The most precious resource teachers have is time. This year 1st, 2nd, and 3rd grade teachers literally have zero minutes between 8:15 AM and 3:30 PM (excluding lunch) for personal planning and preparation of materials/lessons inside their own classrooms with access to personal materials. Most materials and supplies that have been provided by the district or building for me to perform my job, have been given in an untimely manner (including notification about required district assessments after administration deadlines). There is no consideration for the fact that new material takes time to personally digest and then incorporate into an already overcrowded curriculum. I feel unsafe when it comes to sharing my ideas and opinions as a professional as they have been used against me both personally and professionally in recent years. Technology in the primary grades is about 1 to 3 (missing and damaged devices can take 1/2 a school year to be repaired or replaced if they ever are) whereas it is 1 to 1 at level 3. Little, if any, training is routinely provided. Teachers that are moved from area of specialization to another or are required to teach both areas of specialization at the same time, often receive no training for the new area (unless receiving boxes of content area materials constitutes training). It is not uncommon for me, and others, to routinely work 10-14 hour days in order to attempt to accomplish all of the

work that we are asked to do. Some spouses/loved ones even provide several additional hours of free labor to alleviate some of the burden. I do not consider this a reasonable request/requirement. We continue to have some children treating other children in a disrespectful manner. At times, the aggressor is not adequately dealt with while the victim is further victimized by being removed from an environment or reassigned to a different class in order to be separated from the aggressor. It should be the other way around.

-- I feel safe with my students and staff. Just not with our leadership.

-- Unreasonable expectations. Teacher time is a LIMITED resource - demands are way out of line with what is achievable. It makes teachers feel inadequate even though everyone works extremely hard.

-- There will always be students who are disrespectful and so it can be hard to focus on the overall "good" of the rest of the students but I feel like students in my school are generally very respectful. I do think that some of the parents ask a lot of teachers. As an example a parent expected me the teacher to teach their child how to tie their shoe and that is not what I am here to do (even if I teach primary). The district has to do what the state asks so I feel like a lot of the "pressure" felt is actually a state/ legislative issue more than a district issue.

-- I have many professional materials, but their is not a primary teaching source. Also, the module schedule for grammar and spelling is not complete and resources listed are inaccurate. We need to have more consistency across the district in these areas.

-- I feel that teaching PBL really seemed like a good idea at the time it was presented. Now I feel that it isn't. Finding materials for ALL students to do research with is very difficult as usually falls in the hands of the teacher. During the time of PBL, students regular routine is off. There is very little time for small group instruction.

-- Some students are immature or mean. They might not even realize it. Most kids are great. Middle school show so many social-emotional stuff going on. Teachers here are great. They go above and beyond. Probably need more recognition on a monthly basis. You hear grumblings that the men in the building are favored. I don't know if I agree with that, but I can see why several women would stay that. Wish our budget wasn't cut smaller or we had newer furniture like the elementary stem rooms. Our kids need to be moving too! Time and again, the wifi issues at Hadley have been so annoying. I shouldn't of had to troubleshoot that much. The wifi is better. I would like to use the chromebooks more, but not having the flash player is quite limiting and less interactive. By the way, limiting Kahoot was so annoying. I shouldn't have to be blocked if one teacher did a poor job monitoring the search feature. The kids love it and it expands their vocabulary and understanding. Yes, I have socrative but the excitement level is less. You should really reconsider this decision. Especially since the tech department doesn't know what it is like to teach 47 minute classes, keep them engaged, expand their knowledge, and pace the lesson.

-- I look at resources as additional staff support or programs to help the diverse population. We have made great strides using co-teaching and support classes, but it seems to be students entering Hadley with a 10 page 504 who really require a daily support system in addition to what a classroom teacher can offer.

-- Curriculum often not in place. No math series, no literacy series, no workbooks, etc.

We're given main topics but need to locate our own resources and teaching materials. Too much emphasis on standardized test scores.

-- Karen Carlson and Laurie Campbell do an outstanding job of making sure teachers have the necessary materials that we need in the classroom. I am so glad we are moving toward a math resource. I love the Units of Study Karen and the team have selected for teachers. The work we did as a district on the curriculum was outstanding, but it is time to move forward with a proven resource.

-- The resources available to classroom teachers for addressing the needs of students with language acquisition challenges is inadequate. When new technology is introduced to the district, there is inadequate training.

-- I see that now [REDACTED] spread across all the schools rather than directly at our school, there are issues with Technology that we have to wait on more and more as they come up. They always come to the school when called - but when testing is going on - someone should be in the building.

-- We need more interventionist/instructional aides that can support our non-English speakers (ESL students). I think all related service providers should be allowed and encouraged to attend their respective association conferences and maintain/obtain certification through them as well. Access to several training opportunities should be made available to related service providers and they should be able to decide if these would or not apply to their work. The amount of work is reasonable but like many of my colleagues I take home work because of lack of time during the day.

-- I was able to go to [REDACTED] which I was SO grateful for because this year it pertained to my development as as [REDACTED] My only complaint is that I wish I was able to get a laptop since I travel on occasion for [REDACTED] for the district and I know other districts provide [REDACTED] with this.

-- PD with planning sessions are highly valued. [REDACTED] guided planning sessions, build teacher capacity, and provide guidance for differentiation strategies and activities.

-- We do not have a set day to day curriculum which makes the job very difficult. We also do not have resources to meet the range of needs in our classroom. The majority of our materials are for on grade level learners, so anything you need to differentiate you are on your own.

-- I do not feel safe at work when the doors are open to any adult after school without the Raptor program in place. There are still children in the school after 3:30 and we don't have any accountability for adults who enter the building. Students who are falling below expectations do not have any plans in place for math. We used to have training on some programs or some help with assessing where the gaps are. That does not appear to be in place any longer. Maybe there is no perfect program, but there should be a plan in place for these students.

-- I think that a teacher has to EXPECT a lot of work outside of plan time. Having said that... I really feel the LACK of personal plan time this year with the new schedule. I have

always taken a considerable amount of work home, but this year it is a bit extreme. I think again, a balance would be good. 45 minutes per day is too much PLC time. 30 minutes per day is too little plan time. I wish we would make decisions based on what is truly going to help the teachers get work done for their students. The biggest job a teacher has is planning for his/her students. More support in this area would be appreciated by all. Many coworkers have mentioned "feeling" the lack of personal plan time this year. It has to get done somehow. That somehow is on our family time... or some just do bare minimum. This is an issue we really need to look at if we value the quality of our instruction. Thanks for soliciting feedback ...and I sure hope it is used to make improvements vs. covered up or skewed.

-- I feel the district needs to do a better job at providing teachers consistent curriculum to teach the students. Teachers are given the common core standards and then a list of page numbers from resource books that they have been given throughout the years. Teachers need recommended mentor texts and lessons spelled out for them so they are not constantly online buying and creating new materials to use to meet the standards.

-- A lot of the professional development that is provided is not always relevant to my work. It would be more beneficial to have professional development in people knowledgeable in preschool and/or special needs.

-- With so many new initiatives, it is difficult to feel that we are fully prepared to do our jobs effectively. Though we find a way to "make it all happen", there is a cost involved- emotionally, mentally, and physically. I am not sure my efforts are fully understood and/or appreciated.

-- Although we have a plethora of resources, we r not given clear training as to how to use them, nor are we given ample time to figure it out.

-- With more special ed students and students with varied disabilities in my room, it's hard to reach everyone. A stronger co-teaching model with TIME for special ed teachers to work and plan with reg. ed teachers is necessary to meet needs.

-- I agree that I have been given the supports I need to complete my job; however, I feel as though it took a while to know exactly what was expected of my in this position. In addition, special education classrooms are harder with regards to having students in my class help each other learn based on their developmental skills/

-- As a specific certified staff role, I am often not allowed to attend workshops that are required to maintain my certificate as I am expected to attend district institute days. This is very frustrating as half of my recertification hours are required in my specialization, and yet I am often no longer allowed to go to those workshops. As far as the amount of work that I am asked to do being reasonable, I cannot agree with that statement. Until staffing changes have just very recently taken place at my school, I have not ever, in my entire 17 years with D41, had plan time. I am a teacher, who does lesson plans (just like every other teacher), who does goal updates (similar to report cards - just like every other teacher), and who collects data (just like every other teacher), and yet I have not been able to get daily plan time as that would mean my students would suffer or be placed in groups where they don't belong. That, along with immense amounts of paperwork, goes along with my job of which all of the listed above is done at home. Thankfully, this has just recently been changed

where I am allowed 20-30 minutes per day of plan time, but I fear for the future as I know staffing in my area of specialization is always on the conservative side, rarely taking in move-ins and allowing for our plan time let alone PLC time with grade level teams. It's disheartening that we are not viewed as important as "regular" teachers within the district and often feel that we are the "dumping ground".

-- Great learning environment.

-- - I believe teachers should be provided more than two days of professional development per year. I believe we as teachers should continue to improve and develop just as we expect our students to. Having more professional development would not only improve our work but it would be a model to our students that we always feel there is room for improvement as well. - I am blessed to work with such incredible colleagues who are committed to student excellence and success. - We are in need of improved facilities to meet the needs of our students and our classrooms (Hadley). Space is very limited and very often, we have to alter our plans due to the limited spaces already being reserved by someone else. - Specialists are available for many purposes (ELL, math, literacy, etc) to help meet the needs of my students. - [REDACTED] is an incredible resource, both for technology needs and other classroom needs. - We have very limited time during the school day to accomplish our planning, curriculum work, and regular teacher obligations, due to regular meetings being scheduled upon us. - The transition from the portables (outside) to the main Hadley building (inside the Hadley walls) is not a safe situation for students: inclement weather, possible threats to the school, etc. Students should be inside and kept safe within locked doors at all times. - Students are generally respectful, but work is need on proper group behavior, and we need to keep working on the anti-bullying curriculum.



Glen Ellyn School District 41 2015/16 Staff Insights Survey Comments Communication

Comments/suggestions:

-- There is communication missing between the Hadley building principal and our director of special education regarding special education matters. The department hears different information from each source.

-- There could be more communication regarding school information given to CSO staff, but overall I feel we are in the 'know'. Communication is good at CSO, so will assume it is good at the buildings as well.

-- School administration does an excellent job communicating with teachers and staff both formally and informally.

-- There are also some Administrators who feel it is their place to assume that it's ok to push hard enough during a disciplinary feedback session to make a reprimanded individual cry and be humiliated. I'm sure if the tables were turned, this may not be happening. There are times I feel like I'm the last to know things Administrators are communicating. Instead of hearing directly from an Administrator, I hear it from a coworker that may sit by me.

-- District initiatives are constantly changing or are forced to be implemented all at one time without consideration to what is best for kids or teachers. Oftentimes critical things are not communicated due to everyone's busy schedules.

-- There has been improved communication this year regarding my role due to increased professional learning community time built into the schedule.

-- Many times we do not know everything that is happening that we should. We only get credit or recognition when we are observed.

-- When I indicate needing credit/recognition, I mean that I want to be recognized in my evaluation. Recognize me when it truly counts - I don't really care about trinkets and little affirmations. Honor my work on my evaluation.

-- There has been a disconnect between the subject matter task forces and teachers for the last several years. Assessments, evaluation tools (rubrics) and unit plans have not been shared with teachers in a timely manner. This makes it difficult for teachers to plan for instruction with "the end in mind." Hopefully, this will be quelled with new curricular resources that contain all of the components for instruction and assessment.

-- Communication is minimal. Important information about students is not shared and if it is shared it is not in a timely manner. We are not allowed to have an opinion that differs from our administration or it will go against us in evaluation or some other form of retaliation. I know what is expected- do everything the principal/assistant principal asks me to. Don't question, don't offer another suggestion- just fall in line or you will be fired.

-- I never feel free to share my ideas or opinions. The last survey was shocking in how little I felt the results reflected our reality. Working conditions are terrible, yet we were told that staff was "satisfied" and those results were headline news in local papers. When I do share my thoughts and concerns they are never addressed or even acknowledged. For example, 2 years ago teachers were asked to give up 3 days of their summer vacation to attend PBL training. The alternative was to do 3 days of the same training during the paid school year. So, some of us gave up our 3 days in the summer to attend training only to find that our colleagues who didn't give up days in the summer were only required to do 2 days of training. When we brought up the inequity of this and asked how we were to be compensated the whole issue was ignored, swept under the rug, and admin acted like it never happened. Very disrespectful. To this day it has never been addressed.

-- I don't really get kudos for doing my job well but I do believe that administration know I do a good job with what I have been given.

-- We are kept informed with daily emails, district digests, staff meetings, and meetings within our immediate co-teaching groups. I also feel that I am able to approach anyone of my colleagues to confer, receive feedback, or keep informed about any questions that I may have. The environment is open and welcoming, and I feel that from the district on down to the schools, we are invited and encouraged to always have our voices heard.

-- I feel comfortable sharing my ideas, as long as they "go along with" the District's agenda. I have strong concerns about several of the recent initiatives, yet, concerns are often labeled as "non issues" at any meeting in which they might be shared. Thus, I am NOT comfortable sharing any concerns, knowing there is little interest (or no interest at all) or hope of it making any difference, as the agenda for this district is already set and I am, but, a small cog in a very large, fast-moving wheel.

-- Communication from building administration is often lacking, or even more frustrating, decisions are communicated, then changed without communicating the changes. We are expected to be using the current technology in Google Drive to communicate, keep calendars, etc. However, in order to find out what is going on in the building, we are required to check at least 4 different calendars rather than having one central calendar on Google calendar. I feel like there is a great deal of mistrust between the staff and administration in the past two years, to the point where I have been told by other teachers that they do not plan to fill out this survey due to fear that they will be identified and sought out by administration. It has been made clear to many of us that communicating

disagreement to administration or "asking too many questions" will result in reprisals, including lower scores on evaluations.

-- Things have improved in the areas that I marked disagree but I did not feel comfortable making agree. Often decisions are made without any explanation or reason explained. ~ it feels disrespectful

-- Communication needs to improve on all levels. I have seen some improvement at the building level this year and hope it continues.

-- Communication is a two way street. I think our building administration does a fine job with daily email messages that are my responsibility to make sure that I read. Coaches send out weekly message to help keep staff informed about the different content areas. District administration also sends out messages and recently updated the website in an effort to improve communication.

-- Interestingly, the long-range plan and goals of the district are aligned to constituents that are not the "single-most important factor" in student achievement. District administrators want to keep their jobs so they do what is necessary to satisfy constituents. Building administrators want to keep their jobs so they do what the district administrators want them to do. Interesting cycle that has nothing to do with student achievement.

-- I know that the long range plan is being reworked. I am looking forward to seeing what direction is set as a result of that plan and how our school fits into that plan.

-- Communication is an area that I feel we do well!

-- Not all in place protocols are followed by staff

-- CSO administrators do not have an idea what teaching core standards is like in a primary classroom. They initiate curriculum that we have to implement without materials or consistency from year to year.

-- I'm not sure there is any teacher or student recognition systems in place to recognize the advancement of STEAM, PBL, innovation, and 21st century learning in the classrooms. Individual teachers are doing it, but it is not yet systematic. MAP scores seem to be the most highly regarded reflection of student learning and teacher effectiveness. I have a good understanding of the long range plans of the district. I'm hopeful we stick with the STEAM, differentiated, multi-age plan.

-- Administrator feedback is something that our building is working on. There was progress in this area earlier in the year, but it seems like it's fallen by the wayside a bit in the second trimester.

-- Feedback on my evaluation is lacking even asking for suggestions and support from the principal. There continues to be lack of communication from CSO, special education department, and administrators to help us all be on the same page, understand expectations, and be able to be proactive.

-- I believe if my opinion differs from the district that it is viewed as complaining.

-- Communication, expectations, and consistency within our building needs improvement. I don't have a good understanding of the long-range plan for our district since things are constantly changing.

-- I do not feel I know the long-range plan of the district under the current board of education.

-- As I mentioned above, we received two consecutive newsletters of the beginning of the year (this is not the norm). Our principal does not keep us informed and often only recognizes a few of the same people over and over [REDACTED] I rarely see the principal in my room and am fearful when I see him because it's usually not good news. [REDACTED] is more approachable and friendly. We are bombarded with e-mails from people that are not in the classroom or working with kids (like who is bringing treats...). The expectations change so frequently that it is difficult to stay on top of things. I do NOT feel safe or comfortable sharing my ideas or opinions with my administrators. I've seen or learned of people that have been "punished" for speaking out with bad reviews or moved to places that they don't want to be. I feel as if a lot of wisdom and history has been lost because people are afraid to speak up or share. It's a shame because our building has some fantastic and creative people. We have developed a mentality of wanting to stay out of the limelight to avoid humiliation and shame.

-- I feel comfortable that I can always go to my building administrators or District administrators as a staff member to communicate.

-- I understand the superintendent's vision but it is difficult to understand the Board's goals and plans since much of their time together is monopolized by two members who are only trying to slow down any progress the superintendent or administration is trying to make.

-- Change is pretty constant in our district--as it is in education. Perhaps reiterating the long range plan and goals more specifically each year would be helpful.

-- My ideas and suggestions are not recognized by administration, but they then present the same ideas as their own. Information is provided from CSO to [REDACTED] but the information is not always presented to staff in the same or timely manner. Building administration does a better job than district admin of communicating to staff. Changes to procedures are often made without informing the staff. Across the district, buildings do not have the same procedure for the same circumstances. I often hear about school/department information from other staff members, rather than directly from an administrator. There are times, my building will know information, but staff at other buildings do not have the same information.

-- Building and District administrators keep me informed via email, the weekly memo, meetings, etc. I feel well supported there. The Board of Education seems to be having a little trouble getting everyone on board toward a common vision and so I feel less comfortable sharing my ideas in the context of a board with some members who seem to be anti-administration. I am confused by this, as our administration is superb. Keeps getting better actually, so I don't understand why some on the board are so negative about D41 and the great team that we are.

-- Everything seems to change from year to year. From specialization to multi-age to curriculum. I feel like we never get consistency, and we feel like we are drowning with all the changes and lack of consistency.

-- Communication comes from several different sources and is easily accessible to all!

-- I, personally feel comfortable sharing my ideas with admins. But there are many teachers who do not feel comfortable, especially teachers who work with our district ESL director. Those particular teachers have a level of fear that gen ed classrooms do not have. It seems as though my principal favors some teachers. It truly feels like he has favorites, which is very frustrating. As a classroom teacher, I do not have favorites. There is also a disconnect between our building admins and classroom teachers. Our admins need to experience the classroom or at least get in classrooms more. Teachers rarely receive praise.

-- Communication from Hadley's principal to staff is inconsistent.

-- -there is often times mixed messages regarding matters important to my work -many times the principal is not able to communicate information, either he changes what he wants several times, or after he speaks to the staff, an AP needs to clarify or correctly describe what is needed. -i do not trust my principal with ideas I may share. He only does what he wants done. or he wants to determine how it is done. -my principal offers negative feedback and points out things I do wrong. NEVER has he complimented me on a job well done. The [REDACTED] however. -the principal shares info with a select few and it gets filtered down to the rest of the staff. -

-- I feel our building communication is very good.

-- As teachers, we receive information very last minute and sometimes not at all.

-- I find that there are decisions made at some meetings at the district level without having any input from the "whole district" which it really impacts. It only takes a survey like this to get the true feelings of the employees since we are in the trenches day in and day out.

-- There has not been proper communication and emphasis of the long-range staff.

-- While building administrators work hard to communicate and recognize individual and team efforts, District administrators do not do the same, especially in special education. [REDACTED] are regularly lauded and held up as "gods," while those on the front lines with the most difficult students are left to their own devices to figure out how to manage. The long range plan/goals of the special education department is not communicated at all, other than that saving money is the priority without regard for what's best for students in terms of grouping, teaching style and classroom support. It is not clear that we individually consider the needs of each student in making departmental decisions, rather the budget has become the priority. In addition, the importance of cultivating and maintaining good relationships with families has not been prioritized in special education. Each teacher and related service provider does so; however, the time, energy and effort that this requires is not recognized at all and is not a priority of the department. This is fool-hardy, as relationships are foundational and can smooth rough waters and allow difficult situations to progress with less conflict.

-- Often the right hand doesn't know what the left hand is doing. People (at all levels - teacher, admin, CSO) are being asked to do so much that it is impossible anymore to do it WELL. Some decisions seem situationally based and inconsistent, conflicting or unclear.

-- The communication has improve greatly at AL. The staff is receiving prompt positive feedback from administrators and other staff members when appropriate.

-- Communication at most levels has eroded significantly in the past few years. Nearly all communication is disseminated electronically and usually with short notice. While this is effective for some items, it is not sufficient for items that require discussion, interpretation, and/or clarification. Departmental communication often comes on the eve of radical change (basic math fact fluency) or, at times, is communicated past deadlines. It is not reasonable to expect effective content implementation without providing adequate time for the teacher to become familiar with materials/strategies/programs. As stated before, my ideas (and the ideas of others) are not always received with professionalism or respect. Therefore, there are many settings in which I do not feel comfortable sharing my opinions. I rarely receive any credit or recognition when I do a good job. I do, however, receive ample criticism for the few things I do not do seamlessly and even have been held accountable for things that I have no actual authority over. Whether it is an actual inability to listen to and comprehend the content of what is being communicated between staff and administration or an unwillingness to bend and/or admit fault, communication is far from good or professional. There are numerous examples of staff members individually and in public (staff meetings) where staff members have been responded to in a tone that can only be classified as unwarranted chastisement. Communication from district administrators to staff usually comes across as "out of touch". The superintendent's communications often come across as arrogant and self-serving. They make sweepingly false claims about the unanimous satisfaction and excitement of teachers regarding the implementation of initiatives that are his personal pet projects. When many building staff members are literally operating on survival mode, the district's immediate focus should be on shoring up the present.

-- I understand the long term goals. There are times when staff doesn't find out information in a timely matter.

-- I think sometimes things are set into place at the District level without any heads up to the people in the trenches. I may not understand the LTGs because there is so much 'legalesse' I loose interest in reading it

-- Communication is frustrating. Department is fine. Building wide, not so much. Hard to elaborate. Yeah we PLC a lot and its effective. Team time is kind of a wash. I'd rather be working on my own content in those meetings. More information on SPED and kids struggling emotionally should be more clear to classroom teachers. You can't make everybody happy. but if admin pops in our room to randomly observe, then tell them the next time you see them something positive. No conversation is bad. We fill in the blanks or think we are being judged. I'm not paranoid, but face to face conversation is more important to me then reading the same person's name at a faculty meeting for doing a job. HELLO, I [REDACTED] too! [REDACTED] been very supportive of my progress at a teacher. Also, Dr. Rebock knew my name (well, so does Campbell and Carlson). Does Dr. Gordon get to know somebody especially not during PLC presentations?

- Communication is lacking throughout the district from teaches to teachers and administrators to teachers.
- Communication from the district has been poor about important things such as looping (why must the district change the jobs of the teachers every year? How are we to improve what we are doing for kids if they continue to change our jobs and move us from grade to grade? What is the research that proves this is BETTER than keeping teachers at one grade level? Data is not overwhelmingly in favor of looping), PBL (what it is and what it is not, what the expectation is, why it is vital, what we need to give up to implement, how it is actually possible to "fit in"), multiage (again, this may work well for some students, but actually seems to hurt other students. What research suggests that this is BETTER?)... Why must we just jump at every new initiative? It seems more like we are trying to do every "buzzword" out there to impress... but this is at the detriment of our students.
- New additions to all elementary schools add equal square footage, although each original school had/still will have different facility needs. Staff not consulted in design of additions or choice of furniture. Starting a couple of years ago, suddenly everything has to be "21st Century."
- I feel like we have a great plan in place. I strongly agree with the direction of the District. Great leadership and thoughtfulness goes into everything we do as an entire district. There are not too many districts where teachers can reach out to the superintendent and he will stop by the classroom the next day to have a conversation. This is true for any of the district level positions. They all listen.
- I feel comfortable communicating my opinions to the district administrators and staff. I do not feel comfortable to speak up about my opinions good or bad to the school board for fear of backlash.
- I am kept informed about matters important to my work and other types of communication most of the time but there are occasions where I feel I wish I was included in discussions prior to decisions being made.
- I wish the principals and CSO staff were able to observe or understand the therapy sessions or daily tasks of speech therapists, social workers, or resource teachers more and that feedback regarding their jobs and duties were more specific and about their actual responsibilities and related to their actual tasks at hand.
- There is a healthy professional community of educators at my school. I am proud to work with them and be a part of this school.
- Communicating with a large number of people is always difficult however systems are in place to make this two-way process possible.
- Some of our administrators are good at keeping us informed, but the main communication should come from our principal and that doesn't happen. Major decisions happen without us knowing about them that have a huge impact on our schedules, kid's schedules, etc and nobody has the decency to ask for our opinions!
- Saying that I have a good understanding of the long-range plan and goals means just

exactly that. I understand. It in no way means I support it. Good communication can't happen until our honest opinions are valued and taken into account. I have seen too many respected coworkers shut down for not toeing the party line. I would love to see us get to a place where we put it all out there openly and honestly. It is the ONLY way to reach the best decisions for our students.

-- communication isn't always timely

-- The communication is extremely poor until assessment reports are given. Items aren't celebrated unless staff celebrates each other. Admin at school and district are primarily concerned on how we look on the outside, rather than appreciated with what goes on inside the schools

-- Because we have had so many changes and each one needs to be assessed and tweaked, it seems there is always some "behind the scenes" conversation happening at the district administrative level. These conversations, tweaks, and new initiatives DIRECTLY affect classroom teachers, but they are rarely asked for input or kept in the loop.

-- Good communication between staff and administration.

-- - Communication needs to be improved. (Hadley) - Teachers find out about a change that may affect them significantly with little time to prepare for it, and are not consulted prior to the change occurring. - Teachers are asked to work on things "for the good of the order" with little turnaround time. - Information that is covered in before/after-school contract hours could be covered in our regularly scheduled team/PLC meetings during the school day. - It seems that meetings are scheduled for the sake of having meetings. - I am thanked for the good work that I do by my administration. - Some administrators make every effort to keep teachers in the loop, and understand the impact on their classroom and their teaching. - Karen Carlson does a wonderful job relaying district curricular goals.



Glen Ellyn School District 41 2015/16 Staff Insights Survey Comments Culture

Comments/suggestions:

- My experience is purely with the younger, beginning students. I feel that the academic goals are being pushed ahead of the social and emotional development of the children. Our students need a strong social emotional foundation first to be successful lifelong learners. I do not feel the academic expectations of our youngest students are developmentally appropriate. Can some of them handle it? Absolutely. But it doesn't mean it's best for all.
- somewhere in the middle of too high and just right
- I don't feel there is enough done to allow all employees to share ideas. Currently only a few individuals seem to be encouraged to share ideas and some of the staff because of union status is brushed off as an annoyance. I don't feel there is a team [REDACTED]
- School administration has been a great support of the program I teach, I have been closely involved in decision making by sharing my ideas and expertise. They have encouraged me to seek more professional development opportunities that have allowed me to work closely with the school PLSs and to better meet the needs of my students by aligning expectations and goals. I strongly believe Forest Glen is " great place to learn".
- Administration encourages employees to share work-related ideas, suggestions, and highlights - but the staff as a whole refrains from doing so, as if sharing a success or a teachable moment or a successfully implemented strategy is akin to bragging. Very few in this district wish to be singled out or noticed for professional success because their colleagues often react negatively to such recognition. When effective teachers must hide their strengths for fear of emotional retaliation, is that not bullying?
- Academic expectations are too high all over our country right now.
- Kids are leaving the younger grades not being able to write a complete sentence because they have so much to teach and feel pressure to move on. Which leads the next grade having to teach that and then getting behind in their lessons.

-- Our school has been very proactive in aligning our curriculum to the national common core standards. I feel that we are preparing our students to continue their education and meet the expectations for success in higher grades. This has been a challenging shift for all schools, and I feel that our district and school in particular has been exceptionally deliberate in including staff in the change process.

-- Our school is comprised of the most dedicated staff I have ever had the opportunity to work with. I am fortunate to work here and value my colleagues experience and expertise.

-- Slightly too high... I would have chosen between "too high" and "just right".

-- There is too much pressure put on students and teachers and there is no way they can meet all the expectations. Things in this district change too rapidly for teachers to find a good rhythm and become experts. It's almost as if the district tries to set us up to fail. Because of the pressure and stress applied from the district level it trickles down and eventually teacher start taking out on each other. Our administration has been pretending to adapt and try to improve but they aren't really changing.

-- Expectations are realistic, but the pace of instruction and the length of day are ridiculous for young children. We have no plan for students who can't learn at the expected pace. We rush students through their days - minimal recess/ free activity time, NO time for students to process what we want them to learn. Sadly, we say we meet the needs of all learners, but we don't; only the learners who can do what we want them to have their needs met.

-- I'm not sure "too high" is correct, just "developmentally inappropriate". Younger children need to learn differently than older children. Materials for students are abstract. Scaffolding is discouraged. There is little time or emphasis on using concrete manipulatives in order to teach concepts.

-- Just right for most kids. ESL and lower income experience difficulty.

-- I feel out of the loop (as a specials teacher) when it comes to communication about a certain student and his/her behavior or academic needs.

-- When a student is in trouble for bullying, I am not sure what the consequences are... don't get feedback.

-- We operate as a team, as long as the team is going in the same direction, as mandated by the district. I can try new ideas in my classroom, but, as a whole - we are told what new ideas we will be trying. We are not encouraged to get to the same goal, in different ways. We are told how we are to get to the goal. When we are asked to think "out of the box", it only means to think of other ways we can "work smarter" to reach our goals - without the district shifting/changing/contributing at all.

-- Decision made at the school level often involve me, but many decisions about the way we operate comes from CSO, with little input from those who have to implement those decisions

-- I continue to grow and learn as a professional in District 41.

- Some departments have expectations that are high; others, in my opinion, are too low.
- In the past, I have not felt that my opinions or suggestions carry any weight. Sure, admin listens, but then nothing happens. If staff opinions differ from the district's vision, then you are considered negative--even if you are professional in stating your perspective.
- As far as our staff working as team.... It seems like departments are segregated and do not have cohesion with classroom teachers. Expectation of classroom teachers are different and higher compared to non classroom teachers.
- Question 2 is difficult to answer with just three choices for the whole school. Academic expectation vary from teacher to teacher and class to class.
- Any educator who expresses their opinion, professionally, that is slightly different than the views of the administration or constituents are seen as "distractors" as they are not of group think. I do not speak in any meetings because the fear factor is that of retribution based on an evaluation system that cannot be fulfilled by any human being working daily with youth, common core standards and excessive planning and grading structures.
- District expectations for the low or culturally diverse are too high
- I marked too high on #2. Really, it depends upon the child. Expecting every child to meet the same level, is too high. I do not think it is our school. as much as common core and government expectations that every child succeed in the same schools. More successful countries do not expect this. Not our district fault.
- Core standards are not developmentally appropriate in the primary grades. I feel many foundational skills are overlooked and it's assumed students know more than they actually do. We spend too much time teaching to pass district based assessments while overlooking basics.
- Regarding our school operating as a team. As in any organization there are always a few staff members who refuse to work as a team.
- The academics in our schools is definitely something to be proud of.
- I feel that the material that we are expecting elementary school aged children to master is above what they are developmentally capable of doing a large part of their school day. I feel that there is far too much pressure put on the children and if this continues I would predict that we will be seeing more anxiety and stress related disorders in the children.
- Our staff is the greatest resource. However, with the great number of children with severe academic needs, I think we need more manpower.
- Expectations of students are not always at the developmental level. Interventions, supports, etc. are inconsistent. There needs to be more differentiation.
- Students developmental abilities are not always considered. They are asked to perform standards that are at a higher level, and with that miss the basic foundation of their learning.

- Our academic expectations are 'just right' based on CCSS. The standards expectations are too high.
- I think it is great to have high expectations. I have them for my own children and classroom. Call me old fashioned, but I think that children should be able to develop at their own rate. I don't know if a kindergartner, first grade or even second grade should be spending a large amount of time on a PBL. Inquiry is DEFINITELY the way to teach, but to spend six, seven or eight weeks guiding these young guys to present (you know the process...) isn't the way to go. They first need to learn the basics of reading, writing and arithmetic. Inquiry can be embedded into every aspect of the curriculum. The point is to teach them to be contributing citizens to the school community and society - this can be done through enriched science and inquiry of basic learning and love of school and community. The PBL is a great thing for kids to look forward to as they get older and get excited from their sibs and neighbors. Unfortunately, PBL's really disrupt teaching the basics in the classroom. Basically if you can't read and write, you really don't have any business doing a PBL. With regards to bullying, PBIS system has run its course and should retire. It is not working anymore. The propaganda sent by the the district administration would leave the common stakeholders (e.g., parents) to believe that we participate in decisions that affect or bring change in our school or district; but that simply is NOT true. What is true is that we get blamed when changes are made. For example the longer school day was a set up (bait and switch - voted on by members that were not affected by the consequences), changes in SIP days, PBL's, PLC's behavior programs and our planning time. We don't have a say and when we speak up, our life becomes a nightmare. Our schools have always been a good place to learn - prior to the yearly changes and whims of the administrators. Thoughtful, caring and creative teachers still work hard to figure what works for their students. We make our principal look good and it is not the other way around. We have carried him for years - but there are many teachers that have been hurt or belittled along the way.
- The culture in my building feels like we are always striving to become better teachers for the students.
- EVERYONE has the chance to contribute to change - You actually need to be willing to participate in the conversations to claim you don't have a voice not just complain about it. Any statements contrary to this by board members Clark and Buchholz or parents [REDACTED] are exaggerated and false.
- I feel I can contribute to discussions and ideas. There are multiple committees and feedback loops.
- Early childhood is birth - age 8. I have no problem pushing children to higher levels; however, a child in this age range should not be penalized because they haven't cracked the code in reading and are just not ready to read. It should not reflect a teacher's ability. Children level out in third grade.
- I feel there are too many changes from year to year. Specializing has been very beneficial. However, the push for PBL, multiage, and looping is far too much.
- I do not of a forum where staff can share work-related ideas and suggestions. There is a

divide between special and regular education teams. Regular education Some teachers do not work as a team with the special education staff. Special education staff are told what to do by regular educations. Special education staff's suggestions and recommendations for students are not always followed by regular education teachers. I have tried to make suggestions to the current administration and they listen, but they never follow through on my suggestions to bring about change to my department. The Superintendent told the community and the board that special education teams make the decisions about students' recommended classroom placement. The truth is; the Special Education Director told the teams where the student was to be placed, even if that placement was not recommended by the team. I think it is very difficult for staff to change the department and to be team members in the decision making process.

-- As hard as I try to make change, I do not feel that I am able to make much of a difference with my colleagues.

-- Academic expectations keep rising, and I wish they wouldn't, but I do think we keep a good grasp here in D41 of the joy of learning, the group cohesiveness of each classroom, and the sense of camaraderie amongst the team. This helps children feel safe and happy, even though they are working very hard.

-- I am glad that we are exploring the idea of using a curriculum. I understand that our standards are what we teach. However, there are huge discrepancies when said flat out that we are simply teaching our standards. It is difficult to have to create everything. Also, different schools in the same district should not all be doing different things. There has to be a better way. That way, we can focus more on instruction, reflection and growing, as opposed to creating every resource or looking for resources constantly.

-- Our school can ge described as "an awesome place to learn!" We are much better than "good."

-- My school works as a team. We are a group of professionals who also put the students first. I do not feel like we have adequate opportunities to participate in decisions that affect me. It all seems very top down. The most frustrating part is that the admins haven't been in the classroom recently and do not fully know what it's like to be in a classroom. Also, some admins (not CH admins) seem to be vindictive. In particular, our district ESL admin does not like when teachers question her.

-- Many times policies and procedural changes that affect me are not discussed with me to get my input and ideas. My ideas are important because I am the one in the classroom who works directly with the students. From my professional experience, I know what has or has not been successful. I would hope my opinions would matter. When changes are just put into place and I have always revised what I do to make the change work.

-- -staff is pulled in too many directions to effectively feel like a team. -the principal makes ALL decisions. staff input is not an option.

-- Teachers try to make suggestions that are good for students, but they are not always heard by administrations.

-- I feel that the consequences for repeated non-compliant behavior is not solidified.

-- I do not feel safe expressing my opinions or views at the school or district level. I feel like we are encouraged to try new things as long as it "fits" with the district's ideas of what are acceptable ideas and ways of doing things. When asked to contribute to change and decision making the feeling is the decision is already made and we are expected to agree with the status quo. It is not a feeling of true choice.

-- It is difficult to find ways to improve my teaching as we don't stick with anything from one year to the next. I'm totally consumed with finding activities and lessons to teach due to the lack of resources and curriculum. I do not feel safe to state my feelings to administration and some staff members.

-- Again, the building level climate is adequate and supportive enough, but the special education department is abysmal and excellent teachers are leaving because of the lack of support, vision and the workload. There is no opportunity to give suggestions or to meet as a team with the administrator. The administrator asks for no feedback and has been observed to be short-sighted, ineffectual and inconsistent. The academic expectations and structure is probably good for many typical students; however, they are not working for struggling students. Having options in classroom structure (e.g. a one-teacher fourth grade) would provide students more support in a less chaotic environment. The A/B schedule is crazy for students who need consistent routine to maintain appropriate behavior for learning.

-- Can bring change in the department, but not in the school.

-- Our report card communication is confusing to parents and teachers alike. We recently discovered at our PLC that we are not consistent amongst ourselves in the way we do standards based grading when it comes to assigning a "1/Does Not Meet." Parents don't really understand what their child can and can't do, and the number of standards that each department has to evaluate is so inconsistent. One department has 5, another has 30. Some departments use percentages, others, rubrics. Can't it all be streamlined and meaningful?

-- The reason I believe this is just because there isn't enough time in the day to adequately meet the goals set for all children in our class. Some children require more time to learn than others.

-- Work-related ideas and suggestions are encouraged as long as they agree with administrative ideas. Otherwise, it is better to keep your ideas to yourself unless you take pleasure in 'rocking the boat'. I happen to work with colleagues at my level that operate with integrity and professionalism, but this is not the case in every level or with the entire school community. Talk says try new ideas, but in reality, those new ideas you try better look exactly like this. PBIS and anti bullying initiatives lack the base of cohesive and authentic community-building classroom environments in the primary grades. Feather cards are to be lavished on students caught demonstrating the most basic/primitive expected behaviors at random, or worse, discriminatively to the students with the worst behavior like a behavior modification program. Classroom teachers tend not to be able to bring about significant changes in departments/schools. At times, teachers that have boldly attempted to bring about change have been reassigned. Many teachers (and parents of students) feel that few, if any, decisions are actually given to them to make. Comments like, "Why bother?" or "Why waste my time giving my feedback on ____." The decision has already been made." While our

schools may be "good places to learn" they are not the "great places to learn" that they once were. While I will always set high expectations for my students, I do believe that the academic expectations of our youngest students, especially K and 1, are unrealistic for all students. When students enter K and are seen as "failing" or "not meeting" expectations, they are then viewed as broken children that need fixing. I do not believe that 5-8 year old children should be subjected to the kind of crushing standards-based relentless assessments-driven classroom environments that they are today. The results of this type of environment for early childhood learners are increased anxiety and frustration and decreased development of foundational skills, motor skills, and social-emotional skills. Is it worth this incredible cost to have kindergarteners (with only half-day instruction) reading at F & P level D?

-- Our school has come a long way in one year. The culture here has gotten way better and people are more comfortable going to each other if there are any issues.

-- We do not have enough cross grade level articulation in regards to expectations in writing.

-- Since my own children are past elementary school and I am not in the classroom I don't really know. I hear many parents complain that it has the kids going in too many directions.

-- we have so many kids with different needs and abilities. You try your best to differentiate. It isn't easy. Do teacher's really have much say in building changes? I can't think of a case. I wish Admin was more transparent. Just say why you are making changes or why budgets are cuts. It is what it is. I feel like reasoning being decisions is guarded. I don't get it. Bullying will always be an issue. no school or child is prefer. I think the school has its bases covered. Liked the Ellysa's mission program. Glad some kids felt comfortable to seek help or report concerns.

-- There are a few staff members who are not necessarily "team players" and seem to be always complaining about things happening here rather than working to improve what they are doing. The vast majority of teachers are absolutely working as a team to help and support students.

-- Academic expectations too high for some, too low for others. This principal and another play favorites. The favored ones use their status as a platform for bullying other staff members. Principals side with bullies. Administrators do not tolerate opinions that differ from theirs.

-- We are a good place for students to learn. We need to keep working on reaching all of our students.

-- Question 2 is difficult to answer. I teach a multi age group of children with a huge span in learning levels. Most instruction is differentiated to accommodate those levels, however for students in the margins (both high and low) the expectations are inappropriate to their respective levels.

-- It sometimes feels there is not enough time in the days to address all needed items of the curriculum with things like PBL, assessments, etc.

-- It is hard because I feel at Churchill some expectations are too high for the ELL and low income culture but for some of the population of Glen Ellyn the expectations are just right, especially for the families. I believe 41 welcomes change and suggestions but sometimes it welcomes change too much and implements change too much without giving it time to see if it's the right kind of change or seeing if the data shows this change has been implemented well or has made adequate growth, etc. Change just to make change isn't always a good measure of growth sometimes.

-- I am impressed with the level of commitment shown by this staff to improve the culture of this school.

-- We can always bring suggestions to the table and to the administration, however even when we bring up good suggestions, they are not always considered. It seems like once the decisions are made by the district, even though they may ask for our opinions, there is no turning back!

-- Teachers are asked to work on committees, and sometimes previous commitments to other committee work prevents us from being on multiple committees. It was difficult to adjust to the new fact fluency expectations because there was so much confusion about expectations and teachers were not fully prepared to implement such a program. The culture of how to roll out a new program needs to change. Teachers need more than a 75 minute period to look at new programs...especially ones that are created by district staff. More people to evaluate the programs being created by the district are needed in order to ensure they are ready for implementation.

-- I have a manual that tells me exactly HOW I am to teach in the D41 Model. This does not allow much room to try new ideas. I think a district should tell teachers (strongly) WHAT to teach but not how. To say we must use a workshop model or any other practice is not necessary. If teachers are getting the job done and have great scores on MAP or any other measures leave them be to do their thing. If a teacher is not getting the job done, then maybe step in with HOW instead of just WHAT to teach. We need to trust our professionals to deliver. And if they don't we need to help them. We should set up a mentor program for teachers to mentor other teachers who are not having success (rather than just rating them down). When I say that I am pleased with our efforts to prevent bullying, I mean with the students. There is still a fair amount of (maybe even unintentional) bullying that goes on from the top down on the staff. Our own union/district even bullied us elementary teachers to vote for a change that MANY thought was NOT what was best for students (the length of day change). Hadley should IN NO WAY have been allowed to weigh in on that decision and it should not have been tied to "bells and whistles" for teachers AND [REDACTED] should NOT have gone building to building scaring staff into voting yes because "we might lose things in the future". So much of what went down with that was WRONG! I agree that we are a "good place to learn" and that we work hard to find ways to improve because we teachers do these things on a regular basis.

-- Our academic expectations are "just right", however, the HUMAN resources needed to meet the needs of our struggling learners is lacking.

-- School admin, board, and district need to rely listen to what teachers are saying, rather than have several listening sessions and go with their own planned agenda anyway.

-- I do not feel that I have adequate opportunities to participate in decisions that affect me. Most decisions are made without my (or my team's) input (\$\$!) and we are just told to deal with the outcome.

-- At a building level ideas are accepted, but I don't feel at a district level feedback is encouraged. In my building rigor is expected, but differentiation and modifications are not always facilitated for students mostly due to the ever-changing curriculum. Teachers try to keep up with individual needs, but it has been difficult with the amount of change on a yearly basis.

-- Teachers are committed to student learning and achievement.

-- - I am happy to see we are doing an anti-bullying curriculum, but I believe there needs to be more follow through with consequences. - I would like to believe that I can have a positive impact and change for the good for my school and department, but I feel I have very little voice in how things happen at my school. - I have very little opportunity to participate in decisions that affect me. - I love that we are always striving to improve, yet I would also love the time to see something to fruition so we can follow through on said improvement.



Glen Ellyn School District 41
2015/16 Staff Insights Survey
Comments
Principal

Comments/suggestions:

- Scott is works extremely hard to ensure that all students are successful.
- My principal treats me with respect personally and professionally as she encourages me to share ideas and suggestions, involves me in decision making, and above all provides opportunities for me to grow professionally and become a better team player.
- It seems to me through my observations, my principal cannot be an effective leader because efforts at holding teachers accountable for implementing district curriculum and adhering to the District 41 model are foiled, undermined, and "taken to the union." Who could be effective within such constraints? Does any person exist who could?
- He is a good guy.
- Sometimes it is unclear why someone was not re-hired, and this can be quite worrisome to the rest of the staff.
- My principal is unbelievably supportive of me and the work I am doing with my students. He pushes me to be a better educator, to step out of my comfort zone, and to take risks to improve my craft. I feel safe and comfortable talking with him about anything I am struggling with.
- Like I said before, we are very fortunate to have a devoted leader who trusts us and is willing to help.
- Our principal makes decisions only on her own. She pretends to get input but does whatever she wants anyway. She doesn't possess the appropriate personal skills to be an effective leader.
- A kind, caring, supportive leader. The expects the best from us but lets us know that she understands how challenging our jobs are. I feel completely comfortable talking with her

about any concerns that I have.

-- My principal is supportive and very approachable

-- My principal seems to give certain staff members breaks. [REDACTED] is very effective though, and most staff members will go to her instead of my principal.

-- [REDACTED] she is an effective leader in the school

-- Our principal goes above and beyond to ensure that staff knows his door is always open and that we are welcome to come to him with any questions or concerns. His leadership style is reflected in the warmth and camaraderie of the staff and in how comfortable parents and students feel in our school.

-- I personally like our principal very much. She has been kind and respectful to me, but, I know that is not a consistent trait across the staff. There are several major concerns about the treatment received from our principal, via observations and formal evaluations.

-- I think our principal presents a positive image to the outside community. However, within the building, our principal comes across as being very disorganized and more interested in the appearance of organization & order than actually achieving it. Meetings are often set, then cancelled last minute, or set last minute with the expectation that all other activities are cancelled in response. Our principal will often show up late to a meeting, or forget it entirely. Our principal does treat people with respect on the surface, but the respect that most of us are looking for is being respected as professionals. That is, to take our experiences and expertise into consideration regarding decisions being made, and not disregarding them because they don't fit his assumptions or how it was done at his former school. We feel like we are being constantly watched over our shoulders, rather than being trusted to do our job when a vision is laid out for the school.

-- My principal needs to more effectively communicate what he wants all the time to be a more effective leader.

-- The principal is fair, open minded, and child centered.

-- I highly regard my principal as an effective leader to both the staff and children in this community.

-- I do not share my ideas or suggestions for improvement for fear of retribution. Nor do most of my colleagues.

-- Excellent in all areas

-- I answered these questions for Steve Dively, my principal, [REDACTED]

-- I feel very confident with my principal and the guidance that is provided to me. I do not feel that everyone in our building feels the same, unfortunately.

-- My principal is pulled in many directions on any given day, which can make it difficult to lead effectively all of the time.

- So much of a principal's job is handling logistics. It must be exhausting.
- These answers are a reflection of the principal.
- I'm not sure my principal respects people of an older age. He has favorites that he will go to bat for and recognize over and over again and then he has B and C teams. He only wants to hear from certain people and I have seen him belittle other teachers or ignore their suggestions. When conferencing with him he often doesn't look you in the eye (looks bored that he has to be having a discussion with you- many peers have mentioned this). As far as leadership, the teachers have carried him all the years he has been in our building. I know there are hard decisions that need to be made, but they can be made with dignity and in a positive way. A small verbal token of appreciation or a positive suggestion will go a long way. It does not exist. He has a hard time making a decision and when he does it is often at the last minute and creates a lot of stress to the staff. A person that is speaking of the future and proactive is not our principal. He is a nice guy and can be funny. Lately he has been sending a lot of "positive" e-mails (ie. great BLT meetings, I want to thank the math specialist and literacy specialists for a good meeting, hey you guys are swell) but at this point it seems a bit disingenuous (like a prep for this survey).
- Scott Klespitz is a fantastic administrator who truly listens to his staff. He is the type of administrator who is not intimidating, who people feel comfortable talking with and cares about the students in his building.
- My principal works hard for the success of the students and staff.
- My principal listened to me about a change in classroom which benefited my students. My principal is respectful to me.
- Principal [REDACTED] provide amazing support to special education classrooms and staff within rooms. They continually do what they can to make each room run efficiently.
- I am concerned about the teachers teaching two subjects and how this affects PLCs.
- Mary is an excellent leader. She leads by example, is honest, professional and very organized. Her leadership decreases stress in the building.
- I am very impressed with my principal!
- Our school functions as a team!
- I enjoy working for my principal. He has always been supportive of my ideas. Although, he doesn't recognize my ideas or suggestions. It feel as though he has favorite teachers. They seem to be in level 3. Those teachers are wonderful, but he seems to value their ideas more than other levels. There also seems to be a different set of rules for some teachers. He doesn't treat everybody equally. It can be extremely frustrating to see a colleague treated differently than another colleague.
- A little bit of favoritism. Some staff is able to do what others are not

-- On the surface, my principal treats me with respect. I believe my principal truly tries to make things work at Hadley and be an enthusiastic and effective administrator, but I get mixed messages. Sometimes I think he really likes me and values me as a teacher, but other times, not so much. I try really hard to please him, be a team player, and do my job extremely well so he is proud to have me on staff at his school.

-- -the principal plays a "role" with the parents communicating positively. -the principal only does what he wants. he may ask for suggestions, but he does not take them. He controls all aspects of the school. -the principal is not respected or trusted by the staff. he does nothing for morale - the principal consistently treats women the same as other women. and he treats men the same as other men, but there is a HUGE difference between how he treats women and men.. Women feel belittled here.

-- Ideas are not shared with people in building until they are a done deal. When he first started here, he was very visible in the halls, now you hardly see him at all.

-- This school deals with everything as a team. This is true from the Principal on down.

-- Not all staff are scrutinized on the same criteria when it comes to evaluations. Matters that are mentioned as areas of concern are noted for some staff and overlooked for other staff. The lengthened school day and split staff meetings and tech staff meetings have led to virtually no staff meetings where all staff are present and the cohesive building culture is waning.

-- My principal works hard and tries to be equitable, though I think there is favoritism.

-- Our building is top-down management. Input is neither sought, nor taken when offered.

-- Offer learning opportunities to all. When only a select number of people are invited to receive training, visit another school, etc., then the staff feels as though there are favorites and resentment builds.

-- He is an amazing and kind person. Always greeting everyone by name and making everyone feel welcomed.

-- Many school and community members have voiced negative attitudes about my building principal. Several have communicated to me, personally, their complete shock that she has been allowed to remain in her position. I feel little recognition for my suggestions and ideas for improvement. Many staff members feel that the leadership is punitive and authoritarian. While this can be effective at times, it is not the desired leadership style that most stakeholders in this field yearn for. There have been significant cases of flagrant disparity between the administration of policies concerning employees at various levels. The same litmus test is not used equitably regarding treatment or evaluation. I receive enough disrespectful treatment (lack of consideration for keeping scheduled meetings or being punctual for scheduled meetings, as one example) that I am unable to characterize the relationship as respectful.

-- It is hard to feel happy and appreciated in my current job as long I feel insecure. My close colleagues feel the same way.

-- Linda is an excellent administrator that is open to all opinions. She is respectful, calm and knowledgeable about the daily workings of our school. [REDACTED]

[REDACTED]
with. Maybe she has too many responsibilities and gets frustrated. I don't know.

-- I have always had a good relationship with my principal. She works hard to support me and my team of teachers to work on what is best for kids. She is not afraid to give constructive criticism, all of which has helped me be a better teacher for my students.

-- MY principal is kind and very approachable.

-- Again, can't make everybody happy. I can voice my concern, but I don't see much change when I have. And if you press something that is legit, he can get defensive. Like we all make mistakes and have oversights, just say it and move on. There are certainly favorites in this building. We all click with different people. I get that, but its noticeable. You know what was good about Dransoff...He gave you space, didn't micromanage, and trusted your judgment. I still feel respected, but I know I am good at what I do. I REALLY WISH there was less turnover with APs. I'm serious. You pay them little for the hours they work and you hire them from out of the district. You are reinforcing a turnover rate! I'm serious. A tenured teacher in this building or district cares about the district and won't leave (for the most part). You keep hiring somebody that gives up tenure. Nobody gives up tenure to be an AP! They want to be a principal and again this is a stepping stone.

-- Our principal has made some great and positive changes, but there seems to be a lack of trust between staff and the principal.

-- My principal has ALWAYS treated me in a professional and respectful way. She is caring and considerate, and solicits my thoughts and comments about matters of importance within the school community.

-- Nursing mothers do not have a clean private place for pumping milk. We've had 1 toilet for 80 staff members to share. Finally just won a designated stall in the kids washroom. No staff lunch room or teacher work room. One microwave in the office. For years, principal insisted indoor recess was hundreds of kids in the library, lights off, Disney movie on. No reading or games allowed. Finally this year kids can choose from different activities and interact with each other, but it took years of meetings to win this battle.

-- I have felt supported by my principal and have noticed an effort for change within the last year. This change has been for the better to show staff the support and presence of a principal through out the building.

-- My principals are amazing individuals

-- I think the staff sometimes does not give him enough credit for what he does and how much he does. The needs of our school are high and our principal tries as much as possible to do what is best for the majority. Unfortunately this is not always the best for all an everyone cant always be happy.

-- I believe my principal is compassionate and well meaning. He means well. Sometimes I

feel he should say no sometimes, take a step back to look at things and delegate some tasks to others rather than do things himself, and take time to be more critical and specific.

-- My principal works hard to address the needs of the teachers and has been honest and open about everyone's efforts. My principal has the leadership qualities to make this a great school.

-- Our principal will suggest to ideas, but he only implements certain ideas that seem to fit his 'vision" for our building. Doesn't always consider what's best for our kids.

-- I am tremendously appreciative of my principal's efforts to encourage staff and personal professional development.

-- Inconsistencies in the way some staff members are treated impacts overall effectiveness.

-- Our principal sees everything black and white. Very hard to get her to support the teachers when they have good suggestions. She needs not to be so stern on a daily basis with teachers and students as well as being open to try new things instead of following everything by the book

-- Communication from the Principal can often be interpreted in different ways, unfortunately it seems to be more negative than positive.

-- Scott is an excellent principal who deals effectively with all different types of personalities. He always has the children's best interest at heart. He always has an open door and will listen to any staff member when they need to discuss an issue with him. He may not have the answer, but he will let you know that and will support you in any way he can.

-- Fantastic principal for staff, families, and students.

-- - I think our principal relays a calm, collected front to our parent community. - Principal relays school and district goals. - Communication is in great need of improvement. - Meetings are scheduled, then cancelled/rescheduled with no regard to other commitments teachers may have during/outside the school day. - Does not hold himself to the same standards that teachers are held at. - Does not consult with teachers on decisions that will affect them. - My principal recognizes my ideas or suggestions for improvement: don't know/doesn't apply because we are not asked



Glen Ellyn School District 41 2015/16 Staff Insights Survey Comments School Board

Comments/suggestions:

-- I feel that the Board does not present a positive image to the community. I feel they do not believe they are a 'team'. Some portray a 'me' attitude only. They are often not respectful to each other and that comes across strongly.

-- The school board members need to observe at the schools to understand what happens in school.

-- There are many conflicting personalities on the board right now and many who do not have the same vision for the district.

-- Under the present make-up of the Board, I believe honoring the best interests of students and teachers is possible. However, there has been a recent change on the Board that has taken bullying out of the closet and put it directly in front of the public. And that public is not just the audience in the board room, but those people in and outside the district who watch the board meetings streamed live. The behavior of one particular board member makes me very uncomfortable and is both embarrassing and shameful. This board member does not adhere to the determined norms nor the principles of a polite society. I know a realtor who reports the very public behavior of some participants at board meetings has deterred people from moving to Glen Ellyn. Should more like the bully join the Board, the bullying behavior will escalate and then, I will have lost all confidence in the ability of the Board to make decisions in the best interests of students or teachers.

-- I feel that our school board is divided. They may have been united in a joint mission of providing the best to our students and community, but I feel their execution of this mission is lacking. In every district, the school board serves as a checks and balance system for the community. I do not believe in this context it gives the school board members permission to continually speak disrespectively, belittle and demean the superintendent and administrators. Their goal is to work together to provide solutions. Based on the meetings I have attended and observed, I am embarrassed by the verbal conduct of some of our members. In a public forum such as a board meeting, it is especially important to model effective negotiating and

information seeking strategies. I really feel this is a poor example of how we would like our district to be represented. That being said, there are members on our board who do exemplify qualities of respect and reason and are willing to work together to do what is best for our district. I appreciate all of the time these volunteers are putting in for our community and understand it is an unpaid but deeply important job. I truly hope that in the future all of our board members can work together to reflect a positive image of D41, because from what I see on our end, we are doing amazingly positive things for all of our students.

-- The way in which some of the members of the Board talk to one another is unprofessional and unproductive. Teachers are frightened to go before the Board to present any information because they are concerned that certain Board members will be verbally abusive. The image the Board presents to the community is one of discord with the inability to lead as a cohesive group. It appears that certain Board members have personal agendas, specifically against Dr. Gordon. It is unfortunate that their behavior and actions are overshadowing the positive work the Board does on a day to day basis.

-- From what I have seen at the board meetings, it is concerning how some members feel it is appropriate to talk to other members and to express their disagreement or opinion, and that does not reflect well on our District to parents and staff; it does not always look like all members are concerned for the district, but rather getting their opinion heard.

-- Our board seems to be divided and presents itself negatively to the public. It is a hot mess which until each board member is willing to work for the common goal...I think the board will go nowhere.

-- Certain Board members have too many personal vendettas that guide their decisions; not factual evidence to make the best decision for the students' futures at D41!

-- The strong disagreements among board members sometimes create a negative image to the community.

-- I have watched many board meetings and the negativity and lack of respect for the board president is ridiculous. There are a couple of board members that only seem to care about lowering taxes for community members without knowing the impact on the students or the district as a whole. The fighting going within the board is childish and unprofessional.

-- The behavior of the two new school board members is shameful. While I appreciate many of the ideas and issues they present (and I even agree with many of the issues such as rushed implementation of FLES/multi-age/STEM...) the disrespectful way they interact with the rest of the board is offensive.

-- Our Board can be very contentious and sometimes it seems that some members put their own agendas ahead of the needs of our students. I wish they could work towards a "middle way" and think about KIDS FIRST!

-- I believe that some members of our current board of education are a disgrace to our school district. It seems as if they ran for their positions for the sole purpose of causing unnecessary problems, arguing about decisions already made, harassing educators, and fostering an overall sense of discontentment and discord with all of our stakeholders. Some members of our board exhibit behavior in board meetings that would not be tolerated by

students in our classrooms. Why is it tolerated by board members? Kindergarten students do a better job of embodying the D41 learner characteristics than some of our board members do. The role of the board should not be to fight the work of the superintendent and the staff every step of the way. Should they question? Absolutely, but the administrators and teachers in the district are the professional educators with the knowledge of best practices. They should be trusted. I invite our board members to step into our classrooms to see what is occurring on a daily basis. With the level of talent our teachers possess, we could be one of the top districts in the county, state, nation! We need our board behind us, not against us. Stop being an embarrassment to your school district! Step up and do what is right on behalf of our kids. ALL OF OUR KIDS. Just because school looks and feels different than it did thirty years ago, doesn't mean it's wrong. School also looks different than it did 100 years ago, and somehow that is acceptable, but a deviation from what it looked like when a select group of people were in attendance is a travesty? Ridiculous! I wouldn't want to have surgery if the surgeon used the same tools and practices he did 30 years ago. Why would we want our children to be taught using outdated practices? Change is hard, but that doesn't make it wrong. We are changing for the better. We are on the cutting edge of what is best for students. People are amazed when they hear the steps we have taken to ensure all of our students learn at high levels. Our board should be the biggest champions of our work. As Arthur Schopenhauer said: Every truth passes through three stages before it is recognized. In the first, it is ridiculed. In the second, it is opposed. In the third it is regarded as self-evident. It is time for some of our board members to move to that third stage.

-- The Board seems to have a few members with an overwhelming negativity and confrontational attitude that is extremely disappointing. Listening to meetings can be disheartening. The ways that some members conduct themselves and interact with one another and community members is extremely disappointing and not in best interest or representative of all the stakeholders. I appreciate and am proud of our district leadership and their forward thinking. Education should always seek improvement in order to have our students ready and successful for their futures. I truly believe that we are working toward this goal each and every day.

-- Since the election of two new board members last spring, BOE meetings are embarrassing. While the ideas of the new members are sometimes good ones, their message often gets lost in their offensive behavior and overly critical style.

-- Some Board members really understand what is going on and want to make the district great again. Others are just in place as yes men and women to the superintendent.

-- I find the culture of the Board at the present time to be troublesome. It is uncomfortable to think of attending meetings, or presenting information to the Board at this point in time, I am uncertain as to how I may be treated.

-- I think the BOE is well intentioned, but it needs to get out of those big chairs once in awhile and talk directly to teachers in the trenches. Relying on Admin for all their information is naive and irresponsible. Teachers have been crying out for help for years. Won't somebody please hear us?

-- I have not been to a board meeting in person, but have watched several of them. The level of disrespect some board members show for the rest of the group is disgraceful. Many times it is not the content of the question being asked, but the tone and body language of a

specific board member that creates an argumentative stance. If our students behaved this way in class, we would call it bullying. When the board frequently breaks its own norms of behavior, it does not set a good example. We teachers work so hard to build community that it is a shame to see those at the top be anything less than good role models. I love my job, my fellow teachers, and my building administrators. We are so lucky to have Karen Carlson and Laurie Campbell at CSO, and while I don't know Dr. Gordon well, he has always seemed very positive. It is only the bad behavior of board that makes me sad to be a part of this district.

-- It was embarrassing to be invited to a Board Meeting only to witness bickering among certain Board members. Maybe they had valid discussion points, but these thoughts were out shadowed by the disrespect for the staff members seated in the audience, the disrespect shown towards the Superintendent, fellow community members and fellow board members.

-- There are some Board Members who have a very bad attitude towards this district, teachers and the educational process. Board Meetings are ridiculous....

-- Although I appreciate the dedication of the board I have HUGE concerns regarding the CURRENT make up of the board to reach outcomes that are beneficial for the schools. In a recent board meeting I was APPALLED to hear and witness the unprofessional manner in which SOME board members were addressing each other AND even disrespectfully addressing our leader, the superintendent. That is shameful. It was apparent that OTHER members were containing themselves and continued to behave in a professional and diplomatic manner. Regardless of what a person may personally think of D41 employees it demonstrates a complete lack of self control to resort to name calling . As a spectator I was not able to concentrate on the content of the message of the speaker(s). Instead, all I could think about was the utter lack of professional norms that were being exercised. Clearly, this board needs to have some professional outside help. Some Board members have disdain in their voices and show a lot of distrust toward other members. You need to assume positive intent of one another. Many of Board members are dedicated and have demonstrated their emotional intelligence and have served our community so well..please know WE know that and value that!!!!

-- Having attended various board meetings, I've been concerned about the conduct of 2 board members, Kurt Buchholz and Stephanie Clark. I appreciate their intention to ensure fiscal responsibility in the district and understand the need to analyze the performance of our school programs. I am, however, concerned with the lack of willingness to participate in meaningful discourse with other board members and administration when there is disagreement. It appears to me that Buchholz and Clark are unwilling to consider different opinions and demonstrate a disregard for any data that did not support their positions. As a staff member in the district, I spend a good amount of time educating our students in the art of negotiation, conflict resolution and problem solving so that it is respectful and open to mutual agreement. I teach children to "disagree without being disagreeable" and am disheartened to know that our elected board members do not demonstrate the same level of professionalism that we expect from our young students. I appreciate this opportunity to express my opinion in a discreet forum. I value my school and the district and expect excellence from the board members that represent the members of this community.

-- The continual bickering from some board members seem to make decision making very difficult.

-- Ten months ago, my answers to these questions would have been very different. The new board is at odds with each other, and is not presenting a positive message to the community. While the message of some members may be appropriate or on target with the community, the manner of delivery is often "cringe-worthy."

-- I perceive a lack of respect by some of the board members for each other and our staff members. While it's ok to disagree, it needs to be done professionally and respectfully.

-- I do think the School Board has the best intentions for our District, though, I feel they are out of touch with what is really going on, as a result of all their rapid-fire decisions. Our District has always been considered an excellent district and not in need of an immediate massive overhaul. The "major surgery" applied to our district reflects a response to a district facing serious challenges. We are asking why.

-- I appreciate the questions that board members are presenting and challenging other members about decisions. However, the manner in which it is being done is not respectful. It appears that the board is split in two and EACH side needs to show more respect for one another.

-- At this point, I don't know if I can trust the board to make fair and just decisions for the students in our district. I feel that right now we have a very divided school board with very vocal opinions that may not support or represent the educational goals/best practices in education that our students need to be successful. Some board members do not conduct themselves in a professional manner at board meetings. Are they truly stewards of the whole community or just special interest groups?

-- The board has initiated a plethora of major changes to the structure of our schools, school day, and programs. Some of these changes are not what is best for children, including the longer school day. Some of the new programs have impacted our schedule negatively and presented space issues in our school, such as FLES. Teachers cannot even be in their classrooms during their PLAN time because of FLES. This is ridiculous. Board members need to find a way to work together and be open to constructive criticism. If something is not working well, board members need to objectively be able to look at it and be open to making changes.

-- I'm embarrassed and angered by loose negative commentary from Bucholz and Clark and the constant bickering and continuous arguing. This approach is ineffective and serving to give our district a black eye in the public's view when none is warranted.

-- Some members of this school board are too confrontational.

-- Mr. Buckholtz is a disgrace to District 41. He is extremely misinformed about most District programs and initiatives. It is a huge conflict of interest [REDACTED] in District 41 (which is ironic because he is very disrespectful to the teachers and staff). It is an embarrassment to have him represent our schools/community.

-- The school board is highly dysfunctional and divisive. It is a comedy. One member claims that "teachers think..." based on [REDACTED]
[REDACTED] There is no data to support his comments. I am thankful for long-term board

members who ask good questions, intellectually balance the data provided, and seek conclusions to the hard challenges we all face: education is a tough business. It is also a business without an annual earnings report. How can you gauge the long-term GDP output from students?

-- Too much dissension among the board every time they meet in front of the public.

-- I appreciate the work of the Board members and know that it is a difficult job. With that said, you are responsible for setting the tone for the district. I've watched some of the meetings online and listened to the audio of others. I would ask that the Board take a hard look at how they treat one another as individuals. Disagreement is to be expected, but so is civility and respect towards one another.

-- I believe that most members of the board do want what is best for the district and its changing demographics but 2 members want to keep things limited to what they think worked for their own children. They claim to board members that stand for "the teachers" when they clearly only stand up for their own agenda. They are frankly an embarrassment for our district and only display bully behavior.

-- I have attended or viewed most of the school board meetings since last summer. I am disgusted and embarrassed by the rude and disrespectful behavior I have witnessed from certain board members. I wholeheartedly agree with a person's right to disagree with another person, but no one has the right to belittle another person in a public way. The behavior I have seen can only be classified as bullying. The behavior of school board members should reflect our district's beliefs which include our Learner Characteristics as well as the fact that bullying is WRONG. I wish there were a way that a mediator could run the school board meetings because no one should have to be inflicted to the harassment that I have seen repeatedly during meetings. School Board members must act like the caring adults that they claim to be and represent a model for the community!

-- It's not all about the money or new programs...

-- There are two board members on the current school board who consistently act as if they are not a part of the school board. They do not trust their fellow board members, they are not team members, they question everything, and give a negative image as a whole. As an employee and community member, I find this extremely frustrating.

-- We have a very wide range of beliefs on our board and they do not seem to compliment each other. This makes it difficult to positively represent the district and support our efforts.

-- We need a frequent teacher electronic survey system in order for the board and administrators to get a true gauge of teacher opinion. Sometimes a vocal minority from teachers or parents drive the board to action. Accurate current opinion data is easy to execute and would be more representative of teacher feelings on important. This could also be done with parents and students. It appears that a vocal minority can often drive the board toward changes not really demanded by a majority of teachers. However, the wording of the questions would have to be professionally managed, otherwise the data can end up being invalid.

-- I am so grateful that Erica Nelson is the President of our school board. She is one of the

most articulate individuals that I've had the pleasure to interact with, and she genuinely listens to both sides of an issue before thoughtfully reflecting and deciding. She is pro-teacher AND pro-students, and does not view this as a conflict of interest. I have not had personal experience with most other board members via TFE work, but I can tell you that from watching Board Meetings via webcast, I am sometimes embarrassed by the behavior that is displayed. If the students in my classroom treated each other with the same lack of respect that the Board has treated other board members and some community members, we'd be having a strong lesson about appropriate behavior. It also seems like some people have joined the Board to push their own agendas, and are unwilling to listen to differing viewpoints. I sincerely hope that everyone can take a step back and trust that the amazing teachers and administrators in D41 have the training and experience to make decisions that will best prepare ALL of our populations for the future.

-- Our board president is phenomenal. She is so eloquent in her communications. She is also very knowledgeable about the academics, not just board policies and economics. The current board members do not all seem to be pulling on the same rope. It is embarrassing to hear how adversarial the exchanges are at public board meetings. This is not representative of the collaborative culture of D41.

-- The board seems very contentious, and I don't think things will get done because of it.

-- The atmosphere of the Board meetings is contentious and uncomfortable to witness due to the comments and attitudes of a couple board members. This does not portray a positive image although the Board President does an admirable job of trying to mediate. It's obvious a couple members have their own agenda which I am not confident is in the best interest of our students.

-- The school board is a volunteer position and seems to be quite thankless. I think we have some older members of the board that need to move on. I think that there is some serious reflection that needs to be done and I feel as if there are some closed minds. I feel as if they don't allow every board member to have a voice and go out of their way to quiet or belittle some of it's members. I think the hard questions need to be asked and addressed. It needs to be about the kids.

-- It is appalling how the Board conducts business. The bickering that occurs during meetings is embarrassing. It makes me question if the Board truly has our students' best interest at heart. The way that we function as a system is as a team and if we constantly have the Board viciously attacking each other and our system, there will be NO positive change that will affect students. If the board can respect each other during meetings and work together, it's possible that they can set an example to our stakeholders, our staff, and our children on how to work together collaboratively, a characteristic that our elementary students exhibit better than the Board.

-- While it is important to be cautious with funds and to make smart decisions, some current board members seem to be making decisions based on a hidden agenda. The reputation of D41 is at stake and the insulting and argumentative tone of the Board damages its image. Based on comments and actions, the two new board members are negative and seem to be catering to an unrealistic agenda. Fear and intimidation is not in the best interest of education and student learning.

-- I am disgusted by the behaviors of the Board. In order to be successful, board members need to make a point of acting appropriately and hold each other accountable for their actions. If any of our students were to bully another student in the manner that Buchholz bullies the staff there would be serious consequences. I would like to see ALL Board members hold each other accountable to their jobs representing ALL stakeholders- especially the students. For the record - Clark and Buchholz you DO NOT represent my (staff) voice and I am sure you only represent a minor community voice. Maybe you should tell us which staff members you represent. I really do not think they are interested in doing their job as a Board member they only want to have it their way. If either of you were educators (and sorry Kurt, you are not a teacher) you would see the harm you are causing to the kids in the district. As far as a taxpayer- if I couldn't afford to live here - I would not- are my taxes high? Yes, but that is because the quality of education is high- that's a good investment for me. I would have given anything to have my kids have the experience the kids are getting now. Good schools make a great community. Get back to being a great school board.

-- There seems to be a great deal of animosity at board meetings. It is hard to judge whether or not the entire board is in full support of what the teachers want which is what we feel is in the best interest of students. I believe that, at times, the board weighs too much on what the parents want in the community. While I understand that they are the bridge between community and schools, at times it feels as if parent input is more important than teacher input when it comes to board decisions. We are the experts in our field, we understand what is best for students, we understand the changes in education better than most. Our opinions should take precedence over parents. Parents trust doctors with health decisions, they should trust teachers with educational decisions. The entire board should fully understand this.

-- 9 months ago I would have answered all 4 of these questions differently. Since board membership changed last year the board no longer presents itself as a leadership team for our district. With the addition of a couple of new members the board is no longer collaborative; sincere; they do not appear to respect each other, and most disappointing - they do not demonstrate respect for staff including teachers. The tone and behavior at board meetings can best be described as appalling. I believe the board should model the behavior they expect staff to demonstrate towards each other. Board members should be ambassadors for the district and community they represent.

-- I marked strongly disagree for every question because I am appalled and embarrassed by the manner in which Mr. Buchholz and Ms. Clark conduct themselves. Mr. Buchholz, you are a bully who should be stopped. I am tired of the way you speak to your peers and district employees. You are rude, passive aggressive, and an embarrassment to D41. You both agree to norms in meetings, and then never adhere to your agreements. As for Ms. Nelson, Mr. Elger, Mr. Bochenski, Mr. Escalante, and Mr. Ellis, thank you for working in the interest of our students and staff. Without your efforts, we would not be able to make D41 such a dynamic place for all. Thank you.

-- I think most members of the board listen only to the Superintendent and not the entire district community. I think they choose to spend money on what they and the superintendent want, but not what is necessarily desired or needed by the staff or students. Special education staff generate a great deal of money for the district by billing Medicaid for the services they provide. This billing takes time each month, that otherwise could be used planning or servicing students. The staff has never been told how much money they

are generating, nor how the money is being spent. I would think the Board should know about this and consider this information when making financial decisions for the special education students and staff.

-- Our Board is dysfunctional. It is uncomfortable to listen to adults in a public office act so unprofessionally. I am embarrassed having them represent our district. This is since the last election. Erica Nelson a our saving grace. She is well spoken and class act.

-- The way some Board members treat each other and treat staff is not productive or good for the District. Differing opinions do help an organization but not when the opinions are presented in a mean or disparaging fashion. The Board needs to conduct themselves professionally treating all with respect. Conflict and disagreement can happen civilly and with respect. It is important to assume that everyone (other Board members, staff, community) is working to create a positive District.

-- I answered strongly disagree to the Board presenting a positive image and the Board doing what it takes to be successful. My impression is that the Board is extremely negative and unprofessional since the new Board was elected. It is obvious that this group is not going to figure out how to work together. It seems as if the fighting and arguing has taken over and they are not thinking about the children. I have also been concerned with how my colleagues have been treated when presenting or speaking to the Board. Board members have been negative, critical, disrespectful, and sometimes even speaking in a rude tone as they respond to staff. We are working hard and want to feel supported, appreciated and respected as professionals. I would recommend the Board get some professional development help and guidance on how to be an effective board and how to work with staff. It really is only the children who will suffer the consequences if the Board continues down this path. It is critical that something change soon. Board members need to put their differences aside, focus on their work and do what is best for the children.

-- I have attended and watched board meetings and while it appears that many board members work hard to do what is best for our students and district others appear disrespectful to many in our district.

-- I feel that some members of the board are more aware of what is really going on than others who have only had brief exposures to in the classroom day to day for special education students.

-- It was difficult to answer these questions as I do not feel that way about some of the board members. The two newest members of the board seem to have added duress and mistrust. Watching the board meetings, I am ashamed of the way a couple of the board members behave. The body language, the interruptions, the breaking of rules is all very discouraging and disheartening. I believe the Board President tries her very hardest to keep order but that it is a big struggle.

-- I feel that 5 of the seven board members truly support the district and present a positive image to the community members. Sadly, there are two members (Mr. Buchholz and Ms. Clark) who very frankly, are an embarrassment to the district. Their behavior at board meetings includes speaking over people, responding to public comment, and engaging in bickering and rude comments, overshadowing the incredible work that is being done in District 41. They create a dynamic of instability and frustration visible to the audience. I

understand that there is the need for discussion and that people may disagree, I feel that there might be a different way for individuals to express their opinion. The other board members, especially our board president Mrs. Nelson, have worked tirelessly to support staff and really hear all sides of many issues. Board members Elger, Nelson, Ellis, Escalante and Bochenski are such supporters of the hard work that goes on day in and day out in D41. They approach situations with a calm, respectful manner and are open to civilly discuss matters and make decisions that are in the best interest of our students.

-- Overall they do a good job, however they often pick on small issues that aren't relevant to the success of D41. Please focus on the big issues, curriculum, school safety and top notch staff.

-- Sometimes I think they worry about other groups / stakeholders

-- I would love to see our board follow the D41 Learner Characteristics and serve as a role model for our district. I feel the behavior at recent board meetings has been poor.

-- I am so sorry to have to write this, but I have watched some board meetings online and am very concerned about the direction in which the board is moving. There has been a change on the board, and it's current new members are not doing what it takes to make our district successful. Having different opinions and expressing them is fine, but the negative tone and the constant requests for "data, data!" when they themselves use anecdotal evidence to support their claims ("someone told me..." or "my daughters..."). The effect seems really mean-spirited. I sincerely hope that somehow a "refresh" button can be set on this board, and they can speak with more respect to each other. The board president has been truly patient and generous with allowing individual board members to air their grievances (which often seem to be very particular grievances). I want the board to be taking a big-picture look at the needs of the district, not get all focused on the smaller decisions--those are decisions best made by educators--the principals and staff involved.

-- The Board does need to work on being more positive. The meetings are extremely negative and does not reflect the positive climate that is present in all of our buildings.

-- This new board is embarrassing. As a professional educator, it is so disappointing to see our representatives argue with each other. The two newest board members are not approachable and quite off putting. One board member seems to speak for the teachers, but I know for certain that he hasn't spoken to that many teachers. I may even agree with some of their ideas, but the way they are communicated is quite disgusting. Also, their body language is discouraging. They all should be working together, but instead they are at a stand still. They give off a very negative image of the district. It has gotten to the point where teachers are afraid to speak and even attend board meetings. They are terrified of being singled out, specifically by the two newest members. They need to attend a workshop on collaboration. I hope that they can improve so that they actually start to do something positive.

-- Too much discourse on board.

-- The Board is dysfunctional and out of control. The superintendent needs to work with the president to control meetings. Certain Board members go in to every meeting with the attitude that the district is purposefully trying to deceive the public, waste the public's

money and that D41 staff and administrators do not care about our students. That is simply not true. The students are the reason we are here. There are at least 5 administrators I know of who are actively looking for employment elsewhere and it's a direct result of the Board's actions, more specifically, the two new Board members. They bring nothing but negativity and dysfunction to the table.

-- I believe our Board needs to be kinder with each other when conducting business.

-- the board treats each other with disrespect. They argue and swear in open, public meetings. -board members do not support the mission/vision of our schools and have an "agenda" to remove the SI

-- Board meetings are often disrespectful of the district and employees. Teachers are often embarrassed by how board meetings are handled.

-- factions on the board limits its efficacy

-- There is too much discord with Board this past year. It is hard to see what they are actually trying to accomplish. We as teacher are not sure if they have the community and teachers best interest in their thoughts when they are meeting. They disagree too much.

-- There is a lot of disrespectful dialogue and interaction between board members and the board and administration. This reflects poorly on our district and is an embarrassment to community members and staff.

-- It is very unfortunate to watch our board members attack one another and speak in such a disrespectful manner.

-- A colleague of mine was at a Board meeting, and told me he/she witnessed high disrespect to one or more D41 staff members. That's appalling.

-- These disagreements do not hold truth to all board members.

-- I have to admit--the BOE doesn't look good sometimes on the GE message board. I know that it's the message board--I get that, but it does reflect on us. I don't think the BOE looks too good when you have community members and BOE members going back and forth on website.

-- I am embarrassed by this board. You are a joke in this community. I'm sure each of you think you're doing what's in the best interest of the tax payers and in your personal beliefs. I'm not sure that translates at all into what is best for children. You are certainly not role models as to what it means to be respectful or demonstrate citizenship.

-- I have deep respect for Board members who are trying to be the voice of reason, but those who are supporting the superintendent without truly understanding what is happening (especially in special education) are abdicating their responsibility to education EVERY student. There is a culture of disregarding and disparaging anyone who disagrees with what the District and Superintendent are doing. Closed systems do not grow and develop.

-- By allowing all of the changes we have been put through over the past few years, I can

only deduct that the Board is not paying close attention.

-- The board is embarrassing, but entertaining in a train wreck sort of way. They do not serve as an example for students. The school board is also at the mercy of whatever the superintendent and director of HR feeds them. Because they have to have a relational trust in the people that provide information on which they act, an imbalance of power and skewed information has resulted and there is little to no checks and balances.

-- There is too much negativity between board members at the meetings and I think the public has picked up on it.

-- The behavior of a few of the Board members has made staff very uneasy. There is much to celebrate in the district and much of the staff feels defeated and unappreciated by the Board. There are many fears of losing the high quality staff that we have. In addition, the length of the board meetings, lack of focus and debates that occur during the board meetings does not present a positive image to the community.

-- From watching interactions between new and returning board members and reading online banter.....I am disheartened at the interactions between the board members. The disrespect and negativity that is brought from the new board members is shocking.

-- The current tone of the board meetings tends toward a lack of respect and professionalism in communicating ideas. Valid messages are overshadowed by less-than-desirable delivery. Opposing viewpoints claim to speak for teachers, implying unanimous agreement, on each side, which is dishonest.

-- Our current school board president is the best we have ever had. I am so happy she returned for another session.

-- I am embarrassed by how a recent elected board member treats the other board members. He is disrespectful and extremely rude. I am so disheartened with his behavior, that I have stop attending the meetings this school year. Watching the streamed board meetings, I cannot agree with the statement that "the Board presents a positive image to the school community".

-- I feel like there are a few board members who only hear what they want to hear and that they take information and manipulate it to meet their own needs. There are many great board members and maybe together you allow for a balance between each other but it is hard to be a teacher who is constantly feeling like there are certain board members who think you are not doing a good job as a teacher just because you like specialization or have an open mind and are willing to try new things (like when think tank and specialization came around). I think that they mean well and we all want what is best for the children but have different ideas on what that can look like besides the tradition classroom.

-- I made comments earlier about concerns with the Board not getting along and not having an accurate idea of what a student's day entails and out-of-line expectations.

-- I am appalled with the behavior that Kirk Buchholz and Stephanie Clark exhibit. We would never allow our students act in this manner. I would recommend a mediator facilitating the board meetings.

- The School Board is highly dysfunctional. At least as far as personalities go.
- The two newest board members do not work collaboratively or understand what needs to be accomplished in a leadership role. There is too much discourse at board meetings and the school community as well as the general public are concerned.
- I feel that the division of the current school board has had a negative affect on kids. I think that some of the people on the school board have personal agendas and are using this position of power abusively. I worry about all of the fighting and inappropriate comments I hear about around the district. There are many irresponsible things being said on several different facebook pages about our district from parents that are hurtful and make me feel extremely un-valued as a teacher. I work VERY hard in my job.
- Have every confidence in Board president and her excellent track record, but new board members display negative behaviors and are an embarrassment to all of us.
- I feel badly selecting strongly disagree because I think 5 of the 7 really do a great job of moving our district forward. The five work with the superintendent and support staff. The two new board members are a joke! During the recent presentation by FLES and dual language teachers, the two new board members were an embarrassment to the district - Really, not clapping for the teachers! Their behavior is reprehensible. They need to resign! The new male board member is just a bully. [REDACTED]
[REDACTED]
He is also a liar. [REDACTED] as he claimed a few weeks ago. He speaks about transparency and trust - he is neither trustworthy or transparent. He also needs to stop speaking on the behalf of teachers. STOP THINKING YOU ARE AN EDUCATOR BECAUSE [REDACTED] YOU WORK IN INSURANCE, NOT EDUCATION. The NEW female board member needs to start thinking for herself. However, she continues to be manipulated by her male bully partner, so its her own fault for following such a horrible person. The board president is an incredible person who has given so much to this community. She cares so deeply for teachers, parents and students. Thank goodness she is here. The four others are also outstanding Board members who understand their role.
- I am extremely thankful that we have Erica as our president of the board. I think she listens to the teachers, supports the community and always has the students in mind. She has been in our school multiple times and is very kind and respectful when you speak to her. I am disappointed in the turn that our board has taken this year. I am afraid for the future of our schools because of the strong views that are controlling some of the decisions. I have always been a proud district employee, community member and have spoken very highly of Glen Ellyn. I can not say that I feel that way when I watch the school board meetings. I feel that even though staff is asked to speak out they are quite frankly scared of what will be said to them and this isn't right. We used to love to attend board meetings and share all of the wonderful things we are seeing in our district. With the board feeling so separate because of such strong views it is scary. I am intimidated by a couple board members because I know they are loud voices in the community and I do not believe they want to hear anything that will make them think differently about their opinions. I think they will push for what they want and nothing will change their minds. A good board member would elicit feedback and then digest and reflect upon that. Anytime I have heard feedback spoken to these particular

members it seems as if it is not listened too.

-- The board, and board meetings, lately have made a mockery of the district. The drama at Board meetings do not represent our stakeholders well.

-- I think there are SOME Board Members that are more Bully's on the board rather than there for the district to do right. They just want to cause problems for targeted individuals/places and are bringing the public/parents in to cause their problems.

-- I know little about the board and most of it is here say that they are very divided. I hope that they will make decisions in the best interest of the students, specially for our students with high needs and our bilingual populations.

-- This category is difficult to answer. Different board members would receive different scores. They do not present a cohesive image to the school community.

-- The two new board members have made a significant, negative impact on D41. It is exhausting witnessing such turmoil they instigate.

-- I am extremely disappointed with the conduct of our current Board of Education. It is appalling to watch the behavior that goes on during the course of a board meeting. There is a lack of respect for each other as well as educators in this district (from the superintendent to teachers who are carrying the requirements of their jobs). This has created more work, worry and uncertainty. It seems like a few on the board have an agenda and are working from a fixed mindsetnot an open one. I want to be clear that my comments do not apply to all board members.

-- Our board is an extremely disappointment this year, it is extremely embarrassing to go to board meetings this year, where there are adults who suppose to be working for our kids and they can't even get along. All they do is scream at each other and they can't agree on what is best for kids. No support for teachers, it's extremely sad.

-- The combative nature of some school board members present a very negative image to the community and D41. The school board members do not actually know what all teachers think or feel, so they should not claim to. Members of the school board seem to have very specific agendas and those do not benefit the community or district.

-- I'd like the board to ask more questions about decisions that are brought to them. For example, the furniture purchased for the STEAM classrooms was too heavy, did not accommodate bins for the students binders/books, and was not sized correctly at first. Teacher desks were not even considered. It wasn't until our building principal shared the plan with us until we were able to point out how many problems there were with the order. "How did you choose this furniture for the new classrooms? Did you have teacher/custodial input?" With the new classroom additions, we are greatly missing storage space. I hope that the board can continue to work together in a way that projects our school district in a positive light. Conversations don't have to be off-putting and offensive. There is a way to get your point across without acting dismissive or demeaning.

-- I had to disagree with trusting that the decision-making is in the best interest of the students. Too often words like data and cost come up as the main concern, instead of the

children's social-emotional and cognitive-processing needs.

-- I have trouble trusting a board that allowed all of the "Think Tank" initiatives to be pushed through even with many, many concerns from staff and parents. As we vet things out in PBL practice, the district should vet ideas out openly and honestly with parents and staff. Strong, worthwhile initiatives will stand up to hard questioning.

-- There is a lot of disagreement amongst the new members with the old. There needs to be more respect shown when communicating with one another and the stakeholders.

-- Please note my negative responses to this question does not reflect the work of the entire board. It is disgraceful to see a few board members act in a manner that would never be acceptable if displayed by students in our schools. The D41 Bullying Behavior Continuum identifies arranging public humiliation, manipulating others to remain silent, harassing an individual including written and electronic communications or Web sites, and threatening an individual using words, gestures or actions as severe forms of bullying and completely unacceptable. It should not be tolerated. Staff and community members are not comfortable speaking up for fear of retaliation. Clearly these board members have a hidden agenda and have resorted to tactics such as monopolizing board meetings, discrediting anyone who questions their platform, and orchestrating audience members to bring up topics they want discussed and documented to obtain control. We teach our children to play fair and not be deceitful yet we allow board members to model that behavior several times a month. This behavior has impacted the work and reputation of the entire board and school district. This has not gone unnoticed in the education community. Don't be bystanders.

-- The lack of respect The Board displays for each other at School Board meetings allows administration to think it is acceptable to treat staff and parents this way.

-- I watch the Board meetings regularly, and I am appalled at the behavior of two members, Mr. Buchholz and Ms. Clark. The outbursts, condescending behavior and remarks made by these two individuals is an embarrassment to the rest of the board and our school district. It is difficult to agree with the statements of these two members, however accurate they may be, when the delivery is so incredibly disrespectful. I truly appreciate the work of Dr. Gordon, Ms. Nelson, Mr. Escalante, Mr. Elger, Mr. Ellis, and Mr. Bochenski- especially the way in which they handle the circus like atmosphere created by Mr. Buchholz and Ms. Clark. My responses are a direct result of the chaos, confusion, and negativity brought upon by Mr. Buchholz and Ms. Clark. I truly hope there are some noticeable changes so that the teachers of the district can feel confident in your work again.

-- Too much of a segregated unit. I've seen the videos of the board meetings...not pretty

-- The board president makes us feel valuable as people and teachers.

-- I hope that the diverse background of our Board will try to always make decisions in the best interest of all students with all types of needs.



Glen Ellyn School District 41 2015/16 Staff Insights Survey Comments Superintendent

Comments/suggestions:

- Managing by walking around could be done a little more around here. I feel as though some of the Administrators only deal with those staff members they encourage and like and don't take the time to get to know other staff members.
- There is much conflict with the board and much of what the superintendent wants to bring to our district has come from his previous district of Colorado.
- Paul always has an open door. He is so passionate about what he does. I am truly honored to have him as our leader.
- Dr. Gordon does a fantastic job interacting with all staff, students, and parents. He is enthusiastic, open-minded and works hard spreading a positive message in our community...
- Our Superintendent seems to present himself as a know it all. He talks ALOT. Not sure where he really stands...I am sure he is doing the best he can.
- I appreciate the positive focus and the commitment to the goals set.
- Our superintendent is an inspiring leader. He is passionate about teaching and learning and pushes the staff to always do what is best for kids. Our superintendent seeks out the interest, feelings, and opinions of all staff in a variety of ways. He is a compassionate individual and is very easy to talk to. We are incredibly fortunate to have him with us to lead us in our work.
- Dr. Gordon is a very good superintendent. He is kind, professional, and fair.
- The superintendent listens to concerns, but doesn't care and implements his outlandish initiatives anyway without thought of consequences to the teachers and students. He has messed up this district!

- I feel that Dr. Gordon is a strong supporter of teachers, but I wish he would show that more at board meetings when some of the board members speak disrespectfully to teachers and administrators who have come to provide the board with information.
- Superintendent speaks well, and I feel informed. I don't know if he is aware of concerns of employees.
- The superintendent may be AWARE of major concerns but ignores them, dismisses them and does his best to bury them. I have no trust in his judgment. He does not listen to dissenting voices. He paints a rosy picture of the schools to the BOE and to the public, but our working conditions are atrocious, and the new contract we were railroaded into accepting last year sold teachers and students alike down the river. Deplorable. We need opportunities for our issues and concerns to be heard. I hope this is one venue for the truth to come out at last, but I am not hopeful. We need teachers, BOE members and Admin to sit down together and talk things through honestly. This does not happen. I hope this survey can finally put us on the road to real change, real communication, real transparency and real understanding.
- PBL this year has been more limited than it was last year and kids are not as excited about it. For example not all kids can now get a field experience or go to panel.
- The PBL initiative is not what I thought it would be.
- Our superintendent has a clear understanding of the variety of needs in our district. At my school, where there is unique mix of socio-economic differences and language learners, his commitment to the dual language and FLES programs sends a strong message to the community and staff that he is addressing the needs in our school with an approach that benefits all students. These programs not only serve to bridge the achievement gap of our neediest children, but they also provide an opportunity to teach cultural awareness and language to all students at our school. Our superintendent is aware of what skills students need for success as adults and is committed to the programs and staff in the district that provide these opportunities for our students.
- Our superintendent is a very dynamic speaker & communicator, and I believe he truly cares and believes in his vision. I'm not always sure that he takes the time to see if that vision is always truly practical, though he has shown a willingness to make adjustments to his plans based on feedback from the staff.
- This is a MAJOR concern for me - and for many in our district. This relatively new superintendent has literally turned our district on its head. Flexibility and growth in education is imperative, but, "throwing the baby out with the bath water" is a serious move - with negative consequences across the school population and community. As teachers, we have encountered sweeping changes starting with the definition of our jobs. Most of us are no longer general ed teachers, we are rather a literacy or a STEAM teacher. We no longer have one class of students, we have two classes of students each day. We no longer have all day to teach across the curriculum, instead we have less than two hours per day to teach in isolation of the other major discipline. We don't have the same materials each year, as major changes continue to be delivered to us in each area of study. Each year this leaves us scrambling to quickly learn and (spend hours) assembling something, before we can teach it. We have a "drop-in" PBL (Problem Based Learning) requirement, with a stand-alone unit

expected to be created and implemented and presented to a panel of experts, with each class. The district has spent big money on 21st Century furniture but there is not enough money to hire much needed people resources to more fully meet each child's needs. The furniture may look good on the outside - but, at what cost to our kids are these new plastic chairs? The negative impact on staff, due to these myriads of constant changes is one thing, but, the lack of professionalism in disregarding the developmental needs of young children is a breach of trust.

-- Not sure if he has a sense of the pulse of employees... until recently! We do appreciate pulling back on PBL's but it felt like we had to fight and fight and fight too hard for that!

-- I feel that too many major changes have been put into effect since admin changed.

-- The District has gotten a lot of negative press about how the school board and superintendent are at odds. This is not helping the image of D41 in the community.

-- The superintendent left beautiful Colorado for a paycheck and is here to keep the school board satisfied. He will keep the constituents fulfilled. Sadly, that is the status of most superintendents. The system is broken because of that single-most political factor.

-- I feel that the superintendent has been spending a lot of his time dealing with issues relating to the school board, disgruntled community members, and concerned parents. I would like to see him spend more time sharing inspiring messages with district staff. As we all learned at a recent institute day presentation, employees love to receive hand written notes of appreciation from their administrators. I would like to see the superintendent build more personal relationships, share more stories of success, and even voice his concerns and areas of improvement to the staff. The superintendent needs to be a LEADER of other administrators and the district as a whole, not simply a person who REACTS to the loudest and angriest voices.

-- I think that since the onset of this superintendent's coming to the district, there has been a huge increase in stress and uncertainty within the school community. I think that he is aware of our concerns, but knows what he would like to accomplish as a district. It just may not fit with what we are capable of or what fits within our district.

-- I believe he is aware of our concerns, but not making the decisions to make changes. He is listening, but not HEARING us and acting on it. We have little voice in input and implementing change.

-- I think that Paul is a terrific leader, and he respects his staff. Last year, he listened to teacher feedback to slow down the PBL implementation process by only completing one within the school year, and I think teachers greatly appreciated 1. his decision and 2. his willingness to listen. He is so approachable and "human", and in my opinion, that goes a long way to developing the relationships needed to lead effectively.

-- Paul is a great leader and exudes positivity.

-- Implementation of PBL's is inconsistent. More and more departments are being absolved of the requirement. Many departments including social studies, literacy, science are held to more stringent standards than other departments. PBL's should be optional and not

mandated. I don't want to feel shackled and chained, but I feel that way more and more.

-- Having adequate facilities has been a primary need that has been addressed by the present superintendent.

-- Many changes occurred in the district without thought or explanation. That is worrisome.

-- Oh boy, Dr. Gordon walked into a hornets nest. I will give him that. But as far as trust, I have less than zero. He does communicate often, but I get the feeling that it is not always truthful. I think that he believes if he says it enough it will be true. I think he set the kids and teachers up for a longer school day. The newspaper was printing information BEFORE the vote (I know, sounds like sour grapes - but the process was shift). I think that he is clueless to the needs of kids and trying to change the culture of our schools. He had a open meeting once with Karen Carlson, it was kind of a joke. That's all I will say.

-- I am very happy with Paul Gordon as our superintendent. As a classroom teacher, it is refreshing having a superintendent who is personable and cares about making change that will directly affect the students of D41. He cares about his staff and how to make instruction better. What a great superintendent. D41 is lucky to have him.

-- I really like the progressive approach of Dr. Gordon. He understands 21st century learning and is moving the culture of the district to meet those demands. He communicates well and frequently.

-- Dr. Gordon does the very best he is able to advocate for the district and it's kids- but when 2 members of the Board are more interested in stopping progress rather than doing their job of oversight - not staff work - it is impossible. It doesn't help that the other 5 board members do not put a stop to it. District 41 is a superb district for kids to learn and grow, but that will not be the case soon if this board behavior continues.

-- Trying to change the way children are learning when they are already performing well seems wrong. PBL's can be beneficial, however, to put demands on how many need to be done a year is not good. They take too much away from all the standards we need to teach.

-- The superintendent THINKS he is positive, an advocate, a good communicator and aware of concerns of employees, but in truth he is not. His image appears to be very fake, and at times, unprofessional. How can a Superintendent use the acronym "WTF" in a powerpoint presentation to the entire district staff and be thought of in a positive way? He tells employees what they want to hear, but does not act to change any employees concerns. His morning "coffee talks" and "Listening Sessions" were a chance for him to tell us what he wants for the district, not to listen to our concerns about all the changes that have been made in the last few years. Instead of admitting that the district is doing too much, too quickly, he continues to add the changes that HE wants in the district. I think the Superintendent advocates to the School Board what he wants for the district and not what the employees of the district want. I do not believe anything has change for the better in the district since the last Satisfaction Survey.

-- He is so enthusiastic that it is contagious!

-- The superintendent is publicly criticized by some Board members at public Board

meetings. This is not good for the District. It makes it difficult for the superintendent to lead. If Board members have concerns with the Superintendent or Administration's performance, it should be handled privately - not in public.

-- It is obvious that he is extremely passionate and cares about the students. He is in the schools a lot. I get the impression that he wants to see the schools for himself and be in classrooms to really see the inner workings of the district. He knows what is going on in schools because he is in the schools. The kids love him and he is accessible to all staff. He is a casual leader who listens to all perspectives. He also has shown that he is not afraid to make a change based on feedback and evaluation. He works with everyone to lead the district. With him it doesn't seem like a top down approach to leadership. I appreciate his style and feel he is the right fit for our school district.

-- The superintendent has not been very much apart of the special education classrooms. He has not seen what an extended school day is like for the population of students and staff in these rooms. The students and staff do not receive the same classes/schedule as gen ed students as FLES is not appropriate for the self contained population. Special education staff does not have PLC time like gen ed teachers building has provided many options to help but we do not meet together 5 days a week due to our students being in different grades. I feel that many PDs are around PLCs and this does not apply to special education staff. I know we are such a small section of the population of the school but I would love to see some efforts to individualize our time/schedule as we do for our students each day.

-- I feel that Dr. Gordon cares about the teachers and the students in this district. He seems to really know each of the teachers and takes interest in them as people and as teachers. It is clear he wants the best for the students and works hard to do well by them. I am proud of his work and am proud that he is our superintendent.

-- I feel Dr. Gordon is taking the district in a very positive direction and making us a leader among surrounding districts. He is also a strong advocate for our teachers and staff.

-- I feel that the superintendent takes the much needed staff to learn and observe each and every member of the district and each and every school in the district. He gives suggestions for improvement and he gives recognition to people and places that are doing a spot on job and he is able to do that because he takes the time to follow up with his employees and place of business to make sure we have all the needed materials to be successful, so that are students can be safe and successful.

-- This superintendent is excellent. He consistently supports the efforts and successes of his employees, even when members of the school board are saying disparaging things or even inaccurate accusations. He is bold and supportive, and needs to keep standing up for the excellent education he knows is happening here.

-- Our supt. has a very top down approach. He speaks a lot about understanding teachers. He can be very complementary of teachers, but doesn't always stick up for his staff. The supt. has heard the staff's concerns, but doesn't seem to do anything to change them. It can be very defeating.

-- I am new to the district this year. As a part-time employee, I do not feel I can give a true personal opinion to questions about the superintendent.

- I believe Dr. Gordon is doing a great job. I am pleased to have him as our superintendent. He truly cares about his staff, students, and families.
- -I think the superintendent is limited to what he can do by the board and the vocal parents. -the superintendent has never once asked me if I have any concerns -
- I know there are some in the community for whom the superintendent does not have a positive image, but frankly I wonder if that's warranted.
- He needs to support the people who work under him at all levels.
- I wrote a lengthy paragraph about this topic and it was lost due to an on-line error. Does not make me want to take time to thoughtfully craft my comments as it's an utter waste of time I don't have. This superintendent has been made very aware of the negative impact the lack of curriculum, resources and support that teachers have had on many staff members health and their quality of life and this is continually ignored. I have been present when he has been informed of this so I know he knows it but I guess he's not a good enough manager to help fix it.
- The superintendent is short-sighted and self-interested. He has his own agenda and does not receive feedback that does not support his own agenda. He has created a culture of vilifying anyone who does not support his agenda. He has no understanding of special education and has made insensitive comments that reflect that. He has spent NO time in special education classrooms and yet directs the district to save money at the detriment of our most vulnerable learners. There is a superficial culture of openness, but there is not transparency at the decision-making level. It is a top-down structure without respect for the gifts that direct services/teaching staff have to offer. The only voices that are heard are those of individuals who have no contact with students. The superintendent is unprofessional at District level events and offers no content or wisdom. It is not clear that he has any actual substance to share, instead relying on charisma.
- I do not support the PBL work that is being done in our district and I do not feel that this is being heard.
- CSO is top-down management. Input is not honestly sought out nor taken when offered. Initiatives are piled one on top of another year after year without even vetting if the current initiatives are effective.
- While he may be great as a person, in his position his strength lies in the politics. Such as the listening tours done at the beginning of the year, much is done for "show." He listens to hear, not to seek any kind of understanding. No questions were asked. His beliefs were already pre-determined before his arrival and our input meant little. Questions are often danced around, not directly answered. ELL/IEP and low income continue to perform poorly, yet because the parents of these subgroups are typically silent, no additional resources, programs, etc, are considered to improve performance. He works his agenda with a smile.
- The superintendent is interested in serving his own agenda. His decisions are not driven by the best interests of the district's students or employees. He was personally invited to

[REDACTED] by staff that were under crushing distress during his first year in the district. A handful of staff members actually broke down in tears or became visibly choked up at this meeting. Staff members shared personal details of the toll district decisions were having on mental, emotional, and physical well-being. Many teachers reported sleep loss, the need for anti-anxiety prescriptions, and other negative impacts related to work. (I underwent three EEGs ordered by physicians as a result of the stress caused at work during this period.) And these are just a few of the stories about the effect the climate under his leadership had on the adults. There were also illustrations of the negative impact on students. Well before staff were satisfied with sharing concerns with the superintendent, he made a crack about a family member calling his cell and needing to go. He was invited back the following year as staff members continued to have the same concerns as well as additional ones. Nothing significant has been done to alleviate these problems. The superintendent's communication with the district feels utterly disingenuous..

-- Yes, he is doing what it takes to make our district successful, however I feel that PBL hinders the elementary students ability to learn basic skills.

-- I feel a disconnect w/ the superintendent. I know he has a HUGE job but don't know how he relates to the people in the trenches.

-- There are too many behind door decisions made. Its annoying. I guess that is how upper management works. Karen and Laurie are good communicating specific topics. Dr. Gordon is pretty broad. Maybe that is the nature of the job. I do think our district looks good in the community or social media.

-- I'm not sure if the superintendent is trying to push PBL, looping, and multiage because he believes them to be best for kids or if he believes that they are the newest trends out there. I wonder whether these initiatives are better for kids and can't find research to prove that these changes WILL positively impact our students. I am in support of Specialization, but do not agree with looping, multiage, or multiple mandatory PBLs following rigid rules.

-- Superintendent came in with his own agenda. Flew in his own former staff and put them up in the ritzy Hotel Baker. Had them telling us what to do. Insists we change to do things his way. In D41, we always start initiatives filled with buzzwords, but there is never any follow-through and whatever was started just trickles away. Oh, we're not doing that anymore. Now we're on to the next new shiny thing.

-- The Superintendent has a great vision for our district. He understands our teachers and is always willing to listen and change his mind if presented with a different viewpoint that has valid

-- I have enjoyed the positive and supportive feeling that Dr. Gordon presents. He speaks often to the staff and is very open to listening to us. I appreciate his honesty when we ask him questions and quick feedback. I believe he encourages us to push ourselves and try new ideas that have been proven to work.

-- I feel the superintendent was hired by the district to implement several initiatives that were not fully supported by all members of the community. I think it is difficult to balance the direction in which he was hired to lead the district, and the backlash he is receiving from residents who oppose that agenda.

-- I believe the Superintendent puts out a positive image to the public. I am not sure of his specific message to the employees or that he knows the concerns of the employees or that he is concerned with our specific concerns. He also sometimes seems too concerned with the public rather than with the employees and the students. For example, he was supposed to be a 2nd grade student in the school and blend in with the students and experience what it was like to be a natural student. Instead, he came in late with a Starbucks coffee and dressed in a suit.

-- Support Staff are not recognized as often as teachers and/or administrative staff. Support Staff are not acknowledged professionally as much as support staff at CSO. Pay rates are discriminatory.

-- I feel that Dr. Gordon has been thoughtful about the feedback regarding various initiatives and has made appropriate changes.

-- I believe that there is a major disconnect between my principal and our superintendent. They don't communicate well at all. We get mixed messages from them all the time. It's almost like they have a different vision for our school.

-- We've had one all-staff meeting with the superintendent since he was hired. This should happen at least once a year.

-- All of our administrators and board members have to realize that teachers are NOT going to tell them they are not happy with things (when asked face to face). Most people that I talk to are not secure voicing opinions unless they are the desired opinion. This is NOT effective for getting what is best for our students. Again, I think it is of extremely important for the district leadership to realize that people do not speak their minds. When I attend building GEEA meetings, people literally voice so many concerns and then actively support things they don't agree with outside of those meetings just to look good. It is very sad that our staff members are still so afraid to speak their minds. We need to find a way to clear the air and get some good, healthy discussions going about important topics. And we need to stop leading staff to the desired outcomes. Let's actually let things develop naturally and go with what makes sense. Then we will truly be trailblazers in D41.

-- I have seen and heard a few board members treat our Superintendent (and other staff and board members) with disrespect. Their repeated demands are unrealistic both in terms of time and human resources. Their efforts to micromanage the work of the superintendent has impacted our district in a negative way.

-- There is a disconnect between the superintendent and employees - whenever concerns are expressed by employees, the superintendent seems unaware of the issues/concerns. I am not even sure how one's concerns would be communicated to the superintendent.

-- It's his way or no way. We are tired of all these new initiatives...sure we can be open to new ideas but not so many at one time and if people aren't happy listen to them without a hidden agenda

-- He has been very personable when interactions have occurred.

-- Again, in my area of specialization, I don't feel that the superintendent is aware of any of our concerns.

-- Hands on superintendent.

-- - Heavy focus on PBLs; would like to see more progress in other departments of our school district; we are all equal and all contribute to the whole - Would like to see the superintendent meet with building teachers more to address concerns/needs, etc and to share good work - Superintendent is positive and remembers staff members by name



Glen Ellyn School District 41
2015/16 Staff Insights Survey
Comments
21st Century Initiatives

Comments/suggestions regarding any items on this page:

-- I am not a teacher but the district has a great FLES program. Don't know enough about PBL.

-- I have seen the positive effects of looping with my own child at a different district. The bond between students and the teacher, students with students, and teacher with families was amazing. This bond made for effective communication, a stronger feeling of trust between all involved and a more effective learning environment.

-- Even if there is not existing space the district needs to move forward with FDK and make space available i.e. construct additional classrooms/another school, or make class sizes larger to make space for FDK

-- Grouping students with similar learning needs and styles is an effective teaching strategy.-This did and does not occur when students are placed in classes for multiage. There are huge gaps between students levels. Multiage is completely inappropriate for 2nd and 3rd graders. There is such a large developmental gap between a beginning second and third grader and the Common Core Standards are completely different for each grade. I do not believe that looping is beneficial to all students. Many students need fresh starts from year to year. It is also not good for the teacher, as it does not allow a teacher to become a master in their craft and really learn and delve into one set of standards. In my opinion, I would rather return to teach all subject areas and return to a traditional style classroom rather than looping and have to learn an all new curriculum and set of standards.

-- Most curricula materials are written/developed for a full day K program. Our K students are at an academic disadvantage because of the half day program. My main concern is the affect that multi-age has on the schedule. Do the limited positive benefits for a small group of kids overshadow the impact multi-age has on the building schedule? My feeling is no...isolating multi-age in 4/5 is not really benefitting students. Multi-age would be better as a stand alone structure (separate from specialization) because the two together cause scheduling issues and problems when delivering services to students. I believe it would be

in the best interest of the students to eliminate multi-age and ONLY have teacher specialization.

-- PBL is highly affected by the coaching, since we depend so much on the coaches for guidance and support.

While our current focus is more STEAM-based, there should definitely more Literacy support and Literacy challenge/AEC. The previous program may not have worked, but it should be revamped and brought back; there should be more supports available for struggling readers since it has a huge impact on all aspects of life, including STEAM work.

-- Too much change at once has caused a great deal of stress among the teaching staff. If I were to prioritize what I believe must be expanded, it would be the multi-age grouping, as this increases the opportunity for students to receive small group, guided instruction with like learners. A second priority is to provide increased flexibility with the core curriculum for children who have significant learning disabilities. For example, these students might be allowed to opt out of FLES in order to receive additional intervention time related to their disability.

-- I think multi-age for K-2 is not appropriate. They are not ready for this and they do not have much in common with the higher grades. Developmentally not right for them either. Looping is not fair to the teacher, having to learn another set of curriculum each year either.

-- There is an abundance of research supporting FLES integration at early ages and how it benefits kids. I would like the Board to have an expert share research with them so they can educate themselves (rather than defer to their own personal opinions.) Looping can be good for certain students but it is very difficult for teachers to switch back and forth each year. Some teachers enjoy it but most have gained expertise in one set of standards and find it a bit difficult to switch year after year. Many teachers are frustrated with PBLs that do not connect to students and our standards and take a lot of time out of what we are expected to teach. We would love to use more resources to help our lowest students.

-- Teacher specialization should be maintained at the elementary school! It is the best thing we have done to ensure kids needs are met in all areas.

-- I do not see the benefit to grouping 4th and 5th with the way it's been this year, but I'd much rather see it there than at 2nd and 3rd. Those two grades are so different from one another - grouping would backfire. And I can't even imagine doing K and 1st... that seems like a terrible idea. They are even more different from one another. I'm not able to remember who is in 4th vs. 5th anymore. I thought the purpose was to group them so that they didn't have any extremes on either end in classes, but that didn't seem to happen. It just seems like we have an even wider range of abilities in Level 3 classes. If you can't combine them in STEAM, why can you combine them in Literacy? And please don't ever combine 2nd and 3rd, and PLEASE don't ever combine K and 1st.

-- Multiage classes aren't feasible if there is FLES. There is no way to schedule those two at the same time.

-- Go back to the traditional way of teaching that is working in all other districts and worked

well before in this district. Cut your losses and let's get back to one teacher for our students.

-- One thing we never consider is play based learning. Study after study points to the benefits of children having unstructured time to make their own choices and decisions.

-- In regards to Multi-age, I believe it is a valuable way to group students, but with the other initiatives in the district at this time causes issues with schedules. I think it would be best to eliminate it at the 4/5 level if we are not going to move ahead with 2/3- moving ahead with 2/3 will prove difficult with FLES and specials.

-- Get rid of PBL for Primary. We need time to work on foundational skills. Also, as regards 21st century furniture, what a glitzy waste of money. It is much harder to maintain classroom management with such inflexible furniture. Get rid of specialization, get rid of 2 teachers for elementary kids.

-- I don't understand the question about "children learn better when subjects are integrated." Does that mean traditional one teacher all day, or the current literacy/social studies and STEAM integration, or does it mean making sure children understand concepts that are taught in all areas, which would include music/art/PE? I love to teach with inquiry and PBLs. Students learn how to think. It takes a lot of work to integrate a PBL with what has to be taught in the curriculum, but the kids learn so much about the world around them! I don't think I could do PBL's all year, but one or two seems about right.

-- If the district were to eliminate or decrease the instruction of PBL and FLES, (and STEAM classes) we would be moving backwards as a district. These programs provide best practices in teaching and learning and are student centered. These types of programs are what will make our students become more successful in middle school and high school as they grow as learners. FLES research shows that those who learn a foreign language earlier in life will become better students, better test takers and ultimately, contributors to a global community.

-- It would be a travesty to discontinue a foreign language program that has been in place for 3 years. It would be a waste of time for the program to go to a once a week format. This district HAS to give programs and initiatives more time before that are quickly abandoned.

-- As support staff, I have not worked on PBLs with students so I don't feel I can comment on the success of the program. I also not impacted by teacher looping, so I cannot comment either way. I am very much in support of the FLES program. By offering this opportunity to our students, our district is demonstrating that it clearly understands how our cultural world will change for future generations. An education in language and culture starting at a young age is giving students the skills needed to be successful in this world.

-- Kindergarten is not what it used to be when many of us adults were growing up. The academic demands are high in kindergarten. Many of our students come to school ill prepared to meet these demands. If we want to help our youngest at risk students, the first step is all day kindergarten. It is a must.

-- First of all, the information at this page is not correct. Classes for multi-age are not balanced for academic needs and styles. In fact reading levels were not even considered when creating classes for the past two years. Next, PBL's should be an instructional strategy

teachers can elect to use when appropriate for the subject area and class. It should not be required or a mandate that all teachers need to implement a certain number of PBLs per year. They do not mesh well with literacy, and seem to work better in STEAM--especially science. Looping: I believe it is beneficial for kids and teachers to start fresh each year. Sometimes the mix of kids does not work well, and keeping them together for two years would not be beneficial. At least with multi-age, half the class is new each year. This allows a new dynamic yearly in the classroom. If teachers were allowed to remain in one grade and the curriculum/materials did not change, teachers would have a better opportunity to strengthen their skills and be truly "specialized". FLES: Teachers need their space and materials during their "planning" time and cannot continue to be expected to leave their room during that time to accommodate FLES. FLES needs to have their own classroom. In our building there is open space to allow this to occur, but yet it is not. Teachers are in hallways working during their plan time. What????

-- As far as class assignments for the multi age classrooms... students were not grouped according to similar learning styles as stated in the intro... This is a huge issue! Some years behavior issues have to out weigh the academic balancing. PBL~ it is a challenge to incorporate PBL in a Literacy classroom. It seems forced and takes away from so much that is required for us to teach in each trimester. If it naturally fits, I feel that teachers should go for it. However when you make it a requirement it takes away from the authenticity of a true PBL. Project based activities would be a better fit. LOOPING! How did the district even come to this decision. There was lack of communication on how and why this decision was made. As with anything, there are pros and cons. I feel the cons outweigh the pros on this one. There was a feeling that since the district did not implement multi age in grades 2 and 3 then they had to make some sort of change and so looping came about. If the District would allow teachers to stay in one grade and specialize, we could hone our craft and become experts in our field. Too many expectations and changes do not allow classroom teachers to be truly specialized. FLES~ The FLES teachers deserve to have their own classroom. In our building there is a perfect space for them to use. Not allowing classroom teachers to be in their own room during this time is a huge inconvenience. We do not have access to our own materials in our classrooms to access. Teachers have to use hallway space to work where they are constantly interrupted by classrooms coming and going. There has got to be a better way!!

-- Looping could/should replace multi-age

-- I only care to speak of PBLs. There is essential, real-life application and learning potential for our students as they embark upon Problem Based Learning Experiences. However, PBL's do not "fit" the standards of all curricular areas. I believe the middle school teaming concept can integrate PBLs one per team per year. Requiring one per teacher per year is not research-based.

-- PBL pulls away from the much needed curriculum of SS and grammar and spelling. Very time consuming and in the end children are lacking in the previously mentioned skills.

-- If multi age is only going to happen at 4/5, then it may be beneficial to have the literacy classes return to a single grade level format.

-- Full day kindergarten would make a huge difference in the our district. The students would get a better start by doubling the time spent learning at this young age. I encourage

the district to make this change a priority.

-- FLES needs their own classrooms. Having to leave my room for "plan" time is NOT working for me. More time spent after school putting things away because I can't be in my room. PBL is one more thing to do in an overly crowded curriculum. It works better in older grades. Teachers have LESS plan time than previous years even though we have extended our school day.

-- In regard to looping-we were told that we would be looping, however when taking into account parent requests, teacher concerns about groupings, and all of the specialists, it really does not work. I currently only teach 5 of the 42 students I taught last year.

-- STEAM should also be multi-age so we can truly have differentiation. Also, the current schedule with half the level multi-age does not work. We should all be multi-age including STEAM, especially for 4/5.

-- Multiage has been a positive experience as a teacher and for my students. There are some challenges it presents, especially with scheduling for grade-level specific activities. Also, I've been told multiage is the reason why my PLC does not have a 45 time; rather we have 30.

-- Teacher specialization has been a game-changer in the way that I teach. My students come to me with such vast experiences and abilities, and the Common Core is so complex. Allowing me to specialize in two content areas instead of teaching in the traditional model has allowed me to dive significantly deeper into the standards and custom-tailor my teaching. If I ever left D41, I would only look to work in another district that utilizes content specialization. I believe that PBL is a terrific way to give students real-world situations to apply their learning to. It's also a custom-fit with content specialization, because ALL teachers must utilize the skills and standards taught in other areas to effectively work through a PBL. As a STEAM teacher, you must rely on and emphasize students literacy skills to make sense of all the research. As a Lit teacher, you're utilizing tech skills to create and present the PBL presentation. Many PBLs require collecting and making sense of data. It's a beautiful way to integrate ALL learning across the standards.

-- Teacher specialization is wonderful for both the students and the teachers. Students look to their teachers as experts in that content area. Teachers are more focused and creative in their planning as a result. Looping allows for teachers to build strong connections with their students, and to seamlessly transition into the new school year.

-- Looping conflicts with the ability of teachers to strengthen curriculum in a given year.

-- Looping has pros and cons. This was one of the changes that happened in District 41 that no one knew about. I believe children would benefit having a new teacher and other children in their class. Currently, with the looping a teacher does know the children, but the teacher is teaching a whole new grade level that they have not taught. How is the teacher going to become an expert at what they are teaching which would benefit their students when they are changed to a new grade level each year? It's not best practice for our students' achievements.

-- I am concerned about the reading intervention services students receive. A good

foundation in reading is so important and currently there is a lack of intervention supports (limited number of PRIS teachers). We also do not have literacy enrichment services like STEAM has (AEC Teacher). I think literacy test scores would be greater and we would find more success overall if there was more support for literacy. It is difficult to hear that a child's reading is impacting his/her math abilities when there is a limited amount of support literacy receives.

-- Learning a foreign language at an early age is priceless. FLES is an amazing program and opportunity for our students. With the amount of subject matter that needs to be covered due to CCSS, full day kindergarten is a must.

-- I believe the two teacher specialization and levels is fostering poor behavior and major stress in our building. I think that the youngest (even through third grade) should have one teacher to develop a love of school and learning and the ability for teachers to integrate curriculum. Young kids are stressed! I think multi-age might be best served in middle school (not sure it is currently even happening) The A/B schedule to accommodate FLES and multi-age is very stress for students and teacher. With all my years of teaching and having my own children, a solid schedule of routine is KEY for healthy development. PBL's have a place but I don't think that they are productive for the youngest students. Definitely inquiry is the way to go - there are projects to be done. However, I don't think the little kids really understand problem-based learning. Why should they? They need to learn to read, write, do math, be friends and love school. Looping was done YEARS ago and dropped - now it's back? I see advantage to full day kindergarten, but not if this just adds a new level of stress for the youngest of youngest.

-- Content Specialization is the one 21st century initiative that affects my practice that I would not know what to do without. The Common Core State Standards asks that students delve deeper into content, and the only way they can do that is if they have instruction that is focused. If you look at what was expected pre-CCSS and what is expected in current day CCSS, the expectations in what a student needs to know has moved from higher grade levels down. For example, what was expected for 7th graders to know pre-CCSS is now expected in the elementary level in the CCSS levels. Middle school teachers are specialized to teach that content, and it seems natural for elementary teachers to be specialized in order to teach content that was once expected to be mastered in the middle grades. I am able to study, understand and delve deeper into my content, so that my students are able to. I do NOT feel that I would be able to do that if I were expected to teach all contents in one day. I feel that the district would be going backwards if this initiative were to be taken away. In terms of Full Day Kindergarten, if you look at the highest performing districts in the area, those districts have full day kindergarten. Even D89, our other Glen Ellyn district, has full day kindergarten. You are putting our children at a disadvantage by not offering it. I understand there is no space, but putting other initiatives in front of full day kindergarten, such as FLES doesn't seem conducive to all students in the district. You will be having families who are looking to move into the district decide to move into another district that has full day kindergarten. This has to be a priority from the board.

-- FLES interferes with scheduling of special ed and related services. It is very hard to schedule students in the same grade level when each classroom has a different FLES time. Students are not allowed to be pulled from FLES to receive support from the special education team.

- We are behind on the times. Offer full day kindergarten. If we want our struggling students to advance and achieve their full potential, D41 needs to be aggressive in educating students early and for a full day.
- Not all initiatives go smoothly - give it time, make adjustments as necessary to ensure all students get what they need. What works for some kids may not work for another. Keep FLES - no matter what anyone says - being bilingual in Spanish is a great investment for our kids.
- Kindergarten is so academic that I feel it should stay in the mainstream school, closely working with first grade. It should not be isolated in an early childhood facility.
- I think that full-day kindergarten is essential to the future of our district. Several families opt for private school until first grade due to d41 only offering 1/2 day. More and children are in some kind of Kindergarten enrichment program for the 1/2 day that they are not in kindergarten in d41 schools. I think specialization is a wonderful concept for both teachers and students. I do believe that multiage is a bit much for 2nd grade students but it would work for 3rd grade students. Having taught both groups, there is quite a bit of difference in the way 2nd and 3rd graders learn. It would be interesting to see if there was a way to multi-age 3rd and 4th graders as well as 4th and 5th graders depending on their learning needs.
- Kindergarten aged students do not need to be in school all day. It is not developmentally appropriate to make the high demands of a full academic day to 5 and 6 year old students. Foreign language instruction is too restricted to Spanish Only. Many students choose to learn a different language in Middle and High School. Why are so many years spent teaching Spanish to every child? Looping is not always beneficial. Many times, teachers and students do not connect in a positive way. That would be unfortunate for 2 years. I think students learn better when experiencing many different teaching styles. Having the same teacher for 2 years and specialized subjects limits the teaching styles that students are exposed to. 2nd and 3rd grade students are too young for looping, multi-age and specialization. The district has implemented or is considering implementing SIX new and different initiatives in the last 5-6 years, as well as A/B schedules, and mainstreaming/inclusion of special education students. Since all of these initiatives have been implemented at basically the same time, how do we tell if all of the initiatives are working? How can any staff member or student be truly successful at all these changes in such a short period of time. The district should focus on one or two initiatives for 3 years, gather data and determine if the initiatives are truly beneficial for ALL student learning. The district should also consider how all of these initiatives are impacting the learning of our special education students.
- We need to allocate money to full day kindergarten.
- I think it is a priority to find a way to offer full day kindergarten... if we can't for the whole district then our at-risk population should be the priority!
- Special education is typically multi age and loops. It would be nice for students in Self contained special education classes to receive some additional service to even out the FLES schedule OR late arrive/earlier dismissal. This could even out plan time in the day as well...

-- I feel that our FLES program is one of the best assets of D41. In our increasingly global society I agree with the statement that "monolingualism is the new illiteracy" and that learning a foreign language is beneficial to our students. It would be a shame to reduce our language programs.

-- It is critical to implement all day kindergarten as soon as possible. We are falling behind other districts!

-- We will be even more attractive to new families deciding where in the western suburbs to move if we continue/expand our FLES, dual language, and full day kindergarten. Whether we do looping or PBL's is a less visible draw, but parents do like to see that we are thinking about what makes learning exciting and we care about personal relationships for our students.

-- We must have play in kindergarten and even beyond. It is simply WRONG that toys were taken out and children do not have recess or play time. What we are doing is developmentally inappropriate.

-- We have fantastic programming in D41. Families move here because of our programs and services. We need to continue these programs, expanding where possible!

-- I think we should return to the traditional classroom model. It has been difficult to manage and I'm not sure it's the best for kids. It's created chaos for scheduling, planning, and timing throughout the day. PBL has been shoved down our throats. Prior to the supt., we did project based learning and spent quite a bit of time learning that method. I love our FLES teachers. I'm not sure that every student needs to learn Spanish, though. Full day kindergarten would make a huge world of difference, especially for Churchill students.

-- Many students would benefit from full-day kindergarten and teachers could do so much more with their students. So many times I hear that they can not longer complete a certain project or activity because time just does not allow.

-- I am not a teacher, so a lot doesn't apply.

-- I do not work in a classroom. I do not have first hand experience with this.

-- If the district wants teachers to specialize then they need to continue it even when numbers are low. Having teachers do a split in a district that is PLC driven is not supporting the PLC model. Three grade levels out of 6 are affected by the split at Franklin. This does not support the PLC model and makes it difficult to have the discussions expected of us when half of the school does not have a consistent PLC team.

-- I'm in great support of inquiry based instruction but the district mandating PBL's with such strict guidelines and procedures is oppressive and I do not believe this is developmentally appropriate.

-- Teachers are asked to leave the room and go somewhere. This is a real burden.

-- I think learning another language is essential in this global world. Spanish is a dominant language throughout the world, and is also highly useful here in the United States. More

people speak Chinese, given the population of China, but more groups of people speak Spanish, therefore opening the possibility of communication to a wider overall population. I find it ethno-centric to limit the options of our students with language-learning. Many countries of the world regularly require students to learn a second or third language. (I am not a FLES teacher, FYI, but I am an avid supporter of the FLES program.)

-- I think pbl is a waste of time and money. It should be cut and money could be used for something else in the district.

-- Specialization does not allow teachers to know the whole child as a learner. Primary students respond better with one go to adult. There are too many rules and expectations. They are troubled by such little things as papers left in the desk that the share with another student, they are often missing their supplies and seemed stress by all of the extra organizational expectations put on by this structure. Integration is a very effective instructional strategy lost to specialization. Teacher flexibility is impacted as you cannot prepare materials or meet with a child later in the day if you see that they need extra support on something. This isn't junior high.

-- While content specialization is great for teachers, not every student benefits from having more than one teacher. There should be both options. I believe this is true for the other things too. PBLs can be wonderful, but as an add-on, not as instructional core.

-- Children should have one main teacher to which they are accountable for behavior. The behavior of students has worsened as this practice has increased. Children feel strong attachments to their teacher and classroom. This practice has lessened that for the students.

-- Teacher content specialization is essential given the depth of the common core standards and the rigor of national testing. Elementary Multi-Age Instruction is not working in the manner it was intended. The goal was to have 3-4 literacy instructional groups in each instructional setting without creating a LOW room. The goal would be to move more children through the F and P levels more quickly with like learners across age groups. In our practice we have not been able to group children into classes where there are 3-4 instructional groups. Instead teachers have 4+ literacy groups to plan for in the morning and again in the afternoon. The goal of multi-age instruction doesn't seem to be reachable because we can't place children into classes to make the grouping work effectively. The true results should be evident in testing results. Are children reaching higher levels of reading instruction than they did BEFORE we started multi-age? If NOT then multi-age is NICE, or FUN, but perhaps not instructionally necessary or effective. If reading scores have not kept pace with single-age instructional classroom data we have from previous years, then obviously multi-age needs to stop as an instructional strategy. This logic above is also related to the looping topic. At our school we couldn't loop much more than 30% of the children in LEVEL 3 because of how the number of sections changed, how many total 4th and 5th graders were in each grade level, how many girls and boys were in each grade level, who had what teacher the previous year for math, etc. To balance age and gender in our 4th and 5th grades, looping had to be almost completely discarded. I don't see how the district can make a credible statement about looping when mathematically it isn't possible to predict the total children per grade level, the number of sections, the boy to girl ratio, and the movement of staff from year to year. I think the children love the FLES program. I hear them speaking Spanish to each other. They are learning to be bilingual. Problem Based Learning is such a puzzle. In theory it should be awesome. In practice it is not awesome.

Everyone is trying to get to awesome - PBL coaches, teachers - but the instructional standards are not being taught in a practical amount of instructional time. There is a lot of "authentic wondering" about the problem by students and staff, but that wondering is killing the pacing of the curriculum that needs to be covered for children to be prepared for PARCC testing or MAP testing. I feel a lot of pressure to make sure material I am responsible for is mastered by the time testing rolls around. This pressure and stress on staff will only increase as PERA begins to effect my paycheck. Full Day kindergarten: Does the data show that half-day kindergartners are meeting the same standards as full-day kindergartners by the time they are expected to take the national tests? If the children are able to meet the standards by the time they are taking national testing initiatives, then it doesn't matter whether there is full day or half day kindergarten. If half-day kindergartners can not catch up to the national standards by the time they face national testing hurdles, then we have to have full day kindergarten. In my opinion our D41 kindergartners are at a significant disadvantage in meeting the level of the common core standards over time.

-- Always grouping students based on learning styles and needs is NOT a good idea. Students benefit most from the flexibility of the groupings. Sometimes grouping them based on need for a particular unit is good. Most of the time, using Kaegan grouping strategies (1 low, 2 middle, 1 high) is best in raising student achievement. Always grouping based on need/performance is like reverting back to the "blackbird" and the "bluebird" groupings and being in the "dumb group."

-- Full Day kindergarten would be wonderful. It would be less stressful on the children and they would learn more. Less stress on the teacher as well.

-- Full day kindergarten would help address many social and emotional needs of our student, but we have to be sure not to fill the time up with more curriculum. There is plenty already.

-- Specialization for grades 4-5 may be appropriate, but it is not what is best for primary (3rd grade is still early childhood) students. Far too many teachers have not been permitted the opportunity to specialize due to odd numbers of sections at all buildings. Additionally, some teachers have taught one area of specialization one year and then been moved to a different area the following year. There is far less integration of content areas with the specialization model because opposite content teachers have little, if any, awareness of what is being taught in the other area. Also, most students do not move in cohesive groups from one class to the next. There is no way for multiple teachers to have the kind of intimate knowledge of what is taught among 6 or more unique learning communities. It creates further isolation and separation of content integration than one same classroom all day. Students have enough pressures to grow up quick and be independent today. There is something refreshing about giving even 11 year old kids the permission to form a meaningful, stable bond with one class of peers and one primary teacher throughout the year. I strongly disapprove of multiage instruction. The comments I have heard thus far have been overwhelmingly negative. It is completely inappropriate to even consider this for grades 2 and 3. As to grouping students according to their instructional needs, we are faced with such extreme ability grouped classes that they actually present as entirely different grade levels. Besides, having even two students in a classroom means there are two students with different learning needs. No two students are identical learners. Nor should any two students be treated as though they are just the same as anyone else. The whole idea is offensive and contrary to honoring the uniqueness of each individual child. The Problem

Based Learning

have been contrived and inauthentic. The standards are shoehorned into a preselected topics to which data is made up. Most of the print and online resources available on the topics are way out of reach of primary students. Students are still fairly concrete developmentally and are still forming foundational skills in all core content areas. I strongly hope that on mass PBLs be done away with. In primary grades, it impedes the development of core basic skills and strategies at the most critical phases of development. At best, the feedback I have received on looping this year, is entirely mixed with the negative aspects slightly outweighing the positive benefits. Particularly considering how thinly stretched many elementary school teachers have been with numerous unavoidable switches to other grade levels and/or content areas, to ask teaching staff to do this again is hardly conscionable. Though there are clear benefits to being multilingual, I do not feel that the current FLES program is the right means of going about this. If the district does intend to continue rolling the FLES program up to 4th and 5th grades, this program should be treated like Art, Music, and P.E. and have its own separate classroom(s). Being a classroom teacher without access to my classroom, resources, supplies the entire year during my sole plan/prep period is completely debilitating! It is an exercise in futility to attempt to scelp primary instruction materials around to prepare for lessons. In most classrooms, bulletin boards, student displays, etc. rarely change these days since teachers have no access to these while "on the clock." Additionally, this severely impedes the ability to communicate with parents, especially via phone call.

-- I do not feel the Teacher/Content specialization, or multiage instruction is the best practice for ALL students. For many, it works and is a good plan. But for those who need less transitions and more consistency, I can see those students falling through the cracks. Especially in the early elementary years.

-- My Students have adapted very well to having 2 teachers in teacher specialization. I especially like when they are able to pull the two content areas together and make connections, we do it all the time in my room. I am not sure if multiage for grades 2/3 is the best idea at the moment, maybe more time is needed to see the effects in level 3. Kids in other countries learn more than one language and it starts at a young age. Having foreign language is great! Kids brains are sponges and if you do the research, there is a connection to intelligence and knowing more than one language. It is about time we give our students a "one up" like other countries who have a MUCH higher school success rate of kids who go onto higher education and educational ratings than the United States.

-- I believe teacher specialization has been GREAT for students. I would be open to looping ONLY IF specialization continues. It would be too difficult to go back to a traditional method AND loop.

-- I believe in teaching FLES at the elementary level however, not at the expense of our teacher's plan time. We should not have to leave our classrooms during that time. If we believe in this, then we need additional classrooms for this. Also, I feel we are teaching Spanish to students that struggle in reading. Shouldn't we give time to those students who need it instead of FLES?

-- I believe that this should be an option, not every one has to do it but the offer is on the table.

-- listen here: you need more recess in elementary. Research shows they test better. we all know it. You might run the risk of over booking them and more anxieties pop up by middle school. We need to slow down with depth. Look up research and the rise of teenage anxiety. Its bad here

-- I am **STRONGLY OPPOSED** to looping and multiage. I do not feel the data to support these initiatives is strongly in favor of continuing these practices. I have had experience with both concepts and did not see a benefit for all students. Yes, while it is true that some students would benefit from both of these initiatives, it is true that the same number of students would benefit from **NOT** looping and **NOT** having multiage classrooms. Multiage is not being used correctly in the 4/5 lit classrooms. The classlists are **NOT** being built based on students with similar learning styles or levels, the classlists are still being made randomly with a heavy emphasis on parent input. Building a multiage classroom without purposefully grouping kids for similar levels **COMPLETELY ELIMINATES** the benefits of this initiative. When this is done, you **EXPAND** the gaps between students, both academically and with regards to maturity. Looping is also something that can be beneficial for some but not all students. Sometimes kids get a teacher that they "click" with and the personal relationship and bond that is created works well to repeat. Not **ALL** students "click" in that relationship each year, but looping does not provide these students the opportunity to experience another teacher. One of the arguments I've heard in support of looping is that it shortens the amount of time it takes at the beginning of one school year for the teacher to get to know the students. We as teachers invest a **LOT** of time getting to know our students and spend a lot of time building relationships with our kids. We know those kids within the first week or two. I don't think this is a very compelling argument. If there is not strong data to prove that these initiatives are **BEST FOR ALL KIDS** we should not be pushing to use them **JUST** to be recognized for doing a trendy thing. PBL is also something I feel has been **PUSHED** on to teachers and students without adequate consideration. Although we have been told as teachers that we should just "teach our regular subjects and concepts through the PBL" often times that is simply not possible. These PBLs take an overwhelming amount of time to plan, replace important teaching of regular content, and often miss many students because it is irrelevant or too difficult, such as our considerable ESL population.

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We have so many needy students and all teachers should help carry the load by putting in a day's work. PBL coaches do listen to some of the kids' presentations after the classroom teacher has done all the preparation, gathering of resources, teaching, monitoring students, assisting with presentations, etc. It would be better to have technology coaches, who could also assist with problem based learning when needed. A tech coach could assist/teach all the time, not just once a year per grade/subject as the PBL coach does. FLES without a designated FLES room makes no sense. The ELL students leave, so the FLES teacher is just teaching half a class. Classroom teachers are not allowed in their room during FLES, yet that is our only plan time each day. It's hard to plan out in the busy hallways. (No staff work room.)

-- Problem-based learning is an amazing opportunity for our students! Please continue and expand these well researched practices. I appreciate the pace of the implementation. It's allowed us to grow slowly and make more meaningful connections.

made such a difference in the way I teach. Thanks for helping us approach learning differently. The two new board members have no clue what they are speaking about when it comes to PBL or anything else related to curriculum or academics. Allow the experts, Karen Carlson, teachers, and coaches to lead the way. The two new board members need to stop speaking and stay out of the way! You are not experts in the field of education. Full day kindergarten needs to happen in our district. And we need to have the right facilities. Please do not just add to our over-crowded schools.

-- "It is easier for students to apply what they've learned when subjects are integrated." This is a very leading question after I just answered that I like teacher specialization. I feel that specialization is fantastic and the integration of social studies with literacy and science and math with STEAM is very appropriate and students learn well. I love teacher specialization and appreciate having the time to dive deeper and expand my knowledge in particular subject areas. I like the concept of multi-age and helping with student grouping but not tracking. Although, I do not feel this has been able to be effective at our school. We have such a diverse group of students each class still has a large discrepancy and it makes it difficult on a teacher. I think the FLES program is wonderful, students are learning a lot. Looping with a class has a lot of benefits and provides teachers to have a deeper understanding of enriching and supporting students throughout levels.

-- Multi-age Grouping: Benefits are more social than academic Although there are benefits to looping, I think students also benefit from an exposure to different teaching styles. I believe the benefit to different teaching styles outweighs the benefits of looping.

-- I believe specialization is beneficial, but it must be true specialization across the board. A teacher teaching both subjects, but not with the same students, is not in integrity with the structure put in place. I do not know enough about FLES to make a true decision, although in theory I do believe any foreign language needs to begin at the younger grades. I've looped with students, I personally enjoy it and find it beneficial. But, this could be mostly from a social-emotional perspective. Some of my students may benefit from a different style, or person, to better meet their needs. While I certainly aspire to differentiate and meet all students needs, I know there are some students who may have benefited from a different teacher this year. Full day kindergarten is essential given all the demands placed on students and Kindergarten teachers. Too much is being asked of students and teachers at the Kindergarten level without appropriate time. I believe in PBLs, however mandating PBLs leads to "lesser" PBLs and/or forced/created problems that do not fully enhance learning.

-- Foreign Language instruction is key. Too much time is spent with PBL when time and resources could and should be used for further general instruction.

-- Looping - I think there are pros and cons in both academic and social areas. I'm not sure how to measure the social benefits, but academic data should be considered when making the decision to continue this model.

-- I feel it is hard for some kids, specifically kids with ADD or those with some 504 plans or those with Autism or those with IEPs, to transition well with 2 teachers for various reasons or multiple reasons. A full day kindergarten would be beneficial for multiple kids for many reasons as backed up by research. FLES also is backed up by research as beneficial for students of multiple developmental and age levels. I see some benefits for PBL for older students but not for preK and kindergarten. Also, it's hard for the Ressource and related

service to implement PBLs but I see our roles in helping students prepare for PBLs such as those who have stuttering goals.

-- "It's easier for students to learn when subjects are integrated" : This statement is unclear and I am not sure what was meant by this. I'm not sure the results that you get for this item should be correlated with the other results from the specialization questions.

-- I do not feel teachers that have not taught a multi-age class should get to weigh in on benefits and disadvantages. I would like to maintain multi-age, but it really needs to be implemented in STEAM as well. That was not a choice in the survey. If we are not continuing multiage, I no longer see the benefit of looping. I would prefer the traditional single year with students.

-- Teacher specialization for grades 4 and 5 only. Other grades go back to fully integrated classroom with one teacher. No more multi-age. Although we attempt to group students with similar needs and learning styles, the range is never as small (tight) as intended. The benefits do not out-weigh the negatives. Allow teachers to do their own PBL units. A PBL specialist is only needed to coordinate panels. Keep PBL units at a minimum. They are very taxing on time and there are so many more skills needed to develop for a panel than just being proficient at the standards that are addressed. (Instruction and practice also needed in the areas of collaboration techniques, discussion and participation skills, many technology lessons, presentation skills.)

-- Multiage thoughts. Having two grade levels does not decrease the learning span of students. The younger students in a band have not learned what the older students learned the year before. Which holds back the older students. Specialization thoughts. Integrating subjects is key. If the kids are with one teacher all day, that teacher can roll concepts all day through all subjects. PBL's work better when you have all subjects and one group of students all day. When teachers specialize, they don't know the standards for the other subjects. This makes it impossible for them to truly support the work their counterparts are doing in the other subjects. For example, for STEAM teachers to have students read some content information is not supporting the standards of literacy the way a teacher who knows the standards would support them. Having said this, I think specialization in grade 5 would be good for students to get them ready for Hadley and the idea of having more than one teacher. I think we always need to do what is best for students. Bottom line. What is best for the students has to come first in all of our decision making. PBL thoughts. Many good teachers taught PBL's before our big emphasis on them. They can be a good learning strategy when they are not contrived, are based on supporting the standards of the grade level, are RELEVANT to the learner, and the focus is on the process (research, questioning, etc) vs. the product. I think our district has become a bit obsessed with the product (presenting to panel) and it stops the learning prematurely and gives many unnecessary deadlines. Maybe the younger grades should work on solving a relevant problem such as a classroom/school problem. The older grades can branch out into more global problems once they are ready to handle think about more than just themselves. FLES - I have a few issues here. We are basically telling all d41 kids that the language they are to pursue is Spanish. They have no choice and I think it will predetermine which languages they choose to learn later in their education. Will a student really switch to French or any other language once they've been in a forced Spanish track for so long? I also feel that there are MANY students who could use this time to get ahead in reading, writing, or math (strugglers). It doesn't feel "right" to me as a teacher to have kids who are struggling with their own language and need

so much support to have Spanish.

-- In order to have students meet the common core goals of kindergarten, it is imperative that there is a full day. We are doing a disservice to our students by not offering it as an option...especially since our neighboring districts are doing it.

-- Too many initiatives are implemented on a large scale at the same time. This does not allow for adequate data, nor are initiatives given sufficient time to accurately measure their progress before beginning another initiative.

-- The question about integrating subjects is worded poorly and has been a topic of conversation with teachers. We are currently specializing and integrating. It appears that the question is trying to determine if a teacher feels integrating (one teacher all day) versus specialization (assumption that integration is not occurring) is better for kids. While the focus in specialized classrooms is on particular content standards it does not mean we don't integrate. Full day kindergarten is extremely important however not at the cost of compromising the programs currently in place. We spend the majority of our days in these buildings. There is no room to add two more classrooms.

-- In order for specialization to work, all teachers at a grade level need to specialize not 3/4. It does not work for Plc, teacher. Equality, etc. looping is not done the way it is truly meant to, so eliminate it. Multiagency didn't work for very long in the late 70's early 80's so why are we thinking it may be a good idea now, 30 years later? Why are we so far behind the times with offering full day kindergarten yet FLES seems to be more important?

-- Not for full day kindergarten if it requires constructing a new building

-- It is hard to answer the multiage questions as it really works for some students, but not for all, particularly the students I serve.

-- If multiage goes to lower grades I wouldn't agree with looping too. Why are we trying to add every possible model into our district? I believe there is a benefit to exposing kids to FLES, but with the time that's being dedicated to it, I'd like to see RTI interventions get equal time. WIN/TLT time is not being implemented with fidelity at Tier 2/3.



Glen Ellyn School District 41 2015/16 Staff Insights Survey Comments Overall Satisfaction

What are the best things about our District?

- The students and teachers.
- I believe the staff the District employs are, for the main part, dedicated to provide the best educational experience they can for our students.
- The District wants to be inclusive to all races and languages. The educational programs appear to be a new approach to keep the kids interested.
- Compassionate leader, and driven teachers that are willing to find the best ways to teach our children.
- The best hinges about our district are the people. We have an amazing community of educators and support staff who work together to provide the best possible service to all students, regardless of background or ability.
- The innovative, creative way we teach.
- Teachers, education standards for the children Co-workers Community involvement Student care
- The teachers and administrators truly care about doing their best for the wonderful students we work with every day.
- I am most appreciative of the willingness of our district, under the direction of our Assistant Superintendent of Curriculum, to study the research, trends, and data driving current and future educational philosophies and practices, and accordingly make very knowledgeable and deliberate decisions regarding curricula and instruction designed to keep our students engaged, motivated, and challenged. A commitment to moving our district forward is welcomed by me, but sadly, a fear to others, especially the non-educators.

- I love the teamwork that D41 encourages. I feel like the board president genuinely cares for the students and the direction of the district. I think for the most part, we have a great administrative team that supports our staff.
- We are innovative, forward-thinking, and highly committed to the well-being of our students and their families.
- Foreign language. The commitment of most of the teachers.
- I think our district has amazing teachers and staff who will do whatever they can for students. I also think that we are heading in the right direction, we just need to take away some things that are on teachers' plates to make it less stressful.
- The staff, families, and specifically the students!
- Dedicated Teachers & support staff. Kids are wonderful.
- Our students. The people who work here.
- Diverse students and passionate teachers
- Amazing teachers and staff.
- The teachers and staff work tirelessly each day to benefit all students and meet their needs. I am proud of the work being done in our district and believe we work in one of the greatest places in the country.
- My classroom, the staff at my school, the administration at my school, our PTA
- The teaching staff is excellent. Our teachers' association and its collaboration with administration is a model for others.
- The teachers and the kids
- Our district looks out for all children to be prepared for the future. We have highly skilled teachers in place, yet are always looking to improve. The make up of the families and students in our buildings is changing and we are making the effort to change and accommodate all students.
- We care about students.
- teachers
- The people who care so much about all the students. I know teachers and administrators who are up at all hours trying to figure out how to help a particular child succeed.
- Staff members who work incredibly hard to provide their students with the best education.
- Teachers work hard and join committees and really want the best for their schools and

students. Daily collaboration time with course alike PLC's.

-- 1.)Teachers work hard and do the best they can do with what they have been given.
2.)Staff are here for the best interest of their students. 3.)Daily collaboration time.

-- Good teachers and supportive parents.

-- Striving for excellence. Taking on new initiatives in learning that have been researched as best practices.(PBLs and foreign language and subject specific) Also the teachers and administrators are top notch and super dedicated! Thank you too to the board members who have been dedicated for years to D41!

-- A wonderful community of people to work with. Students are recognized for their hard work. Staff members always put students first.

-- The excellent education our teachers provide and our huge dedication to student learning.

-- I am happy about the way our administration consistently strives to meet the needs of all students. In doing so, they have had to make tough decisions and major changes. I see how difficult it can be to make broad changes while respecting the ideas and beliefs of everyone affected by these decisions. The administrators in our district seem to always try to strike a balance that favors student success.

-- Great staff, general support of the parents & kids

-- Great teachers and families. Hard-working, caring staff. Staff is not afraid to grow and change with the demands of education.

-- support and collaboration among staff

-- The building administrators, teachers, support staff and custodial staff.

-- The teachers; community and parent support; striving to meet the needs of ALL learners

-- The staff and their training/backgrounds

-- Willingness to try new approaches to prepare our children for an uncertain future.
Student-centered.

-- The people! I love my building community, the students and the parents! I feel this is the core dynamic of the learning process, though the details that the district delivers to this process can make it unnecessarily challenging.

-- I think the dedication of the teachers, administration, and staff is what makes our District special.

-- -A warm, caring professional staff. -A willingness to learn and grow. -Supportive community (families) and staff. -a plethora of resources and technology to use in the classroom -Teacher specialization opportunity

-- The work ethic of the teachers! Our staff works endlessly to meet the needs of their students. We take care of each other and support one another during difficult times. Our community is always supportive! The families at Ben Franklin truly care about their child's education. The students come ready to learn each and every day!

-- Enthusiasm, creativity, hard work, caring.

-- The administrators, principals, teachers and support staff are completely dedicated to providing the best learning environment for the children in District 41. We truly support one another.

-- The dedicated teachers.

-- Teachers and curriculum

-- The dedication of wise educators who continue to keep at the core of their integrity the needs of the students. Period.

-- Schools and commarodity. Supportive families and great staff.

-- The dedication of the people that I work with. The staff work very hard each day to provide students with quality learning experiences. We seek to be innovative and forward thinking in helping students acquire the skills that they will need for future success. I am proud of the Dual Language and FLES programs as well as our approach to specialization and trying to find better ways to meet the needs of our students. The parent community at Churchill is incredibly supportive of the staff.

-- The opportunists they offer students.

-- many of the teachers, many of the support staff, many trying to do a good job

-- Our district staff continues to focus on what is best for students. We all want our kids to be successful and we work hard to make that happen. Our schools are nice places to work and excellent places to learn.

-- The people I work with.

-- Teachers and students who are willing to go the extra mile to achieve greatness.

-- The staff is amazing to work with.

-- STEAM, PBL, 21st century classrooms, and our amazing PTA and parent helpers.

-- The people

-- Special Ed: our SpEd teachers have case loads that are too large; they cannot possibly provide the time and attention to students with IEPs because they don't have the time to do it.

-- The dedication of the teachers. They keep the district pumping.

- The faculty and the support staff, and of course the students.
- The dedication of our staff, hands down.
- Our human resources are the best.
- Professional atmosphere and dedication to children.
- The best thing about District 41 are the students, teachers, and parents. Students are happy in District 41. Teachers are always striving to help each of their students be successful. Parents have high expectations and support their children's academics.
- The best things about our district is that district administrators are willing to hear from teacher's and parent's opinions. Our district is always seeking ways to improve ourselves.
- The teachers work incredibly hard and have the best interest of all the students. They are passionate about their work and are committed to following the district's initiatives.
- The teacher and staff dedication to our students. Our administrators are very supportive. Our parents are supportive. The diversity of students is wonderful and the support we give our neediest students is amazing.
- The creative and caring teachers. The PTA at our school does a lot of great things for kids.
- We service a VARIETY of students from all different backgrounds, and I am proud to work at a place like Churchill who gets to work with students like this. Our parents are so extremely supportive (Churchill). We have a supportive administration (both district and school) who will hear what struggles we have and celebrations we want to shout from the roof tops. I am able to dive deep into my content and give my students quality instruction due to the high level of concentration I am able to give to the content.
- student centered progressive high expectations PBL
- Students have great teachers in this district! They do what is best for students and go above and beyond. I am proud to work with the colleagues I do.
- The staff has the very best intention of helping all kids be the best they can be, regardless of their abilities. Let Dr. Gordon and the administration continue the great work of preparing kids for the future We offer great opportunity for kids to be successful - I just wish the Board would stop interfering where inappropriate.
- Teachers
- The teachers, the superintendent of curriculum, the HR department, the innovative ideas moving forward, the balance of students in some schools (refugees,diversity), the president of the Board of Ed., the resources that we have.
- Dedicated, compassionate and caring staff.

- Students Staff Student resources Professional Development
- The staff members are doing their best in a less than ideal environment.
- People enjoying working in District 41 due to the people around them who help make them better day after day. We all work together for the most beneficial experience we can provide children that will extend with them far after they have left our schools. Also, Karen Carlson is the biggest asset that our District has. Her knowledge and relationships with staff are invaluable. People come and go from D41, but she has left her mark on D41. Our staff and each and every student is better for having Karen guiding us.
- Collaboration between staff and administration and between/among staff. As a staff, we respect each other, speak honestly and respectfully when we disagree, and work towards productive solutions. Care and concern shown for students by our staff. Teamwork/service to our students in need. Our innovative programs like FLES and PBL. We need to maintain a focus on what our students need for the future. We are proud of D41.
- Culture and climate of staff - We really like each other! Employees are extremely hard working Parent and community involvement is very high. Engaged students - So many of them are thirsty for learning, ready to take on the world, kind, generous, motivated, and talented.
- All of the employees work very hard and are dedicated to doing what is best for kids.
- The building works very well as a team.
- Our Superintendent and the Assistant Superintendents - Karen Carlson and Laurie Campbell - are professional yet approachable. They are experts in education and we are lucky to have them. Our resources are abundant and opportunities for growth are made available Support from colleagues The kids!
- Our hardworking staff and supportive families.
- I think the principals in the District are trying hard to balance the needs of the students, parents and teachers. I do believe they have the students best interest in mind.
- The people
- The best things about our district is the plans and concepts that we incorporate into the students learning such as PBL, F.L.E.S, Learning Together, and ESL all these programs that give the students a bigger outlook on solving problems, a development of more than one language and an understanding of more than one language, and with all the advancements taking place, students will face those challenges and now have an equal chance of being prepared to handle it.
- overall a good work place.
- the committed staff

- The families and the staff
- The students. They are awesome!
- teachers and students
- I just love my students and the diversity of our students. I love to celebrate the cultures that come together in our school. I love the Learner Characteristics and wish we had more of an emphasis on them like we used to, however, we still focus on them in class. I love how friendly and warm the teachers and staff are at my school and I feel supported by the parent population.
- Our staff and students! It is an awesome place for students to learn! Our staff is an extension of our families. We are here for one another and for our students!
- Our teachers and students are the best thing about our district.
- Buildings and grounds department
- Kids get a good education
- All of my colleagues really care about D41 and our students. We work as a team to achieve the best for all.
- D41 has always trusted me as a teacher and has presented me with opportunities to expand and be creative with the program I teach. That has enabled me to give the "best" of me to my students, my colleagues, and all of D41.
- The kids are great
- Friendly atmosphere, hard working teachers and staff, exciting specials
- Teachers working together to help students succeed.
- Teachers and students
- Our teaching/building administration/support staff
- The quality of instruction and staff
- The teacher collaboration within my team is one of the best I have experienced.
- The staff is our biggest asset. We are dedicated and hard working. We help to support each other.
- The teaching staff is incredible, classroom teachers are highly committed to meeting student needs.
- We are a small enough district to know everyone and build relationships across each building. The more we work together, the more successful we will be.

- I would like to see more staff (and therefore, more \$ allocated) for special needs populations: SPED, ESL, etc. Then those sub-populations can receive more time from specialists, and the specialists would have more time to support the classroom teacher with scaffolding strategies, best practices, and resources.
- The teachers and support staff--the amount of work we do on a daily basis for these kids with the demands that are asked of us is amazing.
- The students and dedicated staff that sees that kids learn even with the lack of curriculum, resources and support.
- There are adequate resources available.
- Our district is always cutting edge and will get resources for whatever we need.
- Our students and families and their diversity. Our teachers, they are awesome!
- The teachers here are outstanding. Their dedication to student success is second to none. All of the recent years' initiatives were unwarranted. We were not broken and, therefore, did not need fixing.
- The staff is District 41 is amazing. There is a true battery of highly professional, dedicated, innovative, children-focused people working with our children and families.
- Our potential
- The staff at the school I am in are very friendly and considerate. It makes going to work fun and enjoyable.
- The teachers and how well they work together
- the teaching staff
- Our staff and the academic excellence we provide our students.
- people are committed
- The devoted employees (custodians, aides, support staff, and teachers) that serve with whole hearts, and minds, and hands.
- D41 is always on the cutting edge and is looking for the best opportunities to meet the needs of our kids. Professional development and planning is provided throughout the year to teachers.
- How the teachers, building leadership and parents work together on behalf of students.
- Their openness to try new things and work in progressive ways to help build children's overall education.

- The children and the adults I work with.
- the teachers. tell them!
- One of the best things about our District is the people who work within it. I find them to be very smart, accomplished, hardworking, caring and supportive. The atmosphere is filled by people who love working with children. They are helping those students be successful not only in their academics but in life as well.
- TEACHER SPECIALIZATION - it has changed my life as a teacher. I'm a better teacher. I can prepare better lessons. I know my content better. I am more confident about what I am teaching. I am more successful at helping students be successful. I am an expert at my trade, and feel respected as such.
- Students, families, teachers, support staff. Time for teams to collaborate. People who keep doing their best even when overworked, stressed out, and under-appreciated. Working copiers, when they work, and paper, when we have it. Students still have art, music and PE, thank you. Active PTAs - those few, dedicated souls who appreciate and support teachers and work to improve the school experience for all students.
- the teachers- they give everything they have, with, at times, unrealistic expectations. Have we lost sight of where we could truly take this district, if we stopped piling things on year after year?
- Students, teachers, parents, administrators, PBLs, and 5 of the 7 board members!
- Teachers, students and administrators working together and being open.
- We are always trying to get better at teaching and reaching diverse learners by creating a supportive and caring learning environment. I love my job and feel supported by my principal and out of building administrators. We are at the forefront of new initiatives and mandated learning expectations and don't shy away from attempting and trying new things.
- The students, teachers, and families.
- Diversity in our school.
- The friendly staff and working as a team.
- Safe learning environment for students and staff Professional and caring teachers and staff
- Striving to improve.
- that we have adequate funding
- Size, resources, teachers/students/families
- Overall, the staff consistently holds students as their number one priority.

- The best things about our district are the people: teachers, students, parents and community.
- High academic standards creative and innovative in exploring new ways of teaching and learning Teacher based committees to determine objectives
- The teachers, our superintendent for Teaching and Learning, the parents.
- The immense effort put forth daily(weekends included) by parents, teachers, administration, and students to develop well-rounded, life-long learners is our best asset!
- The teachers and students.
- the staff and the kids
- -The Partners in Learning Pre-school Program -ELL, ESL and Dual Language Program - District 41 makes all families feel welcome and with the confidence to talk -about their needs. -District 41 uses its money and resources well.
- Students, staff, community support, support staff
- The D41 model provides the framework for how we educate our students. We are committed to preparing students to be 21st century innovators and leaders. Decisions and initiatives are based on the most current educational research. We are (and hopefully will continue to be) a district that is viewed as a model to others. Coaches! PLC's PD with planning Problem based learning
- Teachers, our vision, and the community.
- Teacher specialization; SIP days; location
- Dedicated staff(certified/non certified) Diversity of the children Eager learners
- Staff and students
- The staff and students who make up the District.
- Teachers and families!
- I believe the best part about our District is the wide variety of academic and extra curricular activities that are provided for the students.
- teachers and staff
- Hard-working teachers who put children first. Kids who are, for the most part, happy to be at school, and hard-working.
- Our district has nice buildings and facilities for our students.
- Rigor Parental support A large majority of kids are motivated to learn and well-behaved.

-- - innovative - resources within our walls (our teachers)

What things would you change in our District?

-- There is a constant atmosphere of negativity in district 41. I find it especially pervasive in special education, but I think it occurs everywhere. I don't know how to solve this problem so I try to be a positive role model for my peers but the amount of complaining and negativity that I'm around is very difficult and it affects my job satisfaction.

-- Larger classrooms or smaller class sizes are needed in the middle school.

-- Stop the rumors and misinformation that stem from certain schools to the public

-- I liked that the Superintendent did "Student for a Day". He really does need to participate more in class with the kids though. A recent principal outside of the school district did an orchestra class with the kids and had to follow the same instructions as the kids. Not to take time away from other important work, but it's a great way to see what's going on through the kids' eyes. Also give other non teaching staff the opportunity to be a student for a day.

-- We spend too much money on technological resources which is great. Yet we should balance and spend more in human resources. Students benefit more from professionals working with them rather than being put in front of technology. It is desperately needed for students who need interventions.

-- We are in desperate need for more space to serve the needs of all of our students.

-- Not continuing looping and multiage. Reducing class sizes-this year we have 27 students.

-- The boards treatment of staff in public meetings, as well as themselves at times is not appropriate. Their actions are embarrassing!

-- get me a math curriculum.

-- 1. Union meddling - desist. 2. Resistant teachers - remove. 3. Ineffective teachers - remediate. 4. A mentoring program - create. 5. Accountability - enforce. 6. Board of Ed meetings - install a moderator who is neutral, yet authoritative and unseat the bully. 7. Misguided parents - correct the erroneous belief their voice and opinion on what to teach and how to teach may usurp what our district: administrators, educators, and support staff, know to be best for our students.

-- I would like to see the board act more professional and stop allowing the negativity of some. There are ways to respectfully disagree with one another without the "venom" that 1 or 2 board members quite often show. And the reason that I chose "Fair" and not "Poor" for the overall perception of the board is because I feel that there still are a few members that want the best for the students, staff and community.

-- Students with identified learning disabilities need more intensive, direct instruction

during the elementary years.

-- Remove portables at Hadley

-- Too many committees. Not enough representation by non-classroom teachers. Improve special education and hire more qualified special education teachers. Address the needs of the special education students by having appropriate self contained classrooms and more support for the resource students. Increase nursing time in the health offices.

-- In addition, we want to bring back some of the fun projects, plays, or celebrations with food that we used to do after a unit. It makes it more fun for the students and for the teachers. I think the students are feeling the stress too with all the tests and that we do not do anything fun anymore like we used too. We do some fun things but its not the same because it has to be a certain way to do it.

-- We need a board that portrays a more positive, cohesive approach to improve things for all students.

-- Get rid of the portables please. School board needs to behave like professionals. Respectfully disagree and work together for the benefit of the students.

-- More focused curriculum at the elementary level.

-- More resources for lowest students - certified teachers to help with math interventions especially Full-day Kindergarten More space for schools, especially Churchill. We have NO teacher's lounge.

-- We need full day kindergarten

-- I would seek to eliminate conflict among the Board members. ALL members should abide by the code of conduct issued. Respect should be shown to all administration, teachers, and community members when presenting. It is disgraceful and embarrassing to listen or be present at some of these meetings. I would hope that members would find ways to eliminate the confrontational feel of these meetings.

-- Some committees receive pay for their time outside of the school day and some do not. I don't think it's equitable. I think any committee or group meeting outside of the school day should be compensated for their time. It needs to be fair.

-- Hadley needs major remodeling and additions. Portables need to be eliminated. The older part of the building has inadequate spaces for 21st century learning. The school board members should act more respectfully during meetings.

-- Go back to traditional classroom teaching one grade level, one teacher, no PBLs

-- D41 moves quickly with initiatives. We have made many changes and now it is time to reflect and take the time to master these new changes. We have such high expectations, starting kids out in full-day kindergarten would help us get kids to where we need them to be from the start.

- I wish we were more accepting of students who don't easily fit our mold.
- Get rid of PBL, get us a REAL curriculum with REAL resources.
- The board. The new members have not been a positive addition.
- I would hire an outside monitor for Board mediation.
- 1. Updated facilities- classrooms 2. Resource teachers back in all academic classrooms, not just Lit and math and also allowing them to have a study hall class with their students helping them on their classwork and homework.
- 1.) Updated and cleaner facilities. 2.) Resources teachers in ALL subject areas, so that student's needs are met. 3.) Bigger classrooms. 4.) Teacher work days before school starts and at the beginning of second semester. 5.) Better discipline policies; more follow through.
- No more "coaches" - we need more people helping kids. PBL is one approach to learning, not an end all. The problem should be a natural result of an inquiry, not a forced find. Kids need to have fun. So do teachers.
- Hire more males. Hire more minorities.
- I always wish Support staff (people who work one on one with students, health aides, office staff, Digital Media Aides, custodians) could receive a better annual salary than 10-15K. This is not a poor reflection on our District at all, this falls under many Districts. Perhaps our District could implement opportunities to increase wages or other types of rewards.
- 1.) Cleaner buildings that are free of mice, mold, dirt 2.) More classrooms so we can provide smaller class sizes, especially with the increasing amounts of integrated special needs students (such as ELL's, students with IEPs, students with 504 plans, low income students, etc.) 3.) More help in content areas for special education students. 4.) Reduce the levels of favoritism within the building so some teachers are not victims of bullying by other colleagues. 5.) Create an overall feeling of comfort for staff and not the feeling of being on the defense.
- I'm fortunate to work in a district that strives for excellence. Our voices are heard, and I'm confident that the programs and goals of our schools are in the best interests of our students. If I could change one thing, it would be to elevate the civility of our board meetings. I would like to be able to bring my students into a board meeting during which the members debate about important and sensitive issues. And then I would like to be able to turn to my students and say, "this is how we disagree respectfully."
- The disparity of pay between administrators and support staff.
- Slow down with the new initiatives; just because it's new doesn't mean it's better. Remember that teachers were not trained to be curriculum writers. Invest in both math and literacy programs, not more resources.
- -location and division of special education classrooms -more options for professional

development -more options for materials -no A & B week schedules

-- Our district needs to do a better job of preparing our kids for high school. They are not prepared when they get to Glenbard West which is the feeder school for D41.

-- Facilities need to be expanded for all teachers.....not just classroom teachers.

-- Slowing down initiatives; making things more complicated than they need to be

-- relocate the pre-k to a location that better suites their needs.

-- Changes made in a prudent manner - with the child's well-being at the authentic core of the decision-making. Though decisions are usually couched as child-centered, I'm not sure the students in our district are the priority when decisions are made.

-- All Day Kindergarten is needed. When adding on space, why didn't we consider adult needs (like bathrooms, a staff workroom/lounge, even flexible meeting space)? We need to use the staff that we have differently to meet the needs of ELL and Special Ed learners. We probably moved too fast implementing change (multi-age, teacher specialization, PBL, FLES) and we probably should prioritize what is really the most important and focus on that.

-- -more trust in teachers as professionals -more teacher input on district decisions which affect us and our students -SLOW DOWN...I am hoping that the district will finally get the message to slow down on changes and new initiatives. Let us hone our craft. -PBL--do not make them mandatory. They do not work well for everybody and every subject area. -more staff to support struggling learners or kids with special needs. Our human resources are stretched too thin. We need staff to help classroom teachers administer RTI interventions. This cannot all fall on our limited resource teachers and classroom teachers. -Keep class sizes down...it seems they have been increasing in recent years. -When numbers don't work out, please reconsider asking teachers to forego specialization to teach both major subject areas (LIT/STEAM). If specialization is important to the board and admin it can't only be when numbers work out. Allow smaller classes to accommodate specialization when this occurs.

-- Build trust between all parties! SLOW DOWN!!! I feel like the district is finally listening to concerns and making decisions with teachers. The District needs to reflect on the past 5-7 years and the effect it has had on everyone...parents, students, teachers The district needs to add more support staff to help support the diverse needs of our students. Our resource teachers, ENL teachers, support staff are stretched too thin. Smaller class sizes!!! Please take a longer look at this and the targeted numbers! Don't forget to think about move ins that we receive every year. When grade levels do not have an even number of teachers, please do not expect teachers to split their day between Literacy and Steam. If you truly believe in the theory of specializing, then support it!

-- The resource, MIP, IEP, 504 psych, and support personnel do not have any PLC time with the teacher's they need to work with. This is a disservice to them and the children they work with. The current schedule has eliminated this and severely crippled what we could be achieving with our planning, PLC's etc and meeting the needs of the child who is not learning, not at grade level, not succeeding.

-- Trust and listen to teachers more. Don't roll out too many initiatives at once or new initiatives every year.

-- Please give teachers curriculum guides. To expect us to write our own curriculum and buy our own materials is expensive and takes hours and hours of our personal time.

-- To stop rolling out new initiatives every year; nothing gets done truly well then

-- 1. Hire outside employees to run all extra-curricular duties so teachers can focus solely on their instructional methodology, life-balance and stress-management. 2. Reading, Math and PBL specialists would serve a maximum of 5 years. Thereafter, they would move back into the classroom in which the most highly qualified educators are needed. Moreover, they can influence their PLC's and teams with the knowledge they've gained from their extra professional development experiences. The current model is not sufficient and many of them are not respected for their expertise. 3. All elementary classrooms in which at least one "unidentified" behavior- or learning-challenged student recided would receive another highly qualified teacher to co-teach for the duration of RTI data collection process. Not an aide - a veteran teacher. Small group instruction could ensue, data could be collected, and all children (especially those without "unidentified" special needs) would not miss a beat in instruction. Sadly, one student can deter 25 from feeling safe and educated for up to a years' time. 3. Provide differentiated plan time for teachers who teach more than one course and/or level by limiting middle-school department (PLC) collaborative time to SIP days and decreasing team collaborative time to 3x per week. Teachers who plan for one level or one subject can still meet as is. 4. See other suggestions on other survey pages.

-- More cohesive board. (Few new members are quite unprofessional and display a lack of unity) and lack of materials for steam.math/science program as well as a spelling program. Rethink PBLs

-- We need more space at Churchill. We greatly appreciate the additions that were done to eliminate portables, but all that did was get us under one roof. If a new building is not a possibility to ease the space crunch, then I would hope that other options would be looked at to balance the schools in some way that is equitable. I also would love to have more of the positive voices stand up and share their satisfaction with the work that we are doing. I feel that many are afraid to speak their mind for fear of being singled out by certain members of the community.

-- I would remove Kurt Buchholz and Stephanie Clark as board members immediately.

-- Slow down and see results before changing ideas before data/feedback can be explored

-- I would like district staff to realize how fortunate we are to have great resources in our schools (PLCs, support personnel, specialists, coaches, curriculum, technology, facilities), terrific students, and a (mostly) supportive parent community. We do great things every day! Let's toot our own horns for a change. I would like all school board members to act appropriately during meetings, listen and learn from education experts, and come to meetings without personal agendas. I wish parents would realize that the elementary schools can't all be exactly the same because the student populations are not all exactly the same. Based on this parent misconception, teachers are sometimes concerned that they have to

choose between doing what is best for their students and staying in step with the teachers at another school. Principals have the right to implement programs at each school that differ from other schools if it is in the students' best interest. I wish parents realized that principals are making decisions based on student needs and available resources. "Fair" is not the same as "equal."

-- hire minority staff members

-- PLC meetings for 45 minutes every day is OVERKILL. I do not see it as an effective use of my time. It seems like admin gives us more to do to justify the longer school day and daily meetings.

-- More communication and work between elementary and Hadley, to better understand how each school works and what can be done to streamline our approach. Improved use of technology. Internet connectivity is a major issue and drastically can impact lessons and a teacher's willingness to use supplementary resources. Consistency and equity (in many areas: work load, expectations, etc.) at/within all schools.

-- The amount of new initiatives each year, the amount of meetings that teachers are required to attend, the amount of time missed in class, the lack of training BEFORE embarking on a new initiative.

-- Our Level 3 schedule. Actual PLC and teacher personal/lab prep time added back in. (see previous suggestions for improvement)

-- We need to slow down a bit and quit rolling out new items. We need to have the time to teach a skill or standard well.

-- Bring more SpEd teachers at each school.

-- We need more specialists and service providers. We need to reduce class sizes and expand facilities. We need to higher specialists to develop the curriculum and scope and sequences and materials needed for every subject. This is the NORM in the surrounding districts. In this district, the burden is on the teachers. Therefore, we are burned out, riddled with anxiety and physically ill. Nobody is doing anything to change the teachers' burdens. Instead, money goes into technology and the "next new system".

-- I would allow the teachers more opportunities to use less scripted programs. I would provide teachers with more materials. I would encourage more influence from the faculty with regards to decision making and new ideas. The faculty and staff are the people on the front line. They are in the classroom each and everyday. Trust that they are capable to do their jobs and let them teach. I think that our administration gets involved too much.

-- Too many administrators with too many initiatives placed on teachers. It seems that they don;t communicate; consequently there is no empathy for a teacher at Hadley.

-- Build in time for interventions For students to have transition time at the beginning of the day and end of the day (not teaching bell to bell) More focus on RTI/PBIS (offering different interventions, supports, etc.) Building stronger leadership

- Full Day Kindergarten should be available for all kindergartners.
- I want the district to slow down and stop making all these changes. *Continue specialization *No multi age or looping *PBLs should be project based in the lower grades and problem based in the higher grades.
- I would like to see the district allow more time for things before making further changes. I would also like to see district decisions to be more realistic for classroom setting. It would be very beneficial for classroom teachers to receive more resources and support from our coaches.
- More space at Churchill. Less constant change of curriculum. You cannot improve upon what you've done if what you do is constantly changing!
- I would stop ALL of the changes and reflect on what is working and not working. I would slow down the pace and try one thing at a time. I would give the teachers more individual planning time and less directed PLC time. I would get rid of the specialists that don't work with kids and spend their time going to conferences and wasting teachers time. I would stop pulling teachers out of classrooms for meetings. I would plan more effective Institute days and SIP days. I would reflect on the leadership and perhaps make some changes. I would clean up the schools to show some pride (school wide PBL perhaps?).
- A Board who is conducive with the mission of the staff and administration, as that is not happening now. A Board who is supportive of each other and who conducts business meetings as they are supposed to happen and show the community that we are professionals who are all working collaboratively and cooperatively for the sole purpose of helping our students become the best they can be.
- eliminate standards based grading alter FLES
- The way we service students with special needs. Provide more support for students in the general education setting that have an IEP. Continue to provide self contained classrooms for the small population that needs it. I believe we need to bring back the modified instruction program(s) within our district. Inclusion isn't always the best approach for students with special needs. Many of the surrounding districts still have modified programs with the opportunity for students to mainstream into general education classrooms. Common core standards can still be delivered within these classrooms as long as the teachers are given enough time to collaborate with grade level teachers.
- We need full day kindergarten - even if you charge a fee. The Board - I wish you would do the job you were appointed to do. What you are doing now is not that. Advocate for ALL students - not just your agenda. Let the educators be the educators.
- Build another middle school because Hadley is too big.
- Purchasing curriculums in writing and math.
- Less parent power in educational decisions. More trust of the teachers. The solidarity in the Board of Ed. Full day kindergarten

- Board meetings.
- Stop Buchholz's and Clark's behavior during Board meetings. It is embarrassing.
- Reduce the number of education initiatives (looping, PBL's, Multi-Age, etc) More direct communication with staff members and CSO administration Academic expectations are too high for our youngest learners. Reduce the amount of testing that students are required to complete (MAP, ISELS, etc) Superintendent/CSO Administration/Board should be open to and respect ideas and concerns of the people that are responsible for teaching the district's students.
- We have expensive technology that does not work and it has nothing to do with the devices. My students and I need reliable technology. It is a travesty that a savvy district like ours cannot do any better with our technology support and its leadership. We should not be in a situation like this.
- Establish a focus/set of priorities and then do it very well. We often try to do too much.
- Facilities - space is tight for the kids and teachers. Lack of storage so items end up stacked in hallways. Also, the drop off and pick up at most schools are dangerous. Seems like we could work on figuring it out. This is an issue at all schools.
- I would like to see more training for the professionals who work with our at risk and special education population.
- Board behavior More support from parents on our initiatives Communication
- I would add all-day kindergarten. In a perfect world, FLES teachers would have their own classrooms to allow teachers to stay in their rooms and FLES teachers to reduce loss of teaching time due to moving from room to room.
- I would like the District to take a harder look at the needs of the Special Ed students and their aides. I believe the aides should be given a bigger voice. I have had the opportunity to meet most of the Special Aides in the district. They are exceptional in all they do. At times I have felt the needs of these students and the aides are always a second thought. The district should also think about raising there wages. It is kinda a shame at what they make.
- Our District needs to recognize the vast difference between the amount of pressure and workload of the different positions in the buildings. For example: PE teachers VS Literacy or STEAM teachers. Classroom teachers are grading at home, planning at home, often teaching without district assessments ready on time, spending plan time filling out PLOPS on multiple classes of students, writing long sub plans for in school meetings ...
- Office greeters [REDACTED] need to be more friendly
- There is a need for safety shoes and outer wear allowance.
- More support for teachers.
- I would like the Board to stop in-fighting, stop micro-managing, and start working

together, respectfully, looking at the big picture...how to support administrators, how to attract teachers, etc.

-- rapid approach to change, stress brought on to students through district initiatives, lack of consistent curriculum, grading scale

-- I would love to see a curriculum purchased for teachers. Having assessments already created and a purchased curriculum would allow for more time for teachers to focus on differentiating lessons for the students. Having to unpack the standards and then find resources, books, activities on a daily basis is extremely time consuming. It would be nice to have some sort of consistency throughout the district.

-- We need to add space to all of our existing buildings or create a new facility to "right size" our buildings. All of our facilities are at capacity and some are beyond capacity. I would also like to see all Board members treat one another with respect and civility.

-- I am frustrated with our board. They do not get along at all. It's embarrassing. Our older classrooms need remodeling. Our special ed teachers are wonderful but their head admin does not seem to be that involved. Special ed. students who have parents that are highly involved receive preferential treatment. If there is a poor special ed student, they do not receive the same services. It is very frustrating to see students treated differently due to how much money their family has. I am also frustrated with the longer day. Students are exhausted by the end of the day.

-- more parking

-- Curriculum development should come from specialist or those who have time to create. Asking teachers to do this while teaching is poor practice.

-- Stop the school board meetings from getting out of control and bullying each other and staff members. The school board should support its employees and respect them. School board members should be about teaching students instead of have their own agenda and trying to make a name for themselves.

-- Stop responding to the negativity of certain members of the public. They will never be happy. Stop trying to appease them. We do a great job and do not need to defend ourselves.

-- Only one schedule - No A week/B week More support and resources for Special Education, especially if we continue to bring back out placed students to our district.

-- We are a very hard working district and that's what makes D41 so successful in meeting the needs of its students. Yet, with hard work, there also comes a stressful working atmosphere. I would like D41 to reduce the number of new initiatives introduced all at the same time and slow the pace of those initiatives. We would still be a superb district. I would also improve facilities at Hadley. The building was built in the 50's. There has been periodic facility changes to update the building to match programs to student needs. These changes need to continue. I would suggest a committee, including teachers, to identify facility needs.

-- we need to use JR High space better. Community needs to open their purse strings

-- Scheduling is still an issue. A and B week and the wheel confuse staff and students. Many parents don't like students having two teachers. This is especially hard for the special ed population. Teachers are rushing to fit in all academics each day and then often need to put things on hold for PBL, FLES, DARE, etc. There is still too much packed into one day.

-- Administrators being more visible and listen to staff ideas.

-- Changing programs for instruction often does not give teachers enough time to adjust teaching, or maintain a sequential spiraling curriculum. Stay with a textbook series for a longer period of time.

-- Taking a longer time to evaluate new programs or processes before implementing/changing them.

-- Coaches need to understand real time classrooms and make themselves available to help when the help is sought out.

-- We need more unified resources in each grade level. We need our teams and teaching materials to stay consistent from one year to the next. These issues do not help foster the PLC model. None of the teachers should have to do the split if our district truly supports PLCs and specializing.

-- Better use of finances, support students with special needs and requiring additional support, stop changing the curriculum, make teacher's opinions matter.

-- I wish that education for teachers and professional development was valued more. I wish there was more of an incentive for people to learn new skills, try new things, and share with their colleagues.

-- The pressure to perform PBL's and the evaluation system has evolved into an extremely pressure situation which have made many teachers have panic attacks. This is not right.

-- I would like to see a more harmonious, less acrimonious, relationship (as I perceive it) between the Board and the district administration.

-- I would improve communication from CSO regarding curriculum. I would like to see all current curriculum documents in a central location and in a consistent format. Currently not all documents are updated, they are in multiple locations and in different formats. It is very difficult to efficiently plan for and pace instruction the way curriculum resources are currently available. It would also help to have all curriculum resources in a consistent format. Math, Science and Literacy formats are all different. I would like to see less frequent and dramatic changes to curriculum. I would like to see more programs, teachers, support staff and financial resources directed to special education to better meet the needs of these students.

-- I would remove specialization from the primary grades. Students would learn in one learning community and teachers would be able to integrate curriculum areas. If you could find authentic PBL topics, an integrated approach would be so much more effective. I would have all day kindergarten so students could enjoy more great literature, work on their social skills through play as we develop the whole child, not a totally academic kindergarten

as we have now and allow all students opportunities to develop their fine motor skills. The skill level for handwriting and other fine motor functions is at a noticeably poor level. I would allow teachers to have plan time in their classrooms. I hope the Board and community know that teachers have zero minutes of planning time in their own classrooms during the day even though it is touted that we have planning time. No amount of planning for what happens during the school day happens during the school day. Would you like to have to do all of your work outside of your work day? Or not be able to use your office? Specialization does not work when you have an uneven number of sections. It put a high level of stress on the teams that are functioning in this scenario. Teacher working in this model only get one PLC session with their partner a week.

-- How those resources are allocated and the entire structure of special education, beginning with the Administrator. The superintendent needs to go, as does the Director of Special Education. Their leadership is top-down and ineffectual, though saving money has been accomplished.

-- -The use of PBLs

-- The way we communicate with our non english families. We need to improve the time and the way we communicate with them as a District.

-- No multi-age classrooms. No teacher specialization below 5th grade. No PLC's as they are currently forced upon staff. We always met with one another, as needed. No one needs to tell teachers to meet about students. The forced PLC times have disrupted schedules beyond belief and are not even equitable. Go back to trusting your outstanding staff. Some of us have dedicated decades of hard work here and know what we are doing. These constant initiatives, year after year, are not even vetted to see if they work before the CSO is on to a new one.

-- I would like to see evidence of the Board of Ed working more collaboratively to solve problems. True collaboration does not appear to be the happening when I have attended board meetings or listened to them through the webcast. I know that board members have differing opinions, and that is valuable, but it doesn't seem like rudeness should be happening between board members. All the board members are volunteers. All of them should feel good about their service to the community. No one should wonder about if they will be attacked, belittled, or scoffed at during a board meeting.

-- We have no focus. Too many agendas. Too many initiatives without enough training to implement and time given to evaluate before we jump onto a new bandwagon. Lets narrow our focus. Work smarter, not harder. We are trying to go in too many different directions and making decisions on knee-jerk reactions. There's a generally pervasive negative attitude from parents that results in adversity and general chaos. It permeates our classrooms, our school board, our district decisions, and our feelings of satisfaction, which ultimately affects the success of our students.

-- The time that everyone has to take their entire lunch or break without being interrupted or expected to spend it with a student because there isn't enough staff personnel to cover those times.

-- Go back to the schedule from last year

-- No more curriculum changes for a few years and less negativity at the School Board level.

-- I would like to see more celebrations for the good work being done by the staff and students within our district.

-- Give more ownership to teachers. Let teachers teach. Too many meetings

-- Teachers need to be provided with a clear scope and sequence in all content areas. Teachers also need a clear, developed curriculum for each content area they teach. Teachers deserve the right to be treated as professionals. The current expectations imposed on teachers with PLCs is completely disrespectful. Teachers feel as though they are viewed as irresponsible children that require policing in order to uphold professional obligations. Whether there is a need to meet or not, we must meet. There is no appreciation, either, for the fact that some professionals actually begin to wither when they are not permitted any professional alone time to plan and reflect on their own. The lengthening of the school day by an additional 35 minutes for elementary students is not solving anything. In fact, it has proved difficult for some of our most fragile young students to build the stamina to endure to the end of the day. Plus, teachers in our building have been told that the final 10 minutes prior to the lunch hour are not to be used as instructional minutes as this time was communicated to the community as a transition time from homeroom to PM classrooms, which is a completely unnecessary misuse of time. As a longtime employee of this district, I am disheartened by the path we have taken. We are ignoring the needs of our most valuable constituents, our children. I sincerely hope that those with the authority to impact positive changes in this district to get us headed back in the right direction will heed this opportunity to stand up and take action. So many valuable individuals in my life have repeatedly asked why I put up with this job and such great frustration. I still feel that teaching is my calling and that this community is where I am needed.

-- The administrative support for our special Ed classrooms seems to have driven multiple teachers out of the district quickly. Something needs to be done to help with student discipline in these classrooms.

-- Teachers needs a primary resource to use to teach curriculum every day. Teachers have too many random resources to pull from. The high volume is too overwhelming and most teachers do not have the time to sort through everything. More academic consistency across the district is also very important, such as more district developed 5 point scale rubrics and spelling words/assessment.

-- The school board. The way it is currently functioning is despicable! It is an embarrassment to the community.

-- TOO many initiatives and changes! Any change should be implemented for 5 years before abandoned. NOT more than 1 or 2 BIG changes a year. Teacher specialization, PBL, New technology, two grade levels - TOO MUCH!!!!!!!!!!!!!!!!!!!!

-- The arguments between board members. The disrespect to teachers and staff shown in the Facebook parents page and the forum. There is a way to disrespectfully disagree with teachers. Bullying happens online and it happens between adults just as much as with

children. It would be nice if those who feel so strongly towards a teacher on one of those sites could actually talk to the teacher about it and work together rather than complaining behind their backs. Us teachers are here for your child and we want that relationship with you so if there is an issue it would help if you talked to your child's teacher about it!

-- I do not feel that we are at "ALL HANDS ON DECK". We have so many needs at our school [REDACTED]

[REDACTED]. We need every extra minute spent with our students who need the help.

-- pay the support staff better. and you have them so stretched thin. they bounce better so many students. Its my understanding that IEPs are on the rise, and aides are going down. Don't these kids have advocates and lawyers. have you observed the self-contained rooms at hadley. Depending on the group, its organized chaos. no wonder why they get in trouble in off-team classes or lunchroom. more mainstreaming with support staff can work.

-- I wouldn't change anything ... just keep it striving to be even better in the future.

-- I would STOP the looping - Teacher Specialization and PLCs have helped teachers to be consistent and expert in their field at that grade level. If we go to looping, you are asking teachers to learn a WHOLE NEW set of standards, new curricula, new resources, new behavioral and maturity parameters... why would you want to take teachers who are doing an excellent job teaching content that they KNOW and that they have had some time to STUDY and FEEL COMPETENT delivering and change everything they are doing? Just because second and third graders are close in age doesn't mean someone who has been teaching second grade math will also be an excellent third grade math teacher. Teachers understanding their MANY, MANY standards for their content areas is a powerful tool that looping takes away, and for what? The possibility of benefiting a few kids? Don't loop just to loop. Strong schools have strong teachers who are confident with the kids, the subject matter, and the age level. Looping eliminates that.

-- Early start time not a good idea. Too difficult for kids to get to school on time. Never saw so many tardy before! No thought given to traffic patterns and traffic jams that occur in the Hadley to Churchill area. Churchill site itself is a dangerous location. Why keep pouring resources into a building on a four-lane highway? Belief that professional learning communities (teachers meeting daily) will solve all problems. District needs to provide more support for students who clearly require more interventions than classroom teachers can provide. Not right to keep disruptive students in the regular classroom when they are a danger to themselves and others. Teachers shouldn't have to evacuate the rest of the class, interrupting other kids' learning, just to keep one disturbed student in the least restrictive environment. Bilingual administrator who goes after the best dual language teachers, treating them unfairly and making their lives miserable so they have to leave. (And go where their gifts and expertise are appreciated.) Overly harsh evaluations by bilingual administrator and sometimes principals. Rubrics not always applied in an equitable manner. Would be nice to have enough parking spots at each school for all the staff to use and a few extra for visitors. The CSO is landlocked - maybe should consider another location with adequate parking considering all the meetings held there. How about a technology director who took an interest in the technology needs of each school and introduced new technology

equitably. An instructional technology teacher or coach as well as tech support. We used to have a tech aide who provided both tech education and tech trouble-shooting, but those positions were eliminated across the district to save money. Yet, those aides had contact with every student each week, and cost nowhere near the salary of a pbl coach.

Administrators need to be mindful of medical recommendations that children's screen time be limited. Seems like admins keep advocating for more and more computer/ipad time and less and less time reading, yet studies prove tech overuse harmful to kids development and kids actually prefer reading a physical book over the electronic version. Libraries used to be wonderful but now that they've been purged of books and are run by staff uninterested in literature - no longer helpful. Kids now have trouble finding books or are told they cannot have them.

-- The Board. It has become an embarrassment to anyone associated with D41. Public Forum at each meeting has simply turned into "shock" radio, where anger and personal agendas have replaced genuine concern for making D41 great. To the two newest members of the board, I would ask you to respect and remember the "transparency" platform upon which your campaigns were based.

-- The two new board members! Please do the district a favor and resign. You both are an embarrassment. I wish the community had a chance to do a recall vote on those two.

-- Our whole school board working with the teachers and supporting all teachers and not just a few. I would also like to see Churchill have more space for our extra staff members.

-- Because we are at the forefront of new initiatives, we sometimes meander away from the basics. We also tend to bring on too much change too abruptly.

-- Get an actual concrete plan together in terms of curriculum, grouping of students, specialization, and multi-age. I would change the amount of change that continually occurs within the district. Every year it is something drastically new.

-- More support for special education and ELL students.

-- I wish we offered technology wise - 1) Having Adobe version where you can scan and rearrange pages, delete pages, etc. and save in Skyward to have important documents that can be shared district wide. 2) Raptor should be on a network and not on one workstation per school and have it's own Kiosk so parents can sign in/out on their own.

-- remove multi age at all grade levels improve scheduling (no A week/B week) reduce class size remove specialization at grades K-3 Don't introduce so many new initiatives at a time, reflect on what is working and not working.

-- Suggest that the new board members set aside their personal agendas so that they are better focused on the District as a whole.

-- how we distribute our funding

-- Eliminate multi-age classrooms.

-- I'd love to see a full day kindergarten.. There also needs to be a focused effort at Churchill

to provide some systems of support for our struggling learners. It is not addressed consistently.

-- More study and emphasis on being a good citizen and participating in activities that understand and promote a democratic society Values

-- Sometimes the decisions the district makes in regards to spending money do not work in the classroom, yet they never ask the teachers for feedback. In a technology era, I feel it would be very easy to survey teachers about what they think about new things that are being bought. For example, why should a CSO employee be making decisions about furniture in a classroom that they are never in or have to teach in every day?

-- Better communication between superintendent and staff. Better focus on what we do for children who are not meeting standards - we know how to identify them, now what?

-- The behavior of Board members during the monthly meetings is an embarrassment to listen to online. There needs to be a monitor or mediator of sorts to keep the protocol at a professional level.

-- I would stop trying to impress the world and just find things that truly work and do them. I would stop changing things every year. Example WIN time was promoted as a key piece of think tank and then soon after abandoned. Many teachers had concerns for the idea of WIN time but were either ignored or were too afraid to say to anyone but teammates or other coworkers. I would make it a key goal for teachers to feel free to discuss issues openly and honestly and truly solicit and value their feedback. When we do make changes we should make sure they are supported by proven practices and methods and we should track how well they do over time. I also don't think our AEC classes should consist of 4 or 5 students. We have many kids who can handle that program and need to get them involved. When kids get to Hadley, many more are involved and I always hear of students who never made it in in the grade school but are doing well in gifted at Hadley. The AEC kids get to benefit from instruction in a class of 4 or 5 students to one teacher, while our strugglers get pretty much nothing but support from their own classroom teachers.

-- consistent curricular materials full day kindergarten less Institute days

-- Communication - only selected staff are privy to information or opportunities such as professional development. Any opportunity that could better instruction and improve learning should be opened or at least offered to all staff. Vital information regarding students' well being should be shared immediately with those in direct contact with the student(s). This is for the student, other students, and the staffs' safety. (ie. suicide attempts, cutters, eating disorders, violent/tragic experience, etc.) Treatment of the staff - Treat the staff as professionals, and with respect. Trust that the staff loves what they do because they're doing what they love.

-- The negativity and disrespect displayed by BOE members has impacted the culture of care and progress in this district. Making decisions based on a small percentage of highly verbal people. Adults that bully (this includes cyberbullying).

-- Limit the number of initiatives rolled out simultaneously.

- Stop chasing the latest "thing" in education and focus on data driven fundamental implementations. Too many new initiatives over the years, pulling teachers in many directions, fading away when the next new thing comes along.
- Curriculum, district admin and building admin
- Building hours for staff extended (earlier). The building is often too available to the park district which can often lead to spaces not being cared for appropriately and equipment damaged.
- The board of ed. needs to be better role models and leaders. Take away some new initiatives. Return to an 8:50 start and 3:30 end.
- I would allow teachers and parents to be included on decisions regarding 21st century purchases. Those that aren't in a classroom (CSO) shouldn't decide what works best in the classroom. Tax dollars have been spent irresponsibly.
- The relationship between faculty and some administration, particularly with regard to how faculty are sometimes treated. High expectations, little to no acknowledgement for hard work, achievement, or input in decision making. Inequities in expectations for faculty in comparison to administration. Build your employees up, instead of always looking for fault, and they will work even harder than how hard they already work, and they will do so happily.
- The access to a range of services for our special education students - they are being eliminated!!! This is a crime for some of our neediest students, as they are all being placed into a "melting pot" of a classroom OR are required to stay in the general education setting where they are so far behind (3+ years) that they can no longer feel successful in any areas. I feel like programs are being cut without our input or knowledge and it is a real disservice to our neediest students.
- Rti interventionists or specialists working with students Less initiatives Adopt curriculum resources and don't change it for at least two years.
- - please consult teachers on their opinions