



**Accessing results summary** from "2017/18 Staff Insights Survey" from Glen Ellyn School District 41.

**At which location do you spend the most time? (n=272)**

Abraham Lincoln	43	(16%)
Benjamin Franklin	49	(18%)
Churchill	43	(16%)
Forest Glen	52	(19%)
Hadley Junior High	64	(24%)
Central Services Office	21	(8%)

**What best describes your position? (n=270)**

Teacher (PreK,K,1)	20	(7%)
Teacher (2,3)	32	(12%)
Teacher (4,5)	35	(13%)
Teacher (6,7,8)	38	(14%)
Special Education Teacher	18	(7%)
Teacher (other)	38	(14%)
Non-teacher Building Staff	41	(15%)
Administration	21	(8%)
Other	27	(10%)

**Which of the following professional development activities do you prefer? (check all that apply) (n=269)**

Workshops or conferences	190	(71%)
Book study groups	47	(17%)
Collaborative work with colleagues	197	(73%)
Collaborative workshops with people from other districts	93	(35%)
College/University campus courses	50	(19%)
District hosted onsite university courses	41	(15%)
District/school-based workshops with presenters from outside the district	100	(37%)
District/school-based workshops with presenters from within the district	62	(23%)
Regional Office of Education seminars and classes	51	(19%)
On the job training	79	(29%)
Online courses	47	(17%)
Peer observation	68	(25%)
Professional Learning Communities	85	(32%)
Visits to other schools	121	(45%)



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**Please indicate your level of agreement for each item.**

Item	Response	
<b>I am kept informed about matters important to my work. (n=265)</b>		
Strongly agree	52	(20%)
Agree	150	(57%)
Disagree	49	(18%)
Strongly disagree	12	(5%)
Don't know/doesn't apply	2	(1%)
<b>Average Response: 3.69 s= 1.12</b>		

<b>School/department information is communicated effectively to me. (n=263)</b>		
Strongly agree	56	(21%)
Agree	151	(57%)
Disagree	42	(16%)
Strongly disagree	14	(5%)
Don't know/doesn't apply	0	(0%)
<b>Average Response: 3.73 s= 1.12</b>		

**I feel comfortable sharing my ideas and opinions. (n=265)**

Strongly agree	74	(28%)
Agree	146	(55%)
Disagree	39	(15%)
Strongly disagree	4	(2%)
Don't know/doesn't apply	2	(1%)
<b>Average Response: 3.94 s= 1.01</b>		

**I know what is expected of me at work. (n=265)**

Strongly agree	92	(35%)
Agree	159	(60%)
Disagree	12	(5%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	1	(0%)
<b>Average Response: 4.25 s= 0.71</b>		

**I receive credit and recognition when I do a good job. (n=266)**

Strongly agree	67	(25%)
Agree	125	(47%)
Disagree	58	(22%)
Strongly disagree	12	(5%)
Don't know/doesn't apply	4	(2%)
<b>Average Response: 3.68 s= 1.21</b>		

**I receive feedback that helps me improve my performance. (n=263)**

Strongly agree	61	(23%)
Agree	150	(57%)
Disagree	47	(18%)

Strongly disagree	5	(2%)
Don't know/doesn't apply	0	(0%)
<b>Average Response: 3.82 s= 1.04</b>		

**There is good communication between the building administrators and staff.  
(n=265)**

Strongly agree	83	(31%)
Agree	117	(44%)
Disagree	47	(18%)
Strongly disagree	13	(5%)
Don't know/doesn't apply	5	(2%)
<b>Average Response: 3.81 s= 1.21</b>		

**There is good communication between the District administrators and staff.  
(n=265)**

Strongly agree	42	(16%)
Agree	131	(49%)
Disagree	58	(22%)
Strongly disagree	21	(8%)
Don't know/doesn't apply	13	(5%)
<b>Average Response: 3.46 s= 1.24</b>		

**I have a good understanding of the long-range plan and goals of the District. (n=265)**

Strongly agree	62	(23%)
Agree	150	(57%)
Disagree	33	(12%)
Strongly disagree	14	(5%)
Don't know/doesn't apply	6	(2%)

## Comments/suggestions: (n=42)

- 👍 Administration does an absolute wonderful job in regards to providing recognition for work done within the school day. This is great! There is a lack of communication regarding building administration and special education services.
- 👍 It is very unclear where the district is going with inclusion. We have received mixed messages about this which is an ongoing theme with communication.
- 👍 The district as a whole has had a difficult time with communication. In particular with Julie Causton. There was never a clear introduction into why she was here and what was going to be expected of teachers. Additionally, the work and material that she is presenting and the message that we get from Dr. Gordon is not something that I believe matches the actions of my building- both with administration and teacher actions.
- 👍 What is of a concern is the follow through on what has been communicated from admin to staff.
- 👍 Our principal tells me almost every day how much she appreciates how much I do around Churchill.
- 👍 do not effectively communicate because they are new or not sure of grade level skills.
- 👍 Steve Dively is a poor communicator. Most times important info is received second hand. Steve shares info with department leaders but tells those people they are not allowed to share. The SI communicates well to staff through news letters and emails regarding relevant information. My peers give me credit and recognition - never my principal. During evaluation Steve dively "stores up" negatives and asks for explanation from me all at once. All were minor issues that could have been explained if addresses immediately. He looks for wrong doings to put me down.
- 👍 BF administrators are very professional and also considerate and friendly
- 👍 other than the team I work with each and every day I never get recognition on how hard I work day in and day out.
- 👍 "Children are at the heart of every decision." I see this on the walls of CSO and all over our website. I don't agree with this statement. I feel the people who know the most about what our students need (teachers, aides, other building staff) are largely ignored when making decisions for students. Our opinions don't seem to matter to either the board or district administration. Our building administrators do a wonderful job of taking our oppinions into consideration and consulting with us when developing plans for changes, but their hands are often tied when decisions come down from CSO.

- ☞ Since I am support staff, I am not in the loop when teachers change direction regarding my kiddos. I hear eventually but there is a lag time.
- ☞ Better communication is needed. It needs to be equal among all staff
- ☞ I ask a lot of questions of admin and coworkers so I find that my communication needs a met. I appreciate that admin is available for personal questions and that they answer emails as promptly as possible.
- ☞ The long range plan is at the center of the District's decision making. The D41 Model is still a core element of our work. Unfortunately, the majority of the Board has no clue about the importance and value our literacy, math and PBL coaches bring to the work we do for students. The Vision in our district is to ignite passion, inspire excellence, imagine possibilities. The majority of this board is so limited in their thinking and perspective that they have no way of knowing what this looks like in action. They are focused on their checklist of things they don't like about the district.
- ☞ Unfortunately, based on the way the questions are worded, I have to give many ratings of "disagree." I say unfortunately because I believe that administrators, just like specific subgroups of teachers, have more demands placed on them than is reasonable. This undermines their ability to effectively manage things and they spend most of their time running educational triage and filling out paperwork/jumping through administrative bureaucracy. They don't complete all of their job requirements the way they should or would like to because they are set up to fail.
- ☞ I feel as though the district administrators should come to Hadley to introduce themselves either at team meetings or an institute day. We know Dr. Gordon, but others I've never seen or met.
- ☞ I feel the communication with district administrators is lacking. We get district emails for parents and all staff, but specific communication related to my role is minimal.
- ☞ Jeff and Sarah have done an excellent job at keeping us "in the loop" and also advocating our needs. Paul and the rest of administration has kept the LRP the focus and driver of our work as promised. They are not afraid to say that we need to do better or that we need to change what we are doing to get better. They all deserve credit in moving the district forward even when there are board members who would rather stay in the past.
- ☞ Again communication could be so much better, I don't know if people don't feel the need to or if they believe information is assumed.
- ☞ Apparently department chairs helped contribute to next year's schedule. Nobody asked for my input, perhaps all faculty members could have had an initial voice before looking at scheduling templates. Secondly, when staff meeting are scheduled we need to think about quantity vs. quality. So many of us sit there and think wow, I could have just read this on an email or covered it during weekly team meetings.

- 👉 School specific training and expectations for new teachers would be very appreciated. I felt like I was finding out information/requirements on the fly and from word of mouth, rather than in an organized manner.
- 👉 Once again our principal is a poor people person and communicator.
- 👉 There is a communication overload. The communication comes at us from all directions. It is difficult to prioritize and easy to overlook what is the most important. As for my understanding of the LRP, the reality of achieving the data-driven goal is doubtful. The consequences levied when and if we don't meet the demands of the LRP are unclear.
- 👉 There are attempts to communicate between school administrations and staff and the district administration and staff. However, they don't always communicate the most important issues; such as, upcoming plans and processes that directly impact the classroom in a significant way. Decisions are often made without valuable input that staff have to offer.
- 👉 At times communication is good in the building and other times it seems like it is a secret about what is going on.
- 👉 I really enjoy having Scott Klespitz and Michelle Shabaker as my building's administrators.
- 👉 I chose "Don't know/doesn't apply" for the statement, "I feel comfortable sharing my ideas and opinions." My comfort level depends on the audience. I am most uncomfortable sharing at a board meeting because I fear the reaction of some board members. I am most comfortable at my own building.
- 👉 I am not comfortable sharing my thoughts during public participation at board meetings.
- 👉 I am worried that I may be punished for putting my opinions on this survey. I believe that others are also scared to include their honest opinions about the school board. At the building level, I feel well-respected, and believe I am free to share my ideas. I am concerned that the school board does not want me to ask questions, share my expertise on the needs of our students, or participate in any way, especially if my views differ in any way from their "agenda".
- 👉 It's difficult for our principal and assistant principal to give feedback, because they are extremely busy with special ed.
- 👉 I believe daily communication and lack of following protocol can often be a cause of unneeded stress and drama.
- 👉 The long range plans and goals of the district that are communicated are not always supported by the decisions the school board makes. The decisions the school board makes need to be better aligned to the long range plan or the long range plan should be changed.



- ✎ I feel more informed after district decisions are made versus rather than being involved in decisions prior. I don't feel recognized necessarily for being an innovative teacher either through my evaluation or teacher recognition in general. Long range plan seems to have shifted away from STEAM, 21st century learning , and student-centered practice to more toward data collection, test scores, and curriculum coverage.
- ✎ Communication does not come clearly down from top down. It would be nice to see this improve.
- ✎ There are no positive comments that can be made about communication in this district. There are no consistent procedures for Special Education referrals, the RTI process and administrative procedures for special education. When I do share ideas or opinions, they are ignored. The communication from top administration is fake. Open office hours with the superintendent accomplish nothing. He listens, but does not act.
- ✎ I do not feel that communication is strong within Hadley. There are constant rumors flying about placement of students, schedules, etc.. and if there was clear communication or pathways of communication in the first place this would not be an issue. There is also no clear communication on the roles of coteaching. I do not see any true coteaching happening within the school, and often a brunt of in class modifications are put on the general education teacher. I believe this is because there is no communication from administration on who should be doing what and when.
- ✎ More feedback or compliments from administration is always welcomed. It makes you want to work harder when you know that you are valued. More topics need to be shared with staff and let multiple voices be heard rather than using the top down method.
- ✎ Changes that take my teaching space are too frequent and often come as a surprise.
- ✎ I don't feel that we have the support we need to meet the expectations in the long range plan.

- ✎ Changes made that affect the school as a whole are not communicated with staff impacted, but with a select group of staff. My understanding is that the BUILDING LEADERSHIP team was not consulted about major schedule reworking while select staff member input was solicited. Why have a building leadership team if they're not the ones to provide input? There has been an attempt to provide staff with more positive feedback and recognition, which I appreciate. It's still perceived by administration as though this survey implies "credit and recognition when I do a good job" to come from colleagues, not just admin. Sometimes the recognition is forgotten or shallow, or directed at perceived "favorites," who are often male. (Both male and female staff members recognize this bias.) When feedback is provided in an effort to improve instructional performance, specifics are not always provided. I am proud to work with a highly educated, extremely dedicated and hard working staff. We want to continually improve, but if you're nit-picking just to write something, we can see through that. If you say something could be better, please provide specifics and also concrete suggestions. If your input is vague, we cannot grow, and believe me, we want to be our best!
- ✎ I feel like the Board and the district admin USED to be in agreement about the long-range plan. The current Board is changing so many things that were integral to the long-range plan and goals that it's left me confused.
- ✎ It feels like assessment/test scores are now becoming the primary focus of instruction, innovative teachers do not have the time or freedom to slow down and delve deeper into topics when their students need it. The danger of this philosophy is that coverage of material is the focus over quality.



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**Please indicate your level of agreement for each item.**

Item	Response	
<b>Employees here are encouraged to share work-related ideas and suggestions.</b> <b>(n=263)</b>		
Strongly agree	104	(40%)
Agree	126	(48%)
Disagree	25	(10%)
Strongly disagree	3	(1%)
Don't know/doesn't apply	5	(2%)
<b>Average Response: 4.17 s= 0.93</b>		

**My school operates as a team. (n=263)**

Strongly agree	92	(35%)
Agree	121	(46%)
Disagree	38	(14%)
Strongly disagree	3	(1%)
Don't know/doesn't apply	9	(3%)
<b>Average Response: 4.03 s= 1.03</b>		

**I am encouraged to try new ideas or ways of doing things. (n=264)**

Strongly agree	90	(34%)
Agree	142	(54%)
Disagree	29	(11%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	2	(1%)

**Average Response: 4.11 s= 0.9**

**Students here believe the staff cares about them. (n=265)**

Strongly agree	126	(48%)
Agree	121	(46%)
Disagree	3	(1%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	14	(5%)

**Average Response: 4.47 s= 0.61**

**I am satisfied with our school's efforts to prevent bullying. (n=261)**

Strongly agree	72	(28%)
Agree	141	(54%)
Disagree	29	(11%)
Strongly disagree	3	(1%)
Don't know/doesn't apply	16	(6%)

**Average Response: 4.02 s= 0.94**

**Staff members like me can bring about change in my department/school. (n=265)**

Strongly agree	78	(29%)
Agree	124	(47%)
Disagree	45	(17%)

Strongly disagree	3	(1%)
Don't know/doesn't apply	15	(6%)
<b>Average Response: 3.92 s= 1.07</b>		

**I have adequate opportunities to participate in decisions that affect me. (n=264)**

Strongly agree	54	(20%)
Agree	102	(39%)
Disagree	82	(31%)
Strongly disagree	19	(7%)
Don't know/doesn't apply	7	(3%)
<b>Average Response: 3.35 s= 1.32</b>		

**Our schools can be described as "good places to learn". (n=265)**

Strongly agree	111	(42%)
Agree	137	(52%)
Disagree	6	(2%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	10	(4%)
<b>Average Response: 4.38 s= 0.65</b>		

**My school works hard to find ways to improve. (n=262)**

Strongly agree	98	(37%)
Agree	134	(51%)
Disagree	12	(5%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	17	(6%)
<b>Average Response: 4.29 s= 0.74</b>		

### Academic expectations in our school are: (n=253)

Too high	53	(21%)
Just right	189	(75%)
Too low	11	(4%)

**Average Response: 1.83 s= 0.48**

### Comments/suggestions: (n=50)

- 👉 My personal expectations for my students is high- I find the overall school academic expectations low.
- 👉 Hadley building leadership does not appreciate new ideas or thoughts. In fact, I have been personally discouraged from sharing ideas or opinions that may be unpopular.
- 👉 I believe the academic expectations for some students are too high when you take into account what they are walking into the building from each day. We cannot control what is going on in their home life, we can only support them for the 7 hour school day. I believe there is too much of a pressure on our students with low income status and ELL status.
- 👉 Question 2 is difficult to answer. For some students the academic expectations are way too high if they come to us lacking school experience. For other students the challenge and rigor is not enough so this leaves only one option just right. It doesn't feel just right.
- 👉 New curriculum is NOT decided on by teachers but rather Do not have input for what I believe are best practices. Curriculum is scripted and little room to make it "my own".
- 👉 Young children need more opportunities for unstructured play at school. Our standards and curricula are very rigorous. I believe our students can rise to the expectations, but we do not provide them with enough time to be kids. This results in frustration on the part of students, lack of focus, and stamina to complete what is asked of them.
- 👉 Expectations need to be flexible for some students who are struggling learners or are impacted by other issues
- 👉 There has been many initiatives put on teachers plates, almost too many. We need to implement one initiative at a time, and not force too much. We need time and data collection to see if the initiative worked before we implement something else.

- ✚ I am part of a team that works well together as part of the special education team
- ✚ Steve Dively does not allow participation from staff about decisions that affect staff. Steve Dively is a micro manager and must be involved in ALL decisions. This comes across as lack of value and trust from him to his staff.
- ✚ Again, I feel building administrators include staff in decision making (when building administrators are in charge of decision making). Administrators from CSO make decisions without consulting staff members outside of CSO.
- ✚ 6th grade needs to have higher standards for students. There is too much of a disparity between 6th to 7th and then to 8th
- ✚ If the district really wanted to make an impact on student lives and test scores, they would divert funds to establishing a structured after-school program and summer school. We keep pushing students to do more and more before they are really ready, thinking that "more rigorous" means "more material" or "more work." It doesn't.
- ✚ Steve Dively makes most of the decisions, with what seems like little to no input from staff.
- ✚ The d41 culture is in peril due to our school board leadership. Top-Down has had severe negative effects. It will take many years to repair this damage once currently seated, unstable human minds are disbanded. Next, I do not attempt to bring about change within my department or school. I do not believe in change for the sake of change as I do not support experimenting with children. I believe in well-researched evidence for change, as well as long-term plans to measure those changes. Here in d41 we are so "innovative" that our innovations disappear within a few years without any data dictating success or failure. Last, I am of the opinion that our building and district leaders provide me adequate opportunity to verbalize my opinion about decisions. I choose not to verbalize because d41 history (and I've been here a long time) displays they will make their own decision despite what we educators agree is best practice. Sadly, our school board has made that clear and our district leaders, including principals, are running scared knowing their decisions are not supported.
- ✚ We have worked hard to improve our culture the past few years. It's my belief that there is a small group of people in our building that are negative and don't want to improve - they just want to complain. I'm hoping that staff "sees them" for what they are and is able to not get involved in their negativity.
- ✚ Number two is extremely hard to answer for the school. I don't know the expectations in other grade levels.
- ✚ We are encouraged to share our ideas and participate but sometimes it is all for nothing. That is frustrating and creates stressed relationships. It is very clear that a few staff members have a direct line of access to the board and use that to their personal gain, regardless of what is best for students.

- ✎ I may be satisfied with the way we control bullying at our school, however i "Strongly Disagree" with the way certain BOE members are allowed to act and/or treat others. It's a disgrace to our district. Dist 41 is getting a reputation of having unruly BOE members.
- ✎ I feel the academic rigor is causing anxiety and stress in our students. The students need to have recess more than just at lunch. Our teachers are punished when they take the kids outside for a recess. It should not be that way.
- ✎ However too much emphasis is placed on MAP scores for evaluations when we don't teach what's on the test.
- ✎ I would like to see more inclusiveness, more heterogenous grouping, less pull outs. Iâ??d like to see us go to more team teaching and keep all kids in the classroom together.
- ✎ There are a select few of teachers that seem to have a lot of say and power in the school
- ✎ Expectations are high in the primary grades, not allowing for different development levels.
- ✎ Any level of agreement that is "disagree or strongly disagree" stems from our principal
- ✎ I think that our school is high performing yet we seem to be constantly pushing the envelope to do better. I am all about a challenge but I also feel that more attention should be paid to the social emotional needs of our students. They need to be allowed to be kids, have fun, and enjoy more unstructured time to help them achieve balance in their lives going forward
- ✎ I feel very fortunate to work in my school along side teachers and administrators that put students first and support each other.
- ✎ Ben Franklin Rocks!!!
- ✎ Are our students learning? If our students' scores were commensurate with the effort we teachers put forth, our academic performance should be astronomical, but it isn't. Why? The BOE will try to place the blame on specialization, but that blame is unfair. Could it be the twenty-nine students packed into one classroom? Could it be the frequency and quantity of behavior issues within these overloaded classrooms? Could it be the lack of highly-qualified classroom support? Could it be the schizophrenic approach to initiatives within the district?
- ✎ I hope the students know we are here for them and care a lot about them.
- ✎ My school operates in small teams but not as a building team.



👉 I feel that at the building level, my opinions are valued and my peers and administrators strongly value my thoughts and ideas. I am not sure that the district-level administration is ready for innovative ideas. I know that the school board does not encourage innovation, and is NOT open to non-traditional teaching methods and models. 5 of the 7 school board members are opposed to using Specialization at second grade despite evidence that proves it was working, AND in the face of countless teachers and staff who support this method. This innovative approach to teaching is perhaps the MOST EFFECTIVE thing I've seen in education since I started teaching, and has affected thousands of students favorably since implementation. In recent years it has become the most integral factor in helping to lessen the achievement gap in our elementary grades, but the school board is still manipulating data and ignoring teachers, positioning itself to eliminate specialization from third grade next, then fourth and fifth over the next few years. I believe that the schools have worked hard to teach students to understand and prevent bullying, yet we have two school board members in particular who regularly exhibit bullying behaviors in meetings, in private, and on social media. How can the community know that an anti-bullying environment is an important core value of our district if our school board members do not model appropriate behaviors to staff or even each other?

👉 I believe that the academic expectations have been pushed so hard, that the overall social emotional well being of the students has not been adequately addressed throughout the district. There is a large number of students who show signs of increased anxiety.

👉 Our school is a team with multiple factions which unfortunately are sometimes at odds. Following established rules can aid in reducing bullying.

👉 The staff and leadership in our building is amazing!

👉 I think the academic expectations on the students are close to just right, but the academic, rti, differentiation, and socio-emotional expectations for the teachers to execute are impossible.

👉 Sometimes we fail to remember that these our children we are working with. The amount of pre-tests, post tests and testing in general that we have to do is not right. We treat the kids as if they are little adults. Of course we need rigor and high standards, but we have taken it too far. Kids need to love learning first. Thank you to Linda who made that very clear at our last staff meeting..kids need to feel CONNECTED and HAPPY before they learn. Some of the are TOO tough on the kids and the kids tend to dread going. We need to be kind and treat these kids like we want our own kids to be treated.

👉 I feel we really need a social/emotional curriculum like second step to help kids.

👉 It's hard for a lot of students to keep up with the fast pace.

👉 Students say that homework does not matter at Hadley, and they are in for a rude awakening when they go to Glenbard West. I think we need to align more with what the high school expectations are so we can better prepare our students. I feel our students need a greater lesson in accountability for work and learning.

- ✎ Specific to, "I have adequate opportunities to participate in decisions that affect me," we often feel that decisions are made about the happenings of our classroom without us being asked about them first. For example,

It becomes very frustrating, and a lack of trust occurs.

- ✎ Wildcat time addresses some of the bullying issues. Many staff members do not like how Wildcat is currently run. Administration has a different perspective. Kids social and emotional needs are important but we need a new structure that teachers support and like.
- ✎ When bullying, and other behavior problems are reported to the office because they are so over the top, there needs to be better follow-up by building administrators.
- ✎ I've heard it said by a leader that they believe our staff and union have too much input and say. I believe that to be untrue. Staff are on the front lines; we are the best able to say what is working and what isn't, what is practical and what isn't. The fact that instructional and curricular decisions are made without our input is insulting to our education, experience, and expertise.
- ✎ There are so many students that are struggling with behavioral and emotional difficulties that it is disrupting learning in almost every classroom.
- ✎ My school has teams that operate together, but I do not feel the school works as one team.
- ✎ Much of the curriculum is way over the heads of a large portion of our student population. Our fix is to fine aides, provide tier instruction, and provide language support. I feel like the "small group" instruction has become medium sized.
- ✎ The new consolidated/streamlined structure of committees at the middle school level consolidates power to fewer teachers and limits the voice of the majority of teachers in the building. How will we be sure that all voices are heard and that the opinions shared with administration is not from one group's point of view?
- ✎ Staff members like me are mostly ignored; classroom teachers get almost all of the voice in decisions in the school and district. Members like me are invited to be a part of discussions but our opinions are rarely taken into consideration.
- ✎ We are a high performing district, but instead of focusing on what we are doing well and being encouraged to keep doing it, we are now aiming even higher. We should be able to feel we are doing well, encouraged to keep up the good work, but not constantly studying data and pushed to unnecessary expectations.



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**Please indicate your level of agreement for each item.**

Item	Response	
<b>Parents feel welcome in our school. (n=267)</b>		
Strongly agree	131	(49%)
Agree	120	(45%)
Disagree	2	(1%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	13	(5%)
<b>Average Response: 4.49   s= 0.59</b>		
<b>My job is personally satisfying. (n=267)</b>		
Strongly agree	108	(40%)
Agree	145	(54%)
Disagree	11	(4%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	2	(1%)
<b>Average Response: 4.31   s= 0.72</b>		

**I am proud of our District. (n=264)**

Strongly agree	62	(23%)
Agree	150	(57%)
Disagree	43	(16%)
Strongly disagree	4	(2%)
Don't know/doesn't apply	5	(2%)

**Average Response: 3.86 s= 1.01**

**I understand how my work directly contributes to the overall success of our District. (n=267)**

Strongly agree	114	(43%)
Agree	142	(53%)
Disagree	6	(2%)
Strongly disagree	4	(1%)
Don't know/doesn't apply	1	(0%)

**Average Response: 4.34 s= 0.74**

**I would recommend our District to others seeking employment. (n=267)**

Strongly agree	70	(26%)
Agree	121	(45%)
Disagree	55	(21%)
Strongly disagree	14	(5%)
Don't know/doesn't apply	7	(3%)

**Average Response: 3.68 s= 1.23**

**I have confidence in the leadership of our District. (n=265)**

Strongly agree	65	(25%)
Agree	102	(38%)
Disagree	63	(24%)

Strongly disagree	27	(10%)
Don't know/doesn't apply	8	(3%)

**Average Response: 3.45 s= 1.37**

**I have confidence in the leadership of our school. (n=267)**

Strongly agree	119	(45%)
Agree	99	(37%)
Disagree	30	(11%)
Strongly disagree	10	(4%)
Don't know/doesn't apply	9	(3%)

**Average Response: 4.11 s= 1.13**

## Comments/suggestions: (n=70)

- 👉 There is open communication and trust within our building. This makes the work environment much more positive. There is a significant lack of administrative support/leadership in regards to special education services within the building.
- 👉 Hadley principal is not a collaborative or transparent leader. It is difficult to work with him as an employee.
- 👉 Why does Glen Ellyn have 2 school districts? Glen Ellyn has a population of 27,450. Wheaton has 52,900 and they have only 1 school district. Naperville has a population of 142,000--they have more have 1 school district as they should.
- 👉 My principal and assistant principal help to set a positive climate in our school. They are supportive and hard working. They are an asset to our school and district.
- 👉 Decisions are made at the district level without input from the building level.
- 👉 I feel like this survey is missing an answer category. What about somewhat agree or somewhat disagree?
- 👉 There are several members on the School Board that are combative and unapproachable. I don't agree with the tone of the meetings, and some members are disrespectful. I used to be proud of my district, I don't feel the same way now. I will still recommend employment here, but with reservations.

- 👉 Confidence in superintendent, do NOT in a few members of the school board.

- ✎ There are board members who are very unprofessional, the board meeting are awful to watch, they are disrespect to teachers, and each other. At the building level, moral is down and there are lots of rumors. I suggest there should be more transparency.
- ✎ Many concerns about not providing appropriate supports for struggling students ie: RtI tiered interventions are absent
- ✎ Most people on the board seem to be anti-teacher. Teachers get a threatening, unsupported vibe from board members and they seem to be working against us instead of with us for kids' benefit. At times it feels like administrators don't trust us and so need to monitor everything we do.
- ✎ I do not have confidence in Steve Dively. He is not trustworthy - he tells a story which makes him appear helpful to staff but it is not the truth. He seeks input from staff but does what he wants to do anyway. He is unkind and plays favorites. He puts teachers down instead of building them up always pointing out problems and flaws and never positive personal comments indicating a job well done
- ✎ Paul is awesome and he has had to put up with excessive bullying from the board
- ✎ We always hear about how we are a family and that we need everyone to make our district successful and as a support staff I do not feel that way.
- ✎ Extreme behavioral issues have been ongoing and not effectively managed. These issues are preventing all students from learning.
- ✎ I see limited openings for advancement (i.e. teaching openings for certified staff, administrative openings for teachers looking to advance, etc.)
- ✎ There has been a lot of personnel changes at the top administrative levels in our Central Services Organization. I am not assured that the leadership is ready for their current roles in all cases.
- ✎ I believe that there is a lack of communication from the leaders of our district and no effort in hearing the voices of the educators.
- ✎ We should promote and celebrate the emerging instructional talent within our school district
- ✎ Glen Ellyn School District is very welcoming to students and families
- ✎ I am exceedingly proud of District 41. The students, teachers, support staff are among the best. I have great confidence in Dr. Gordon as our superintendent and his team. However, I am not proud of the Board. The behavior of the vice-president is an embarrassment to our district.
- ✎ Stop micromanaging - treat us more like professionals Treat us more equally - (no favorites)

- ✎ I am not proud of our school board - thus my answers above re: recommending our district to others seeking employment. I believe that new employees should seek employment in a district with support from their community and school board members versus ones that have independent agendas.
- ✎ I have concerns about the district leadership at the Board of Education level.
- ✎ I do not trust most of the members of the BOE to make decisions that aren't based on their own personal agenda. They broke that trust last year when several members lied regarding a vote. Most of the BOE also decided that they knew more about the education of all children than the teachers and administrator in our district.
- ✎ When referring to confidence in the leadership of our district I am not including the school board. If I was my rating would go down.
- ✎ I feel like our administrators need to really focus on what is best for kids and not just what teachers like or want. Children need to be at the heart of all decisions made in our district. I think we need to look at our data realistically and critically vs. overlooking or downplaying areas of concern.
- ✎ We are engaged in exciting initiatives in our district - I hope the board will allow them to move forward.
- ✎ A few years ago, before this current board, I would have definitely recommended our district to others. I am embarrassed by the bullying that goes on with some board members. I don't know how the president and other members of the BOE allows that bullying and elitist behavior to go on. The way Mr Buchholz acts at board meetings and during the \_\_\_\_\_ is sickening to say in the least. We teach our students not to bully others, yet we allow adults to do it to each other... what's wrong with this picture???
- ✎ this section should have neutral as opposed to don't know/doesn't apply. A few questions I am neutral on but the categories are not well organized.
- ✎ I don't like seeing admin pushed around by some school board members.
- ✎ Poor decision making in choosing who admin is at Hadley
- ✎ I love our schools and the community, however I would not (and have not) recommend our District to someone seeking employment due to the chaotic nature of our board and the drastic changes that occur year to year in terms of curriculum, roles, and expectations placed without proper training.
- ✎ Communication is a problem, many times I'm unaware of something happening until the last minute or unaware of someone coming to do something until they actually show up.
- ✎ I love working at Hadley! Would like a more clear direction on where we are going with all the new initiatives.

- ✎ Decisions are often made at the top without a true understanding of what is needed in the school buildings.
- ✎ As a relatively new teacher within the district, I have heard from a wide variety of people about how our district is in the worst condition it has been in 25+ years, which is nerve-wracking for a new teacher to hear who is trying to decide where to spend the rest of their career. Multiple teachers have stated that it may be wise to seek employment elsewhere, which concerns me.
- ✎ Our Principal, not the assistants is one who has a difficult time getting along with the teachers in the building. He is know and I am sorry to say, but lie and be inconsiderate of other.
- ✎ Our current principle seems to be a person who has to have control of everything. Because of this the daily process is slowed down.
- ✎ I do not have any issues with the administration. I do think, however that our Board of Education does not listen to teachers or support teachers opinions or practices as they should
- ✎ I don't think the school board cares much about the staff.
- ✎ The unprofessional way our Board of Education behaves is not only embarrassing, but gives me little confidence in those running our district. Our principal and assistant principal behave professionally and always keep kids at the forefront of every decision, this gives me great confidence in them.
- ✎ I feel torn on the question about the leadership of our District. I don't feel that the leadership knows what is happening at our schools. Do they perform learning walks? Yes! But do they come to our PLC's and ask listen to the teachers talk? Do they listen to the teachers voices when it comes to pressing issues? NO! I feel that the leadership sways between the Board and the teachers and it is a sad situation that we aren't united and doing what is best for the students... and the teachers who work with the students everyday knows what is best.
- ✎ My confidence in this district has dissipated over the past few years. The superintendent was ill-prepared to lead this district, and this lack of leadership has put teachers in a very vulnerable position. The inability to stand firm with parent groups and community members destroyed his authority. Staff members lost confidence in his ability to be a defender of district programs, a guardian of teacher rights, and a trustworthy decision-maker.
- ✎ The leadership of the district seems disconnected from understanding what is really happening in our schools and classrooms. Listening sessions seem largely ignored after they have taken place. There is little follow through/feedback/response after listening sessions. Suggestions: Listening sessions should result in some proper follow up- acknowledgement of the topic and brief response. Superintendents/Assistant Superintendents should visit an entire staff at least once a year for a full staff listening session.



- 👉 Sometimes you can feel lost and unappreciative in your role. Just making sure all staff have guidance and all the resources and support that they need to feel and be successful in their role.
- 👉 I agree with the leadership of Dr. Gordon, not so much of the School Board
- 👉 Overall, I am proud of D41. However, some of the current board members have made me question the leadership of our district.
- 👉 Our principal and vice principal are incredible leaders. I do not feel the same about our District leaders.
- 👉 I would like to see the board supporting the district administration. Comments made by board members that belittle administration are hurting the reputation of the district, and are a main reason why I personally would not recommend this district to others as a place of employment. As a teacher, I do not feel that my expertise or opinion are valued by the board. I do not understand why we need to take these surveys, since the board has already proven they they do not respect the opinion of staff members, and will just twist the data to make it work for them--or ignore the data and do what they want. I am not confident in the leadership of the district which includes the BOE and their inability to work with administration.
- 👉 I am generally proud of the work we do in our district with student learning. I am embarrassed by some behavior and the refusal to listen to the whole community by some members of our school board.
- 👉 I am not sure what the question "I have confidence in the leadership of our District" means - is the district leadership referring to the administration or the school board? I have A LOT of confidence in the leadership abilities of our school administration, including our superintendent and central office staff, and principals. I DO NOT have confidence that our School Board is making decisions that are in the best interest of our students. I am proud of the teachers and administrators in our district, and how they have been advocating for our students, but I am NOT proud of the way that many school board members have been making educational decisions that are NOT in the best interest of students, I am NOT proud of the way that the school board has been behaving toward each other and to community and staff members in public and on social media, and I am NOT proud of the way the school board has been twisting and manipulating data that they do not seem to understand to justify bad decisions they are making. These decisions are self-serving and are NOT in the best interests of our students. I am also not proud that the school board president and superintendent welcomed teachers back to school this year with a letter to tell teachers that they have NO first amendment rights and that they may not share their professional opinions. Not only is this disrespectful to the professionalism of teachers and their expertise in working for the best interests of children, but it is a tactic based on creating fear. Fear seems to be a terrible way for an employer to control employees, especially in a public school setting. I fear that I will see some backlash from my honesty in this survey. I also fear that many teachers will not be as honest as they would like because they are afraid to voice their opinions after having been told they have no right to free speech.

- ✎ I do not have confidence in the board making decisions about the curriculum.
- ✎ I do believe that work performance and dedication should be a factor in determining compensation decisions.
- ✎ I don't know what leadership of our district means. If it means staff at CSO, then I have confidence. If it means our school board, I strongly disagree.
- ✎ Very confident in leadership in our school
- ✎ I don't feel as though the District has a clear understanding of the needs of ALL children. Decisions seem to be made without consulting those individuals that are impacted day in and day out. There is also a lack of transparency between administration and staff.
- ✎ I feel that the district does not demonstrate proficiency in what action to take with situations that are more novel (i.e., readily exploring options to find an appropriate placement for a medically fragile student), how to integrate intervention and specialist services, and promoting programs without any training or time given to co-planning and training for co-teaching. Answers are not readily given by building leadership in order to solve difficulties with MTSS process, although I recognize this is a work in progress.
- ✎ This district employs a "top-down" administration. Upper administration says they are listening to employees and want our opinions, but in the end they do what they want to do without taking into consideration what employees have said.  
Leadership at FG is ineffective, The administrator PLC meetings effectively, she often doesn't know the answer to questions and usually tells other people to do things that are more administrative in nature.
- ✎ I have much pride in all paid employees of this district. Not all people that are elected to represent our district do so in a manner in which I am proud to associate myself with.
- ✎ Regarding leadership at the CSO- Too many "new" ideas/changes/initiatives all too rapidly. Multi-age. PBL. Specialization, .....too much.
- ✎ The superintendent is a great leader for our district, he cares deeply for students and staffs success.
- ✎ There has been such a big turnover in our administration and we know the superintendent is currently looking to leave, I don't feel very confident in our leadership right now.

- ✎ I have confidence most of the time in our leadership at both the school and district levels. However, there wasn't a middle of the road option that applies here. I am concerned that some of the decisions being made and passed down to teachers aren't well thought out. Yes, leaders get to make those decisions, but sometimes, their scope is so large that they are less familiar with the specifics of a content or curriculum. This results in wasted money and curricular decisions that aren't the best fit for kids.
- ✎ I feel our board has made some bad decisions for no reason and did not listen to the people educating our children.
- ✎ I have utmost confidence in Dr. Gordon & other district employees at CSO. I am terrified of the Board, with the exception of a few members who have rational heads and kind hearts.
- ✎ The way our Board treats us is unacceptable. I would not suggest someone come her to be exposed to that. However, our staff is UNBELIEVABLY hard working and I am deeply proud of them.
- ✎ I highly respect and admire our school's current administration team. I cannot however, say that about all administration in other parts of the dist. Some openly hire unqualified candidates because it is cheaper or easier or based on personal relationships. Decisions made are weighted so heavily toward academics and test scores, that all other positions and areas of student learning are consistently compromised. All other teachers/staff are left to feel unsupported and devalued. Our superintendent has proven himself time and time again to be an ineffective leader, hosting listening sessions but with very little or no follow through.
- ✎ I consider Hadley my 2nd family
- ✎ My negative opinions directly relate to the current school board only.



**Accessing results summary** from "2017/18 Staff Insights Survey" from Glen Ellyn School District 41.

**Please indicate your level of agreement for each item.**

Item	Response	
<b>Allowing teachers to focus on specific subjects is an effective strategy. (n=257)</b>		
Strongly agree	134	(52%)
Agree	67	(26%)
Disagree	11	(4%)
Strongly disagree	6	(2%)
Don't know/doesn't apply	39	(15%)
<b>Average Response: 4.43 s= 0.94</b>		

<b>Children respond well to having two main teachers. (n=254)</b>		
Strongly agree	104	(41%)
Agree	59	(23%)
Disagree	22	(9%)
Strongly disagree	8	(3%)
Don't know/doesn't apply	61	(24%)
<b>Average Response: 4.19 s= 1.16</b>		

**Overall, I like the strategy of allowing teachers to specialize. (n=254)**

Strongly agree	126	(50%)
Agree	69	(27%)
Disagree	16	(6%)
Strongly disagree	8	(3%)
Don't know/doesn't apply	35	(14%)
<b>Average Response: 4.32 s= 1.05</b>		

**It is easier for students to apply what they've learned when subjects are integrated. (n=253)**

Strongly agree	68	(27%)
Agree	85	(34%)
Disagree	27	(11%)
Strongly disagree	8	(3%)
Don't know/doesn't apply	65	(26%)
<b>Average Response: 3.95 s= 1.15</b>		

**At which grade level do you believe subject level specialization should be implemented? (check all that apply) (n=254)**

3	143	(56%)
4	128	(50%)
5	140	(55%)
Do not use at any grade level	13	(5%)
Not sure/Need more information	54	(21%)

**Do you feel your students have or will benefit from Teacher/Content Specialization? (n=252)**

Yes	164	(65%)
No	20	(8%)
Not sure/Need more information	68	(27%)

**Average Response: 9.02 s= 2.81**

**What advice would you give the District in terms of continuing to implement the Teacher/Content Specialization strategy? (n=254)**

Maintain the current practice of Teacher/Content Specialization (grades 3, 4 and 5)	161	(63%)
Return to the traditional practice of generalized instruction (classroom teachers would teach all subjects)	19	(7%)
It's too early to tell, give it more time	8	(3%)
I would defer to the district to decide the best approach	22	(9%)
I'm not sure	44	(17%)

**Have you incorporated Problem-Based Learning into your teaching? (n=245)**

Yes	155	(63%)
No	59	(24%)
Not sure	31	(13%)

**Average Response: 7.52 s= 4.03**

**Do you feel you have had adequate training on Problem-Based Learning? (n=245)**

Yes	122	(50%)
No	77	(31%)
Not sure	46	(19%)

**Average Response: 6.52 s= 4.39**

**Do you feel our students have or will benefit from Problem-Based Learning? (n=248)**

Yes	150	(60%)
No	49	(20%)
Not sure/Need more information	49	(20%)

**Average Response: 7.78 s= 3.89**

**What advice would you give in terms of continuing to use the Problem-Based Learning teaching strategy? (n=248)**

Expand the use of Problem-Based Learning	27	(11%)
Maintain the use of Problem-Based Learning	86	(35%)
Reduce the use of Problem-Based Learning	51	(21%)
Return to traditional practice/not use Problem-Based Learning	27	(11%)
I would defer to the district to decide the best approach	20	(8%)
Not sure	37	(15%)

**I believe there is a benefit to learning a foreign language at a young age. (n=251)**

Yes	230	(92%)
No	4	(2%)
Not sure/No opinion	17	(7%)

**Average Response: 9.85 s= 1.17**

**What advice would you give in terms of continuing the FLES program? (n=249)**

Continue the FLES program	186	(75%)
Eliminate the FLES program and offer Spanish as a special only	26	(10%)
I would defer to the district to decide the best approach	16	(6%)
Not sure/No opinion	21	(8%)

**Foreign language is currently offered to all 7th and 8th grade students.**

**Do you feel it is important to maintain daily foreign language instruction in grades 6, 7 and 8?**

**(n=253)**

Yes	199	(79%)
No	14	(6%)
Not sure/No opinion	40	(16%)

**Average Response: 9.41 s= 2.24**

**Teachers only: How well prepared do you feel to successfully teach/implement the following:**

Item	Response	
<b>The Eureka Math Curriculum (n=212)</b>		
Very well prepared	53	(25%)
Somewhat prepared	33	(16%)
Not very well prepared	6	(3%)
Does not apply	120	(57%)

<b>Lucy Calkins Unit of Study (n=216)</b>		
Very well prepared	39	(18%)
Somewhat prepared	45	(21%)
Not very well prepared	16	(7%)
Does not apply	116	(54%)

**4th and 5th Grade Teachers Only: Do you feel it would be beneficial for 4th and 5th grade students to be able to take their Chromebooks home? (n=108)**

Yes	37	(34%)
No	25	(23%)
Need more information	46	(43%)

**Average Response: 6.37 s= 4.45**

**Comments/suggestions regarding any items on this page: (n=46)**

🔗 PBLs are not done with true integrity and fidelity anymore- the expectations have been decreased so students do not truly go to panel. Also, they take too much time for the minimal academic standards they cover.

🔗 Spanish should not be a required class for all 6th, 7th, and 8th graders.



- ✎ If changes were to be made to any of the programs listed above, the District should first analyze the cost associated with the change.
- ✎ There are many students who can not read or do math at their grade level but yet they will be learning a second language. I don't support Spanish rolling up to Hadley for ALL students: intervention classes will be gone and IEP/ELL students who struggle in their 4 cores classes will have a larger work load with a Spanish class.
- ✎ Student with significant special needs (IEPs) specifically those who read significantly below grade level, should be allowed to eliminate FLES from their daily schedule to allow for more intervention, resource support and small group work.
- ✎ regarding specialization - the teachers of those students know best. The school board should NEVER have been able to make a decision on this!
- ✎ The district is at the forefront of foreign language in the elementary schools, this program should continue because it has a life long impact and helps improve tolerance for other viewpoints and increases English vocab and more complex thinking skills
- ✎ Re: FLES; The FLES program is like no other program in the area. After years of research and implementation, students are learning and retaining the language without hesitation. This is due to the fact that the students have it daily for 30 minutes. An expert in the field, Helena Curtain, said our program needs to be showcased nationally to show exactly how students best learn a foreign language. Additionally, students need to continue their daily practice in grades 6-8 to adequately move ahead in their language learning. Re: Technology; technology continues to fail me on a daily basis. Problems with smartboard and laptops cause me huge amounts of stress and sometimes places some classes at a disadvantage when something isn't working correctly.
- ✎ There should be flexibility regarding FLES, in that some students should be allowed to opt out of FLES when their unique learning needs suggest that other instruction is needed during the time set aside for FLES.
- ✎ Comment regarding FLES I believe offering Chinese in elementary schools would be beneficial. China is an emerging power and being able to communicate is important. 12 years of Chinese is like 4 years of French or Spanish. It has to be started in elementary school.
- ✎ Some families either have no tablets/chromebooks/computers at home and students share parent phones to try to do their homework, or are unable to do homework at all. I have students who use chromebooks at lunch to try to keep up with everyone else. They need this option of taking a chromebook home.
- ✎ District 41 is a fantastic district that is allowing all of our students' great opportunities to succeed in high school and college. If the Board would just stop being so manipulative and negative, this would be an even better place to work and learn.

- ✎ With regard to the Chromebooks, I feel there is a need with a certain population of students, and they should be able to take them home each night.
- ✎ Eureka and Calkins should be reviewed as we go along. Teachers should be free to teach the lesson content in their own way to meet the needs of their students. I'd love to see some PD on best practices in math and literacy vs. always just Eureka and Calkins. Also, it is extremely difficult to have our plan time not in our classrooms. The elementary teachers have to pack up materials and waste time walking to a place to plan. Just as you begin planning, you have to pack up and walk back to the classroom. It's hard to remember everything you need for planning and this whole process is frustrating and wastes our time. A 30 minute planning time per day is actually more like 20 minutes. I would love for some thought to be given to this.
- ✎ I wish my students could specialize more - it is what is best for them. PBL is the gateway to support my students skills in the future. I know it has been tough with only 2 coaches district-wide, but it is worth keeping. FLES and For. Lang - not every kid needs to be fluent, but a knowledge base is certainly helpful for kids in the future. The board needs to focus on the larger picture and get out of the weeds - kids are learning and growing in spite of the efforts by the board to slow it down.
- ✎ FLES is so critical for our students, not only for learning another language but another culture. Students learning a second language at such a young age will benefit in other areas as well. They also will be able to take a third language in high school. There is data showing students speaking more than one language do better in school. I would be very disappointed if FLES was taken out of the daily school curriculum.
- ✎ I continue to believe that specialization worked well in second grade and benefited the students.
- ✎ The question of whether teacher specialization and PBL should continue should be decided by administration, not the school board. This is a pedagogical decision, not financial, therefore not in the purview of the school board.
- ✎ Keep specialization. The math and literacy curriculum is deep and needs complete attention to be implemented successfully.
- ✎ Why is Spanish the only option or language chosen to be taught? There are hundreds of other languages, there should be more than just Spanish.
- ✎ I use a lot of technology in class. Many students continue working on assignments at home, simply because they are passionate about it - I don't assign homework. A few students do not have computers at home and therefore are unable to work at home, even if they want to.

- ✎ Correction: The district began requiring teachers to conduct at least one PBL unit of study 5 years ago. This is the first year it is no longer a requirement in grades K-2. Though I am not personally opposed to the method of PBL when authentic problems arise within the context of a community of learners, to mandate, contrive, etc. problems for the sake of fulfilling a requirement to do so, I do not feel is sound practice.
- ✎ I think that content specialization worked well at the second grade level. I do not think the School Board had the right to take this away from our teachers and students. The board members that were seated last year all agreed that it was not their place to decide on the specialization programming, yet, the majority, including 3/4 of the newly seated, voted yes to taking it away from second grade
- ✎ As a new teacher teaching Lucy Calkins, I have found the advice and knowledge of my fellow teachers extremely important. The teachers who have been teaching Lucy Calkins are able to help me the most. I have also benefited from district PD with the Lucy Calkins representative. I am grateful for both types of opportunities.
- ✎ I believe that with our current science program we do inquiry/PBL that we don't need to invite presenters, etc. It does not need to be a "big show" and we don't need PBL coaches. That is a waste of money. I feel very prepared with the current curriculum. We don't need The teachers are able to do this work without their help. I would be fine with not having FLES so that we can go back to have a shortened school day. We don't need to have that extra 30 minutes in the day.
- ✎ FLES: Students who struggle with basic core curricular concepts and don't meet grade level standards should not be enrolled in FLES. The district's argument seems to be that students should participate annually without floating in and out of the program, however I take exception to this line of thinking. Suggestion: Students who are entering the school year with Tier 3 interventions or who have an IEP with academics below grade level expectations should be excused from FLES for the remainder of the school year and receive additional intervention time. Those students can re-enter FLES when their work is at grade level the following year or at the administration's discretion. Please remember that we admit students new to our schools into the FLES program all of the time throughout the school year whenever they enroll. Lucy Calkins: Our school day does not support the time needed to implement all of the components of the Reading and Writing workshop models. Timely implementation of PD is more important than having a professional speaker and having to wait months before we are informed of basic practices and principles of the program. PBL: While some PBLs have proven to be valuable learning experiences for the students, it should not be forced upon them each school year. Rather, it should be part of a natural vehicle to explore when it applies.

👉 There is a wide variety of questions in this section of the survey! Specialization - if someone believes that "integration" of content can only happen in a traditional classroom, that person doesn't understand integration. There are multiple opportunities each day to bring biology, physics, or the scientific method into the Literacy classroom. Never does a day go by when computation or algebra hasn't been a component in a Literacy classroom. Never does a day go by when reading and writing aren't part of a STEAM classroom. The belief that only in the traditional classroom, when every content area is being taught, can integration happen is absolutely false. In fact, I believe the opportunity for integration suffers in the traditional classroom. In the rush to cover all the required subject areas, teachable moments may be ignored or glossed over. Additionally, instructional practices have changed so much in the past 20 years, the content knowledge, the depth of preparation, and the comfort level required by teachers to expertly manage their craft will compromise teachers' ability to devote equitable time and attention to all subject areas; unintentionally areas of non-expertise will suffer. I'm really good at hanging pictures: determining the location of the holes, creating a plumb line, deciding which type of molly to use, holding the drill exactly perpendicular to the floor, I excel at all those. Hanging anything that uses a keyhole system is totally different. Keyhole slots are unforgiving. I avoid them; in fact, more often than not, anything in my home that uses a keyhole hanging system remains propped against the wall for a long, long time. I avoid what I cannot do well. I love problem-based learning. Authentic learning is engaging and far-reaching. Problem-solving is a skill that students seem to lack in this age of technology-fixes-everything. But cutting PBL coaches is having a negative impact on teachers' willingness and ability to launch a PBL. On Chromebooks, I don't think taking the device home should be mandatory for every student, but if a student wants or needs technology at home, he should have the option and the capability. Without that opportunity, the District is responsible for widening the achievement gap.

👉 There's not a lot of homework to have the need for the chrome books to go home. The BOE really needs to take the time and listen to the teachers when it comes to specialization. We are the ones who are doing this daily. It seems that they listen to the small minority of parents who don't like it and base their opinions on that. Come and see what we do. See how we plan. See how focusing on one curriculum helps us go deeper into understanding the Common Core standards, thus allowing us to really teach and help out students achieve.

👉 PBL: I feel PBLs should be incorporated into the curriculum when appropriate...there does not need to be a mandate that all teachers complete X number of PBLs per year.

- ✎ I chose "somewhat prepared" for Eureka and Lucy both being taught because of the fact that PD has pretty much stopped for Julie Causton's presentations. It is important to have the time to learn more about our curriculums from each other, specialists, experts, and have time to see the curriculums in practice in other places. In terms of specialization, I continue to think this is an amazing opportunity for our students. I am able to take my content to a deep level and become an expert on what every student needs. I have been a "split" teacher before (taught both curriculums) and it felt impossible to give the curriculums the best I could. I was very capable of delivering both contents, but felt frustrated that I could not devote my entire time to one content. I will say that my response is purely for benefit my students' education and not at all for my own benefit.
- ✎ I am disappointed that specialization for 2nd grade students was eliminated last year even though the vast majority of staff were in support of it. Why was 2nd grade removed as an option on this survey?
- ✎ Keep Specialization! Give it back to 2nd graders!!! PBL... does not fit or mesh with Lucy Calkins.... we have implemented with fidelity for 2 years, it is time for us to tweak and allow teachers to pull in other resources to supplement where Lucy Calkins is lacking FLES- I was a skeptic when it was first implemented, however I have been impressed with what the 5th graders have learned and to hear them speaking and reading Spanish is impressive.
- ✎ Teacher specialization is probably the best initiative this district has employed since I started teaching here. It allows teachers to learn the curriculum better and take kids deeper into the subject area. Please keep it! It is great for our students. PBL is a methodology that teachers should be able to use when it fits. It should not be mandated. It works better in STEAM I think than literacy, but I feel teachers should be able to choose to use PBL or not depending on their students, style, and curriculum. I would worry about elementary kids forgetting their Chrome Books at home. However, for students who do not have access to technology at home, it might be useful if they could "check out" a Chrome Book to take home on nights it is needed for homework.
- ✎ PBL: it is difficult to maintain the current practice of PBL with only 2 PBL coaches. If the current practice is to be maintained in both K-5 and 6-8, there need to be more coaches.
- ✎ With the options listed, does this mean it is not an option to go back to specialization at 2nd grade?

- ✎ I have not been prepared to teach the Lucy Calkins curriculum, but worry that if specialization is removed from the elementary school, I will need to learn that in a compacted manner, as the second grade teachers did this year. They are still struggling with catching up on curriculum training. Specialization has had the most profound effect on my teaching and on my students' learning of any construct or model I've used in my entire career. I've learned so much about my content area and have been able to use this specific knowledge of standards to effectively differentiate instruction for all students. This is the key to closing the achievement gap - teachers who are expert in their fields, who know their content intimately and who know their students' needs well can give all kids what they need to be successful. I don't know what this question means: "It is easier for students to apply what they've learned when subjects are integrated." I believe this question will be hard for those who are being surveyed - what are you trying to find out with this question?
- ✎ I am confused by the question: It is easier for students to apply what they've learned when subjects are integrated.... I feel that it is helpful for Lit to integrate SS and STEAM to incorporate all the elements of STEAM. I do not feel like Steam and Lit need to be integrated for it to be helpful. Allowing students to take their chrome books home is a logistical nightmare. It would not decrease the number of chrome books needed, therefore, it shouldn't be a budget issue. Let them stay at school!!!
- ✎ I think there should be more teacher flexibility with Eureka, now that we know it better. We need more PD on PBL, Inquiry, and NGSS cross-cutting . I feel with have lost our district commitment to things like PBL by cutting coaches, little PD on it since launch, and little recognition for teachers doing it. I think we should integrate chrome books more for all learning in steam, Eureka, home, etc.
- ✎ I think we need to reduce FLES time and give kids more time to eat lunch and have recess.
- ✎ Only if they pay for the damages that will surely happen. They abuse them at school when we are watching them. We will be replacing many many computers if that happens
- ✎ Hadley could benefit from teachers only teaching one subject. Then all students would have an expert teaching them. I feel that foreign language is important, but not all students should take Spanish, when they have deficits with math or reading. They should be exempt from "having" to take Spanish. PBLs are a cumbersome process. We have learned through our training how to have kids think critically, which is the most important take away. Most kids do not implement their PBL ideas. The kids are not enjoying this laborious process. Please ask kids....they do not enjoy them.

- ✎ I believe that if we had effective co-teaching in place, it would be so much better for students than having specialization. Having a gen. ed/resource or gen.ed/ESL teacher team would be far more effective than anything we currently have in place. Will it be more expensive, probably but it's what we need if we are trying to be an inclusive school district. Also, I feel that coaches could be used as either co-teacher or interventionist because teachers do not seek out their help. They are highly trained and highly paid people that are only utilized for a few PD sessions a year.
- ✎ Thank you for letting us work as a team on a PBL. It's more efficient for us with all we have to cover curricularly, and I believe it helps the students connect learning in different classes that are usually separate.
- ✎ The implementation of specialization for second graders was highly effective. The students' scores in mathematics and literacy were indicative of the effectiveness of specialization. Parents were in favor of continuing the practice of specialization for second graders; the school board was not! Data was not evaluated correctly and fairly when deciding to discontinue specialization. The process of discontinuing specialization was appalling to teachers and the community. The superintendent, assistant superintendent, teachers, parents, and community spoke. The school board chose not to listen. The school board's decision was made prior to any discussion on the matter. This was evident and unjust.
- ✎ Taking CB home will even the playing field if students who don't have access to technology are given it, but there must be some stipulations. If a child is taking it home and all he/she is doing is playing video games and watching YouTube, there is little to no educational benefit. Also, taking CB home changes the whole culture in that students feel a sense of ownership that sometimes backfires. For one example, they will be on and open at the start of each class and there is a lot of behavior maintenance related to this large responsibility that many students are not yet ready for (maturity).
- ✎ Specialization works only in an academic bubble. Teachers only get to know their students half as well. Students are less able to apply STEM/lit skills outside of those rooms and carry into other areas. Specialization eliminates any kind of spontaneous connection between afternoon and morning subjects. Student behavior has also decreased- students know they don't have to be accountable for things that happened in the morning when they are in the afternoon. They will have the rest of their lives to have their learning be compartmentalized. When they are young is when they need to set the foundation for holistic learning practices. FLES is great, but not every day. Kids are lacking so many other basic every day skills and teachers are already complaining about not enough time to teach all that they need to. Maybe lessen the time to 3 or 4 days a week. PBL can be great, but if the students are in control of it, but unfortunately we do not model it correctly. Teachers funnel students' ideas to fit the project that teachers have already decided on. Our implementation of PBL takes a lot of the ownership away from students.



**Accessing results summary** from "2017/18 Staff Insights Survey" from Glen Ellyn School District 41.

**Please indicate your level of agreement for each item.**

Item	Response	
<b>I have the resources I need to work with a diverse student population. (n=266)</b>		
Strongly agree	38	(14%)
Agree	160	(60%)
Disagree	50	(19%)
Strongly disagree	6	(2%)
Don't know/doesn't apply	12	(5%)
<b>Average Response: 3.69   s= 1.03</b>		

<b>I have adequate opportunities for professional development. (n=264)</b>		
Strongly agree	39	(15%)
Agree	130	(49%)
Disagree	80	(30%)
Strongly disagree	13	(5%)
Don't know/doesn't apply	2	(1%)
<b>Average Response: 3.39 s= 1.2</b>		

**I have the materials and supplies I need to do my job effectively. (n=263)**



Strongly agree	69	(26%)
Agree	161	(61%)
Disagree	29	(11%)
Strongly disagree	4	(2%)
Don't know/doesn't apply	0	(0%)

**Average Response: 4 s= 0.92**

**I get along well with the people with whom I work. (n=263)**

Strongly agree	157	(60%)
Agree	99	(38%)
Disagree	5	(2%)
Strongly disagree	0	(0%)
Don't know/doesn't apply	2	(1%)

**Average Response: 4.56 s= 0.6**

**Our classrooms and schools are well maintained. (n=264)**

Strongly agree	104	(39%)
Agree	131	(50%)
Disagree	21	(8%)
Strongly disagree	5	(2%)
Don't know/doesn't apply	3	(1%)

**Average Response: 4.18 s= 0.93**

**I feel safe at work. (n=265)**

Strongly agree	136	(51%)
Agree	120	(45%)
Disagree	9	(3%)

Strongly disagree	0	(0%)
Don't know/doesn't apply	0	(0%)
<b>Average Response: 4.45 s= 0.67</b>		

**I am satisfied with the technology resources/support available to me. (n=265)**

Strongly agree	115	(43%)
Agree	126	(48%)
Disagree	17	(6%)
Strongly disagree	6	(2%)
Don't know/doesn't apply	1	(0%)

**Average Response: 4.24 s= 0.92**

**I receive the training I need to do my job effectively. (n=265)**

Strongly agree	68	(26%)
Agree	146	(55%)
Disagree	37	(14%)
Strongly disagree	11	(4%)
Don't know/doesn't apply	3	(1%)

**Average Response: 3.85 s= 1.09**

**The amount of work I am asked to do is reasonable. (n=264)**

Strongly agree	58	(22%)
Agree	129	(49%)
Disagree	54	(20%)
Strongly disagree	22	(8%)
Don't know/doesn't apply	1	(0%)

**Average Response: 3.56 s= 1.27**

**Children are safe at school. (n=265)**

Strongly agree	122	(46%)
Agree	131	(49%)
Disagree	6	(2%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	5	(2%)

**Average Response: 4.41 s= 0.65****Children treat other children with respect at school. (n=264)**

Strongly agree	47	(18%)
Agree	166	(63%)
Disagree	35	(13%)
Strongly disagree	4	(2%)
Don't know/doesn't apply	12	(5%)

**Average Response: 3.86 s= 0.93****Adults at school treat children with respect. (n=263)**

Strongly agree	104	(40%)
Agree	145	(55%)
Disagree	6	(2%)
Strongly disagree	0	(0%)
Don't know/doesn't apply	8	(3%)

**Average Response: 4.36 s= 0.61****The students in my class get along well. (n=263)**

Strongly agree	72	(27%)
Agree	128	(49%)

Disagree	10	(4%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	52	(20%)

**Average Response: 4.23 s= 0.72**

**The students in my class help each other learn. (n=262)**

Strongly agree	79	(30%)
Agree	120	(46%)
Disagree	9	(3%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	52	(20%)

**Average Response: 4.26 s= 0.75**

## Comments/suggestions: (n=62)

- 👉 Overall children are kind and caring at school. Children are treated with respect by each other and staff.
- 👉 It would be helpful people who are responsible for providing professional development are given ample opportunities for professional development as well. This would result in better PD for teachers.
- 👉 Need for Special Ed resources, training, co-planning time if full inclusion occurs
- 👉 There are a few teachers who are very bitter and their first response is to yell at the students or scare them into complying.
- 👉 New IL Board requirements call for 120 CPDU's for every teacher regardless of degree. They must also be officially issued CPDU's (excluding all options of entering your own for doing a book study, peer collaboration, etc.) This calls for a minimum of 24 CPDU's per year for every teacher. We currently get them for Institute Days only. Districts can administer them for SIP days, PLC work, or committees teachers are in.
- 👉 Need more SPED support.
- 👉 The only cleaning evident in my classroom is that the floors are swept and trash is emptied. Everything else is dusty, sink is dirty, and tables are not sanitized.

- 👉 Overall, when students are in classrooms they respect each other, but while in unstructured places, such as the lunchroom and hallways there is more disrespect displayed. There have been times when teachers were asked to help out their co-teachers, they were denied or lied to. This year I have heard more teachers going to administration throwing their colleagues under the bus to make themselves look good.
- 👉 School isn't cleaned well. The mold, mildew and dust is very unhealthy.
- 👉 Because of the amount of school shootings in America, it's easy to feel unsafe at school.
- 👉 Because of PD spending, we were not allowed to attend out of district conferences. The county wide institute offers a plethora of opportunities, but this year we were forbidden attendance.
- 👉 Ben Franklin staff is very much like a clique , it's clear who is part of the "in" crowd and who is not .
- 👉 I think we can do more with PBIS. The Bear Bucks have lost their luster in motivating students.
- 👉 HVAC system needs to be replaced. Does not maintain a steady tempature. Classrooms are either freezing or more than 80 degrees. Floors in the classrooms are not cleaned well at all. There is garbage under tables that has been there fore days. I am afraid to let students sit on the floor due to the significant uncleanlyness. Dirt/grime at the edges of rooms are waxed over in the summer rather than scrubbed up. It appears that the same mop water is used for the entire building with out being changed. In addition, the same mops and water are then used to clean the tables which students work on, spreading even more germs and bacteria. There is mold growing in corners and dark areas of the building. Toilets in the buildings do not flush properly. There is no hot or warm water in any sinks. All we have is cold water. Gym walls are filthy. Nearly all water fountains leak and are not fixed. The solution is to place rugs under the fountains. Staff is told their budget is gone when they have not spent any money. When we turn in requisitions, we do not get a response to them at all. Requests for additional staff are ignored. The staff we do have, go above and beyond the call of duty everyday because they have to in order to keep students safe.
- 👉 There does need to be a tighter discipline policy
- 👉 If I do not have adequate resources to teach the standards I will buy or make it myself.
- 👉 There have been multiple times that material requests have been sent and denied. The district is not listening to what type of materials are actually needed.
- 👉 Our schools need on site police protection so we are not a soft target in terms of continuing school shootings.

- 👉 We are very fortunate in District 41 to have the resources that are available to each of us.
- 👉 Special ed teachers that are conscientious and do goal updates with quantifiable measures have many more tasks and responsibilities than is really reasonable for 1 FTE after co-teaching is added.
- 👉 I would have better training to do my job effectively if I was able to go to the out of district conference on March 2nd that pertains to my subject area.
- 👉 The amount of work I do is absolutely unreasonable. It is impossible for one human being to successfully plan to teach four different subjects every day as well as update four different gradebooks, smartboards and google classrooms. There is no possible way a teacher can meet all the demands of the Danielson model, coupled with Kagan and planning for inclusion with four different subjects or levels of students. Teachers should have AT MOST one subject to teach or level (math) given the CCSS, Kagan, Standards-Based Grading.
- 👉 I am so very proud of the staff, administration, parents and students at my school. I am glad to be a part of Lincoln School.
- 👉 I feel the amount of work the district/ board asks us to do is not possible to do it all well given the amount of time. There is too much and not enough time. I feel like our most current training (Julie Causten) has been fantastic but I am wondering how I am going to make it work in my room without the resources Julie mentioned in all her trainings (example: inclusionary specialist at each building, extra aide for a student). I completely agree with her way of teaching I am just wondering how we will do this when the board plans on us staying staff neutral.
- 👉 The roof has many leaks as well as stained ceiling tiles from previous and current leaks.
- 👉 There is equipment out there that is available that if we would have would help me do my job more efficiently.
- 👉 It is disappointing we are losing our printers. We are one on one devices with more kids than ever that need modifications. Why create another obstacle?
- 👉 Special education is a hard job right now in D41. With inclusionary practices being pushed but not enough time or support to make it successful, it creates a very stressful environment. Budget is tight for special education which makes it hard to order materials that are needed for push in and pull out services. This year the caseload has been very high and there is not enough support to complete all that needs to get done well. Hoping next year looks different.

- ✚ If I had my own classroom, I would be able to do my job 100 times more effectively. I have learned new technology to implement in the classroom (some even through in-district training) only to learn that it is blocked at the elementary level and told there is nothing that can be done to change that. I strongly believe that the elementary school teachers should have access to Hapara to monitor students' computers. It's incredibly challenging to monitor 25 computers, when I am only 1 adult.
- ✚ The most valuable professional day of the year is on the Dupage county institute day. Now that the board has taken that away from us I will have to try and get all of that information on my own.
- ✚ As far as reasonable amount of work... I do feel that all teachers in our school and district would benefit from a 'records day' at the end of each trimester. Using skyward and grading assessments is very time-consuming and it all comes to a head at the end of a trimester before report cards are due
- ✚ There are some staff at Hadley that do not treat children with respect.
- ✚ Regarding materials and supplies- As a 2nd grade teacher in the first year of not specializing, I have found literacy material lacking. I need the district to supply books to go along with the Lucy Calkins units.
- ✚ I don't feel like we have the appropriate resources to help our students. We have Fountas and Pinelli, but the outdated version from 2010. Why not purchase the updated version so we can be using up to date researched based materials? I also feel like the district has taken away the ipads for the primary grades is doing the schools a disservice. There are so many apps and activities that the young learners could do with ipads, but the classrooms don't have access to these anymore. For example, QR codes to read books... Also, we are never trained in technology. It would be nice to have an institute day be all about technology to help the teacher and make learning fun for the students. I feel our school is very outdated. It has dirty carpet squares. It has walls that aren't painted. The floor boards are dirty and gross. The bathrooms have continual problems. I don't know if the head of grounds ever walks around to see how filthy the school looks. The color of the paint...brown? It makes the school so dreary. How about a nice bright color to make our school look inviting. Ben Franklin really needs it...
- ✚ We District 41 teachers are the most diligent professionals I know. We commit hours of our personal lives to our jobs, our students. Many of us have no more time to give; our own children and our own health suffer. Yet, the district continually asks more of us. Nothing is ever enough. The workload is oppressive. Initiatives are constantly shifting. Appreciation is slim. The light at the end of the tunnel looks a lot like a speeding train barreling head-on toward us.
- ✚ There are times that work may need to be adjusted for students and there are not the resources available for students. Even looking on technology, we still can't find it for them and that it is frustrating to then be able to meet them where they are at.

- ✎ Needs to be more team work, there is a lack of support. Sometimes people whom you work with can be very critical of what you are doing or have going on and it doesn't pertain to them.
- ✎ I do not feel our building and classrooms are well maintained. There are many issues that appear hazardous (i.e. open heating units with wires exposed) and the classrooms are not ever really clean. The floor in my room has not been mopped since the beginning of the school year. The hallways are littered with books, boots, clothes, papers, etc. every day. I am embarrassed when visitors come to our building and see the state of our hallways and classrooms.
- ✎ The amount of professional development has become scarce this past school year. We are getting most of our PD from Julie Causton, but it seems as though it is not affecting my teaching greatly. The strategies that she shares are ones I already use, and the ones that I would like to use, like co-teaching, simply do not have the amount of adults to pull off. With the short amount of time she is in my room, it is seemingly impossible to align core/small groups with her in conjunction with my students' goals. Our schedules simply do not match. I am disappointed with getting little content PD as this is only year 2 of our curriculums. It is hard to believe that with 1 year behind us that it is assumed that we don't need any more PD or time to discuss with colleagues.
- ✎ I am concerned with how we can make our schools even safer to protect against the kinds of horrific shootings we seem to be hearing in the news disturbingly often.
- ✎ I, along with all of the other teachers in the entire district, have received professional development all year long from Julie Causton, a consultant who was hired by the board in response to the special ed audit. Julie Causton has been trying to teach our district about what inclusion is, and what we can be doing here in our schools to be closer to full inclusion. However, whenever my team tries to change what we are doing in order to implement more inclusionary practices into our classrooms, we are shut down by a higher power. I'm confused about whether I am supposed to be using this professional development opportunity to make my classroom more inclusionary for all students, or if we are just getting professional development about inclusion to satisfy the audit but are not actually going to try to make any of the changes necessary for inclusion. We continue to pull out for all special needs instruction rather than push in, even in cases where students may not need to be out of classrooms to have their instructional needs met. We are identifying students for gifted services at second grade using map test scores, and giving these students greater access to higher level curriculum and content, thus promoting their ability to test higher and continue be identified for the gifted classes in third and then in fourth grades. We continue to and are encouraged to use homogeneous groupings within our classrooms as much as possible in all content areas, perpetuating the level system and widening the achievement gap. I'm not sure if it is reasonable to ask teachers to spend a whole year learning about something but not make any decisions at the district level to actually support or promote this new learning.
- ✎ Sometimes personal student information is not shared which results in misunderstanding.



- ✚ There needs to be more opportunities for professional development from sources OUTSIDE the district. We should be bringing in people from outside the district and there should be variety, not just Julie Causten all year.
- ✚ Not enough classroom or school storage for steam student lab equipment and resources
- ✚ The needs of our youngest children appear to be an after thought. There is not adequate space or reasonable class sizes in early childhood. Early childhood teachers who are more highly qualified and have smaller groups can more effectively provide individualized, responsive learning opportunities. Finally, higher teacher wages have consistently been linked to higher process quality. "Ratios, an indicator of structural quality, are also associated with process quality. That is, higher ECERS scores are more likely in programs with lower child-teacher ratios." National Institute for Early Education Research
- ✚ A mentor should be provided to new teachers. There is no other training available and it often falls on other coworkers, which places more demands on their workload. It would be more appropriate to have a mentor who has accepted the role of training and providing that support to the new teacher. A manual for each building and how to use skyward with completed models of paperwork would be beneficial.
- ✚ I still have in regards to security. What is the procedure for if a lock down is needed during the lunch/recess transition? Why do the neighbors around us not know that they are considered our "safe houses?" This should be more official. Why is the gate in the back of the school usually left open by visitors? Why are people let in to the office when the office staff can't see them?
- ✚ I have some students that have behavior issues with other students where they can me disrespectful. They are on a behavior plan.
- ✚ I feel the special ed department could have more academic resources for each individual student.
- ✚ I don't think any teacher feels really safe at school with the climate in the country right now. I'd like to see bullet proof glass in the front office and building doors.
- ✚ I do not feel that our classrooms are being cleaned as well this year. My tabletops are never cleaned. Our science curriculum needs a new curriculum. There are no experiements for first graders. I really liked the Foss materials we had in the past with bins that were given to us with all that we needed.
- ✚ I have very little training about working with diverse students. Many people are without adequate working space to work with children. Activities take place in the hallways, teaching staff do not have work space, including appropriate furniture. Training for inclusionary practices is sub par. I have yet to see successful inclusion in action. I do not know how to provide inclusionary services.

- ✎ In regards to feeling safe at school, with the recent news events, some concerns and ideas for school safety improvement were shared with administrators at staff meetings. Hopefully as a District we will continue to look into additional ways to keep our schools as safe as possible.
- ✎ I think that it is a great disservice to teachers and students that we are eliminating printers in the classroom. We can save money other ways and we should not get rid of them just because other districts do not have them in classrooms. You should consult teachers and use or feedback about something that so critically impacts how we service students...not tell us
- ✎ We have \_\_\_\_\_ and I don't think we have a good enough response to the situations.
- ✎ Many teachers (myself included) feel ill prepared to work with students in a more inclusive environment. We all welcome the opportunity, but the professional development received was much more theoretical than practical. This is NOT a situation where you have reluctant staff; you have staff who WANT to help EVERY SINGLE child be successful. For the great deal of money spent, the professional development was woefully inadequate. We need practical strategies for when we have students who work independently and can move along, alongside students who have high cognitive, physical or emotional needs. We want strategies for when one child is having a loud meltdown and we are the only adult in the room- which happens much more often than I feel that leadership or the public realize. Please don't belittle your staff-we want to help kids....please provide us the PD we NEED.
- ✎ Until there is gun control/reform legislatively, schools are not safe. Children are not safe, teachers & all staff are not safe. My school & the district is doing what it can, but it is no match for assault weapons.
- ✎ I feel our schools can be made safer.
- ✎ The slippery slope of work responsibilities in my position as a teacher, has continued to change and evolve so many times, that it is almost insurmountable. As changes continually are made from year to year, administration to administration and day to day, the teacher is usually on the direct receiving line of the changes and increased work load. This is not only stressful and unreasonable for the teacher, but, it has a negative impact on the quality of teaching that is delivered. Until our district decides what it really wants us to do - I cringe at the thought of what might be ahead. My focus is the excellence that I can bring to my students and I often feel this is in direct opposition to what the district expects (in a revolving door of decisions) and provides for me.
- ✎ For teachers who are not teaching math or literacy, the district needs to buy into allowing us to attend the professional development opportunities that are available to us. We do not have adequate professional development opportunities in district.

- ✎ There is no work/life balance. There are too many expectations put upon teachers without the proper supports or that are not necessary/over kill. The duties outside of lesson planning have become so cumbersome that one is mentally exhausted and time has dwindled when the actual lessons must be planned.
- ✎ I have all of the supplies and resources I need to help students at all levels. The professional development activities are largely useless my area and we are not permitted to seek other opportunities for growth. We have spent so much time, effort, energy on academics, teachers are not supporting students emotionally and holistically. Students are not as kind, helpful, or understanding towards each other. teachers feel they are unable to take the time away from academics to teach these 'soft' skills.



**Accessing results summary** from "2017/18 Staff Insights Survey" from Glen Ellyn School District 41.

**Please indicate your level of agreement for each item.**

Item	Response	
<b>My principal presents a positive image to the school community. (n=244)</b>		
Strongly agree	147	(60%)
Agree	82	(34%)
Disagree	9	(4%)
Strongly disagree	0	(0%)
Don't know/doesn't apply	6	(2%)
<b>Average Response: 4.54   s= 0.69</b>		

<b>My principal recognizes my ideas or suggestions for improvement. (n=244)</b>		
Strongly agree	105	(43%)
Agree	91	(37%)
Disagree	31	(13%)
Strongly disagree	3	(1%)
Don't know/doesn't apply	14	(6%)

**Average Response: 4.15 s= 1.05**

**My principal is an effective leader of our building. (n=244)**

Strongly agree	114	(47%)
Agree	88	(36%)
Disagree	29	(12%)
Strongly disagree	9	(4%)
Don't know/doesn't apply	4	(2%)

**Average Response: 4.12 s= 1.13**

**My principal is consistent when administering policies concerning employees.  
(n=242)**

Strongly agree	101	(42%)
Agree	85	(35%)
Disagree	29	(12%)
Strongly disagree	10	(4%)
Don't know/doesn't apply	17	(7%)


**Average Response: 4.06 s= 1.17**

**My principal treats me with respect. (n=244)**

Strongly agree	142	(58%)
Agree	82	(34%)
Disagree	13	(5%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	5	(2%)

**Average Response: 4.46 s= 0.82**

**Comments/suggestions: (n=46)**

 See previous comments.

- 👉 Our principal definitely has "favorites" that he likes to share information with that are not part of his BLT or Dept Chair group - those are the groups that info should be shared with.
- 👉 Our principal has worked hard to change the climate at my school. On a daily basis, he demonstrates kindness and respect for all staff members. He has written genuine notes of appreciation to staff. He recognizes staff members for the little things they do on a daily basis.
- 👉 We have a highly skilled principal who is supportive and fair. I wouldn't want to work for anyone else.
- 👉 Should these questions say my principal and assistant principal since they work as a team to lead our school?
- 👉 I wish our principal and vice principal would spend more time on group discipline (students walking and lining up in hallways, students walking through the parking lot).
- 👉 Some decisions seem to be done "secretly" and not involving people who have good ideas that may represent another opinion.
- 👉 Our principal is fantastic!
- 👉 When I am asked by my principal I do believe he takes into consideration my idea or suggestions, but he does not ask me often. Morale is very low throughout the building as a result of poor leadership.
- 👉 Our principal has some great ideas, cares about kids, and can be effective in motivating staff. At times, it feels like we are not trusted, however, and it sets a negative tone for the work we do.
- 👉 Steve is very positive and accommodating to parents he does not stand up to them and support staff. He is a micro manager and will never take another's suggestion. He is not effective as a leader because we do not trust him or feel any loyalty to him. Steve has favorites - he treats men and women differently. I do not feel respected. He has lied to me to cover mistakes that he has made.
- 👉 Scott is EXACTLY what Forest Glen needed!
- 👉 Jeff and Sarah are so supportive of teachers.
- 👉 Scott is a strong leader in the building. He takes action on every concern/event brought to his attention. If he is not able to do anything about a situation, he makes a point of letting the staff member know that nothing can be done and why (instead of never responding to them). He is in consistent contact with the community and families, keeping them informed of what is happening in the building. The entire building is much more friendly, happy, efficient, and welcoming since he took over as our principal.

- 👉 There is obvious favoritism that goes on and those ideas are sought out. There also are policies that are good for some but not for others which creates a poor morale.
- 👉 We are very fortunate to have a fantastic principal!
- 👉 Steve is working hard to make Hadley a great place.
- 👉 Out of the 6 principals I have worked under, this principal is tied for #1!
- 👉 This one is hard. I answered referring to Steve Dively, not assistant principals. I could answer agree for some things, but disagree in some instances. Time management is a frustration. Many of our morning meetings that he schedules he is late for. I also have sat waiting for him for my evaluation meetings we to reschedule. Staff meetings run longer than they should as well. I feel this is not respectful.
- 👉 I do not share my suggestions.
- 👉 My principal works hard to be professional and supportive. I cannot imagine how hard it would be to do the difficult work she does.
- 👉 Jeff and Sarah are amazing! We are lucky to have them. They truly know what is best for Franklin and are always open to feedback from staff.
- 👉 Overall the principal is making strides, but still seems very insensitive on obvious things, it is a social skill, hard to learn. Tries hard, but not always open to new ideas/constructive criticism, I wouldn't want his position as I know it is hard, but wish some more outward compassion could be shown and positive ways to help teachers grow.
- 👉 Individual feedback would be nice after she visits the classroom. Compliments individually are rare.
- 👉 Mr. Burke treats all staff members with respect. He is responsive and looks how to best help and meet the needs of all of the students in the building.
- 👉 I have never worked with a such a poor leader. He is socially awkward, he lies and plays favorites. I find it difficult to work with him and will never trust him.
- 👉 Sometimes it feels as if the same people are chosen to offer feedback or participate in things. Would be nice if we could have some different voices at the table on a more regular basis.
- 👉 Our principal always makes time for teachers, and is concerned with both our professional and personal lives.
- 👉 In all my years I have never had a principal, NOT Assistants, that is so disrespectful to staff especially women. There is no respect here any more.

👉 I have seen multiple people

This has created an environment that women in this building are afraid to take extra time off. Our principal has a very difficult time getting to meeting on time. We have so many meeting in a months time that I can barely get any new curriculum written.

👉 Our principal has an enormous amount of extra work because of the SAC classes in our school. He, and our assistant principal, are actually leading 2 schools- Ben Franklin's regular ed. students, teachers and families as well as the SAC students, teachers and families. Both require an immense amount of organization, professionalism, problem solving, and leadership. They manage to handle it all with grace. Parents, students and teachers feel supported and appreciated by them. It's impressive!

👉 I believe that Jeff wants nothing but the best for his staff. He is honest and works hard to help out the students and teachers at school. He has a great rapport with the students. He makes students want to come to school and makes the parents feel welcome as well. We are very lucky to have Jeff as our principal.

👉 He really is an effective leader in our building!

👉 I wish there was a higher category! Our principal is an incredible leader

👉 We are fortunate to have supportive, responsible, and knowledgeable administrators in our building, however, I feel they are overburdened by the the everyday responsibilities which at times makes it challenging for them to work with other teachers and students. However, I feel they do a good job with the resources they have.

👉 My principal is the perfect mix of leadership and encouragement. She is real and human and approachable WHILE being an inspirational model of reaching for and achieving high expectations through hard work. I have so much respect for my principal. She recognizes me for the hard work I do, and I know she appreciates my honesty and participation in our school's culture. She values growth mindset in both students and teachers, and shows this through her actions and support. I have never had a more fair and impactful boss, and am grateful for the opportunity to work for someone who is passionate and reflective about education. She makes d41 a better place for our students.

👉 This assessment is made without having all the information, this is my perception.

👉 The administrative issues at FG are primarily because of the assistant principal.



- ✎ I feel that our principal tries hard to do what he thinks is best. His vision and that of others is not always the same. He should get a temperature check from a diverse group when moving forward on ideas. It always feels good to get a positive and sincere greeting or compliment, in person or otherwise, from our principal. This could happen more often. I feel that he is aware of great things that people are doing but he does not always articulate this to those he has positive feelings about.
- ✎ It is a welcome change having Scott join our building. He tries hard to get to know the students and parents.
- ✎ To be fair, I think it would be difficult for anybody to be an effective leader in this building.
- ✎ Both principal and AP are great!
- ✎ I feel that our principal is a strong individual who likes to be in charge. Sometimes this is at the expense of fighting a losing battle. I've known the principal to dig his heels in when he's wrong, simply to save face, even if it results in an implied threat. This is quite the opposite treatment received by some staff, who get continually recognized and seem to be spared this type of confrontation. Some staff are held to an impossibly high standard, while others are provided the leeway to break the rules with no consequence. I'm usually not in the fray, but as an observer who serves as a sounding board to colleagues, I've heard stories and witnessed this firsthand, and it's unfair.
- ✎ Sometimes I feel as though we should be afforded small gains and that the concerns of the parents and needs of the students are always front and foremost over the teachers.
- ✎ I have seen many positive changes in our building during his tenure, but no administrator is perfect. I am concerned that the impact of the new block schedule will be to increase the number of classes teachers have to teach while cutting vital minutes from social studies and science. I think this will lead to teachers feeling burn out. What if teachers had more plan time with the extra block instead of co-teaching with a teacher they have no common plan time with? This would decrease teacher stress and let them devote more time for designing quality modifications and lessons for students. Raising the quality of the lessons each day would be best for students.
- ✎ I do highly respect our principal. She works very hard to be honest, transparent, and open lines of communication.



**Accessing results summary** from "2017/18 Staff Insights Survey" from Glen Ellyn School District 41.

**Please indicate your level of agreement for each item.**

Item	Response	
<b>The superintendent presents a positive image to the school community. (n=264)</b>		
Strongly agree	119	(45%)
Agree	115	(44%)
Disagree	18	(7%)
Strongly disagree	5	(2%)
Don't know/doesn't apply	7	(3%)
<b>Average Response: 4.26   s= 0.92</b>		

<b>The superintendent is doing what it takes to make our District successful. (n=263)</b>		
Strongly agree	99	(38%)
Agree	113	(43%)
Disagree	30	(11%)
Strongly disagree	11	(4%)
Don't know/doesn't apply	10	(4%)
<b>Average Response: 4.02 s= 1.12</b>		

**I trust that the superintendent will advocate for the best interest of the District to the School Board. (n=263)**

Strongly agree	96	(37%)
Agree	105	(40%)
Disagree	39	(15%)
Strongly disagree	14	(5%)
Don't know/doesn't apply	9	(3%)

**Average Response: 3.91 s= 1.22**

**The superintendent is aware of major concerns of employees. (n=261)**

Strongly agree	81	(31%)
Agree	106	(41%)
Disagree	35	(13%)
Strongly disagree	15	(6%)
Don't know/doesn't apply	24	(9%)

**Average Response: 3.86 s= 1.22**

**The superintendent communicates well with the District. (n=263)**

Strongly agree	95	(36%)
Agree	128	(49%)
Disagree	24	(9%)
Strongly disagree	10	(4%)
Don't know/doesn't apply	6	(2%)

**Average Response: 4.07 s= 1.05**

**Comments/suggestions: (n=38)**

👉 The superintendent is taking a lot of flack from the School Board so I am not sure of his image within the community.

👉 I'm not confident that our superintendent can stand up to the school board.

- 👉 I have seen the Board bully the superintendent during board meetings, his back is to a wall. I also don't think the superintendent is aware of the morale of teachers.
- 👉 Dr. Gordon is very positive and always honest and supportive of teachers and children. He does his best to get to know staff and keeps an open door and will listen to any concerns. Dr. Gordon knows what's best for kids and is trying his best to bring those lacking students up to where they should be.
- 👉 Many of the Board members are ridiculously unfair and disrespectful to Paul. He does not deserve such treatment...no one does
- 👉 He is a positive role model that provides many opportunities for staff to share input and he listens and works to implement what is needed for student success. He understands that supported teachers means supported kids which trickles to parents.
- 👉 Our Superintendent is bullied by our school board. He is in a very difficult situation.
- 👉 Dr. Gordon is doing an amazing job, even in light of the current Board. He continues to move our district forward and puts students first.
- 👉 I really appreciate Dr. Gordon's enthusiasm and passion. He schedules times where staff can come speak with him. I love his open door policy, plus it doesn't fall on deaf ears. He makes positive changes happen!
- 👉 The BOE has been so horribly disrespectful to our superintendent that I wonder how honest he feels he can be.
- 👉 I believe that the superintendent works hard and does his best to represent us employees. I feel that the board doesn't really care what he thinks (which means they do not care what we think since he is our direct communication with them).
- 👉 Paul is in a very tough spot. He is a fantastic advocate and leader for the students of District 41 but his hands are tied and can only do so much. It really is a shame because this district is in the position to be a stellar district only to be held back by narrow minded individuals who have personal agendas. It is not fair to the students of this district. Everyone can see what is going on at the board table and know that the board has an agenda.
- 👉 I feel like no matter what professional decisions are made by the superintendent, the BOE has its own agenda. They are NOT professional educators but they refuse to take the advice of the professionals (the educators) It's as though it's more of a power struggle, than decisions that are best for our students.
- 👉 The Superintendent used to advocate more for teachers until the board started scrutinizing him. Now, he says what pleases the board to ensure he isn't upsetting the basket.

- 👉 I have great respect for Dr. Gordon and have enjoyed working for him over the past few years. He is enthusiastic, honest, and a good communicator. We are fortunate to have him in our district.
- 👉 I don't like the relationship the superintendent and Board of Ed seem to have. The Board of Ed seem to be calling all the shots. The superintendent seems like a lame duck. His professional word and those of his employees are not being heard/ acted on.
- 👉 Too many things on our plate to learn and implement in short amounts of time... PBL, inclusion, new science, new social studies, new literacy and math curriculums... need to slow down and do things better not faster
- 👉 I believe that Dr. Gordon is trying his best to advocate for teachers but is prevented from doing so by his board.
- 👉 Thank you Paul!
- 👉 I think our superintendent is bullied by our current school board. They have him between a rock and a hard place and they do not listen when he makes suggestions to advocate for our district. There is not one decision that the superintendent advocated for in the past two years that the board majority has not completely shut down or dismissed. The majority of the school board is disrespectful to him and to the important position that he holds. I think he feels pushed up against a wall by this Board and is now afraid to advocate.
- 👉 This was a tough one to answer. I believe, given the current state of the Board of Education and how poorly they function and how personally vindictive they are towards our superintendent causes our superintendent to function in a less successful way than he would in any other circumstance. I do trust his insights and his ability to lead, but the Board of Education doesn't let him do it.
- 👉 It is important for the superintendent to frequently touch base with classroom teachers at their home school.
- 👉 What does "advocate" mean? I consider an advocate to be an unfailing, unswerving champion of the cause. In D41, I don't believe that level of advocacy exists.
- 👉 I really appreciate how Dr. Gordon takes the time to come to each building and listen to our ideas and concerns. We haven't had a superintendent do that before he came to D41
- 👉 I think the superintendent works hard to keep our district current with best practices and implementing programs that prepare our students for the future.
- 👉 Our superintendent is stuck in a difficult situation due to the lack of respect from board members. The board makes it difficult for him to do his job!

- 👉 I think the superintendent tries to do what is best or right for the district, but the board blocks him at every turn they can. I would say the superintendent is TRYING to do what it takes to make the district successful, but he is working with an unsupportive board.
- 👉 The school board has worked hard to cripple the powers of our superintendent, and does its best to defame, publicly criticize, and belittle him any power he at any and every opportunity. They purposely misunderstand and misinterpret and twist his words/views/recommendations around during board meetings to confuse the public who might be listening and/or watching the meeting. Our superintendent is visionary, inspirational, positive, and highly motivating. He encourages innovation, non-traditional problem-solving, and risk-taking, which has pushed me to become a better teacher. I enjoy his friendly and charismatic personality, as well as his collaborative and can-do attitude. He is not afraid to participate in learning alongside the kids, and knows what is going on in my classroom.
- 👉 The superintendent's hands are tied because of the board.
- 👉 It appears the school board is making all the educational decisions now, even those that should be beyond their scope of jurisdiction, so it's tough to answer these really.
- 👉 Paul is stuck in an impossible place. He wants to do well and rally for his teachers and staff, but he can't. The board is making it impossible to do his job due to the micromanaging they do. I can't believe how much control the school board has in our district. They would be the only reason I would choose not to work here. I'm happy with my administration, parents and of course, the kids.
- 👉 I feel the superintendent nor the school board advocates what is best for the special ed department in the district.
- 👉 A superintendent who uses the written acronym "WTF" and uses the words "flippin", "freaking" and "frickin" in a speech to district employees does NOT present a positive image. We would not accept this behavior from our colleagues or students, I am not sure why is acceptable for the superintendent to use this behavior. The superintendent does not show that he understands what makes a satisfactory work environment. He stated that he "doesn't understand why people wouldn't want to work in D41, since we are a high paying district." Job satisfaction is about more than money. The superintendent's Open Office Hours do not accomplish much. He listens, but I am not sure he acts on anything that he hears.
- 👉 I am proud to have Dr. Gordon represent our district with such enthusiasm and joy. He makes me want to be a better teacher. He is a HUGE asset to D41.
- 👉 The superintendent is great, he is open to new ideas and works well with his staff. Great leader, ideas, committed and sincere in his daily interactions.

- 👉 Dr. Gordon is a treasure. I am VERY DISAPPOINTED by how he's treated by the majority of the Board. It's not right, even if there is disagreement, there ought to be basic civility. What I see in Board meetings would not be allowed in the CLASSROOMS!
- 👉 Dr. Gordon came to our district with too many new ideas and ways of changing things too rapidly. New is not necessarily better. Also, with regards to specialization, it only works well with even sections of classes. If there is no commitment to having even sections, it should not have been attempted.
- 👉 I constantly feel like I am not being told the complete truth when he speaks. I have spoken to him about issues on several occasions and he has never followed up or shown any effort to change or address anything we talked about. It always feels like smoke and mirrors because when it comes time to stand up to for teachers/ staff, he is ineffective.



**Accessing results summary** from "2017/18 Staff Insights Survey" from Glen Ellyn School District 41.

**Please indicate your level of agreement for each item.**

Item	Response	
<b>The Board presents a positive image to the school community. (n=265)</b>		
Strongly agree	8	(3%)
Agree	34	(13%)
Disagree	92	(35%)
Strongly disagree	116	(44%)
Don't know/doesn't apply	15	(6%)

**Average Response: 1.9 s= 1.14**

**The Board is doing what it takes to make our district successful. (n=263)**

Strongly agree	13	(5%)
Agree	41	(16%)
Disagree	98	(37%)
Strongly disagree	91	(35%)
Don't know/doesn't apply	20	(8%)

**Average Response: 2.12 s= 1.23**

**The Board appropriately balances the mission of the District with fiscal responsibility. (n=265)**



Strongly agree	16	(6%)
Agree	68	(26%)
Disagree	78	(29%)
Strongly disagree	74	(28%)
Don't know/doesn't apply	29	(11%)
<b>Average Response: 2.47 s= 1.37</b>		

**I trust that the Board will make decisions in the best interest of the students.  
(n=264)**

Strongly agree	12	(5%)
Agree	44	(17%)
Disagree	84	(32%)
Strongly disagree	109	(41%)
Don't know/doesn't apply	15	(6%)
<b>Average Response: 2.06 s= 1.26</b>		

## Comments/suggestions: (n=74)

- 👉 The Board is divided and it is very obvious. Some board members often do not listen to teacher or even superintendent recommendations and seem make decisions based on their own personal bias.
- 👉 There are certain board members who have their own agenda and do NOT take into consideration the opinions of the experts (the teachers who are with the students on a daily basis). They make decisions based on what they think is best and ignore the data that is right in front of them. There are times where the board meetings are uncomfortable to watch because of the bickering and arguing.
- 👉 Some of the board members show a lack of respect for district administrators, for each other, and for members of the public who disagree with them.
- 👉 Some members of the board have presented themselves negatively at board meetings. They have disregarded teacher and parent input for their own agenda.

- ☞ Some board members do not support teachers and their expertise. Some board members are influenced by their own agenda over best interests of students. Some board members are negative and do not represent the district in a positive way. Some board members do not respect teachers and administrators.
- ☞ The some of the members of the current School Board are very unprofessional and meetings are often contentious. The School Board oversteps its bound and has made decisions that they are not qualified to make. The School Board, admin and teachers should all be working together with a common goal of providing the best education for D41 students.
- ☞ Again, there are school board members (Buchholz, Clark) that should not be in their position. Especially Buchholz. There are others that are great.
- ☞ The perception exists that there are a few members with agendas (hidden or otherwise). The board needs to examine all sides and make appropriate decisions that show how they value students. Also, one member in particular appears unable to view both sides of an issue. This person has high expectations that all board members are respectful of one another, but then is unable to see how his actions, comments, body language show arrogance. It appears he views any differences with his opinion as a personal attack. In meetings, it looks to the public as if his ideas and opinions are the only "right" ones, and anyone else who does not agree is wrong.
- ☞ The lack of professionalism and respect from some board members is embarrassing. The lack of knowledge of others is also a detriment to the workings of the board.
- ☞ The board meetings are so unprofessional, it actually embarrassing for the district. I have been asked by other professionals from different district whats up with our board. Decisions have been made without thinking about the impact it would have on students. It seems like the board main concern is cutting the budget to save the tax payers money, which is not a role of a school board.
- ☞ There are a few members of the board who seem supportive of teachers and students, and then others who are very negative and aggressive. I do not feel supported by them at all.
- ☞ Our current school board members Kurt B and Stephanie C are an embarrassment. They are disrespectful, they bully others, they have personal agendas. Other board members seem to follow their lead and act as if teachers are not worthy or know what is best for kids. They make decisions out of their realm and give our district a bad name. Eric N and Mr. Bruno try to speak up but are shot down and bullied by the others. Some seem to have no idea how the school system should work.
- ☞ there are only 2 members of the board who make any sense at all : EVERYONE knows that only Erika and Dr Bruno are doing what they need to do...in fact they go above and beyond because the others are disgraceful

- ✚ Some board members speak disrespectfully to the Superintendent and to other board members. They are constantly looking to cut programs that are important to the community and that benefit teachers and students alike.
- ✚ All decisions seem to be fiscal or personal for board members. Board members attack other members during streamed meetings and argue aggressively, wasting board time. Board members do not appear to value or appreciate the staff who work in the district everyday. Staff members' recommendations need to be better valued when making decisions. It is not the board's job to develop plans for instruction in the schools; instead it is their job to ask the educators in the district to develop education plans while they approve or recommend changes to the plan. Most of the board members do not have degrees or any background in education, they should not be the ones who develop instructional plans for our students.
- ✚ The Board needs to approve lower class sizes and hire more teachers.
- ✚ It is not all the board members who do not present a positive image to the school community. However, the board member who ruins the board's image is so rude and disrespectful that it taints the whole board.
- ✚ The continuing disrespectful, condescending manner and tone certain board members use towards each other and towards any stakeholder in our community who disagree with them, is a continuing embarrassment to this community. We teach anti-bullying behaviors at home and in our schools to our children, yet some members of our board continuously bully other board members, our superintendent, teachers and community members. The bullying needs to stop immediately.
- ✚ The majority of the Board is a complete and utter disgrace to this district. The only two positives are Ms. Nelson and Dr. Bruno. There is nothing positive about the over five members board - they are doing what the majority believes is part of their checklist that was determined long ago. How does a new Board come to a major decision about teacher specialization on the first night they are seated? I don't care about specialization one way or the other, but how can any thoughtful Board do something like that on the FIRST NIGHT they take office? Bruce Curry lied during the League of Women Voters meeting stating he would rely on the teachers perspective about teacher specialization. 1st night? Talk about collusion - this group worked behind the scene for weeks to ensure that they had all the votes they needed and took a vote in the early morning hours to implement something in our district.
- ✚ Over the past year I believe the Board presents a more positive image than last year. I don't think they are doing what it takes to make our district successful or make decisions with the best interest of ALL our students. I believe there are personal agendas by some board members and they are very inflexible in discussions that present opposing viewpoints.
- ✚ The current school board is inept.

- 👉 These responses reflect my feelings about the MAJORITY of the Board members- Mr. Buchholz, Ms. Clark, Mr. Currie, Ms. D'Ambrosio, and Mr. Loebach have made decisions and taken part in conversations that make me question their motives for being on the Board. If I was able to separate Mr. Bruno and Ms. Nelson from the group, the ratings would be very different, but because we are not providing feedback on individuals, I have to rate the majority of the members.
- 👉 The behavior of some school board members is appalling. The negative tone, disrespect, and negative body language towards administration, teachers, parents, and fellow board members creates an environment that does NOT demonstrate our vision and beliefs as educators. This behavior creates distrust and makes teachers question the credibility of our board. Are they making decisions with the students best interest in mind? Not always!
- 👉 I know for a fact that BOE members have an agenda and feel they were voted in to "get rid of" certain people or programs. It's disgraceful that they are unable to put past negative experiences behind and move forward to do what is best for the students in our schools.
- 👉 Having a board member in the building used to be such an honor, now it feels like a "got ya" moment. They have their agenda and no matter what facts we give to them they twist our words and use them how they want. When I go to the doctor I listen to him because that is what he went to school to do. He is the expert in his field, I respect him and so I listen to him. I feel so disrespected by this board. They do not respect my expert opinion or my advice/ experience as a teacher. Being told that I am not allowed to talk about board decisions (like 2nd grade specialization) in an email that revokes my constitutional 1st amendment right is wrong and one of the biggest signs of disrespect. The fact that our board president doesn't reprimand other board members for their rude and bullying comments because they are her friend, is also extremely disrespectful. This board is embarrassing.
- 👉 Thank you board for live streaming the meetings - now the entire world can see the contemptible board behavior. Watching the live stream is very enlightening. I had hoped that the new board seated last spring would actually do what they said and take the time to listen and learn before making decisions, but it is VERY clear at every meeting they do not. I know board members will say "staff can go work somewhere else" if we don't like it - I don't want to work somewhere else - the kids and staff of D41 are amazing - I want a board that sees that and stops the bad behavior. Bruce needs to stop referring to his experience in "his classroom". As a teacher I find it appalling that he would refer to and discuss HIS students in a public forum. If anyone of us did that, we would be reprimanded. My student's behavior is better than the Boards. It is embarrassing.
- 👉 The current Board makes me embarrassed to be associated with this district.
- 👉 Again, two specific board members (Mrs. Clark & Mr. Buchholz) do NOT put students first and are only concerned with pushing their own agenda. Additionally, their behavior at board meetings (particularly Mr. Buchholz) is unprofessional, juvenile, out of line, and disgusting. It is an embarrassment to work in a district where board members behave the way they do.

- ✋ Very contentious school board!
- ✋ I am embarrassed by some of the behavior that board members display during school board meetings. I feel the current board is having a negative impact on our students and community.
- ✋ The board is very toxic and I am very scared to approach them. They bully and are unkind to anybody that goes against their agenda. They do have an agenda and don't care how teachers feel on issues. I do not trust them.
- ✋ I have no faith that the school board is putting the interest of the students first. Decisions made by the board are often in direct contradiction to the suggestions of the professionals and/or the public. Members of the board are blatantly disrespectful of other people to the point of being a bully. Kurt Buchholz and Stephanie Clark believe it is in their purview to change the daily workings of the schools, which is entirely inappropriate for a school board member. It is my belief that they strong-arm administration into doing what they want and then publicly claim "the administration recommended this." The school board needs to understand the 4 elementary schools are not the same and do not need to always be "consistent." Principals have the skills and understanding to make decisions that are best for their staff and their student population. School board should let principals lead their own schools. The communications letter sent to the staff at the beginning of the year was a blatant "shut up and teach" directive and created an environment in which teachers are afraid to speak publicly or even with parents. I'm sure that fear was the intention because that's how bullies are successful. I do not want to have leaders who disrespect my skills, talents, and opinions. I'm saddened when I think about the damage this board is doing to our high performing district filled with wonderful students and staff.
- ✋ I'm very disappointed in our elected board officials. They seem to have an agenda and will not listen to the professional opinions of staff and administrators.
- ✋ Lots of distrust
- ✋ It is very clear the majority of the school board only cares about their personal concerns and vendettas. Attending board meetings is highly contentious and I as a teacher feel I am "going into battle" when I attend. The school board is extremely negative, combative, and disrespectful to all stakeholders. It is a shame they have shed such negative light on a wonderful district.
- ✋ When you have a member of the Board on  
yelling and cussing at people  
PROBLEM !!!!!!!!!!!!! THERE IS A DEFINITE
- ✋ Our board is contentious and very negative. I have observed bullying behaviors directed at the teaching staff, the administration and other board members. Some of the board members behaviors are embarrassing and appalling. I am NOT proud of the school board which my community has elected.

- ✎ These ratings do not reflect my opinion of Erica Nelson and Dr. Bruno. I would strongly agree that those 2 individuals keep students at the heart of their decisions.
- ✎ As a professional educator, it is embarrassing to witness the lack of communication among our board. It would be nice if they all acted like professionals. There are particularly two members who seem to have a different agenda for the school district.
- ✎ It does not appear as though the current board is making student-centered decisions. If they were, they would be making sure the teachers are well supported so that we are best able to support our students.
- ✎ I have never seen such arguing and bickering among the board members themselves. embarrassing
- ✎ Our school board has been an embarrassment for many year now. The worst have been the last few years. Our board sits lazily in their chairs and argues in public over silly things. Watching the meeting online is a comedy routine most of the time. It is very obvious that some of the board decisions have been because of some of the board members have students in the district.
- ✎ In this community, at school, outside of school, from other districts around me all I ever hear is negative comments about this school board. I have attended meetings. The majority of representatives who sit on this school board do not make decisions in the best interests of students or teachers. They do not represent the majority in this community. The majority of our board members are dishonest and seem to follow their own agenda. There is one person within this board majority who seems to 'run the pack'. The fellow members of the board majority look to this person before answering questions, taking action for voting, and sometimes even as they speak to address issues that come up at these meetings. This board majority borders on unethical.
- ✎ I have absolutely no faith in the board of education because the majority of members seem to be working together toward their own personal agenda. There are a few board members who seem genuinely interested in doing what's best for students, but they are outnumbered at every vote. It is disheartening and embarrassing to have a board president and vice president that behave in the way that ours do.
- ✎ I am tired of Bucholz and Clarke making decisions from what they think the teachers want. I have been teaching for 17 years and I have never met these 2 board members. They refuse to come to the schools for open hours. So how can they honestly say that they speak for the teachers? They don't. They are an embarrassment to the District. They don't know how to interact with one another. I don't know how it is allowed every week. This is why I am not proud of my district! This is why I would not suggest anyone work in this District. It's because of those 2 individuals. I have other teachers from other districts watch the board meetings and their mouths drop. They have no idea why people would act so disrespectfully to one another.

- ✎ I feel firmly that there are certain board members who do not represent in actions and behaviors towards others the values we work hard to instill in our students and district families. The blatant verbal and nonverbal disrespect towards administrators, staff and other board members is embarrassing, unprofessional and unacceptable. It is important now more than ever, to listen to others' opinions thoughtfully, respect others' opinions, and come to a compromise when needed. I highly respect the efforts some are making that are overshadowed by the abhorrent behavior of the few.
- ✎ Several board members are able to separate personal opinions from decision making. It is wildly apparent that having a board member who  
Board decisions should not be made based on  
And, board behavior should match the expectations we have for our students - respectful, responsible, safe. In the words of my own child, "Wow, that guy is really disrespectful" while watching a live stream. This behavior is unacceptable and an embarrassment to our schools and community.
- ✎ The BOE is an embarrassment to me. Only two members of the BOE, Nelson and Bruno, have a practical, rational, open view of teaching and teachers. They also appear to be the only two that aren't driven by personal agendas or vengeance. The name-calling, the posturing, the inability to really listen to others, the animosity directed at teachers, the ignorance regarding valid data analysis, all of these are on display at Board meetings. The reprehensible behavior of the vice president has established an entrenched negative tone in the district. District 41's reputation has been tainted by the Board's present leadership, and the harmful impact of that will be felt for a long time.
- ✎ I don't have much faith in the BOE. I don't know if they're doing what's in the best interests of all students or doing what THEY think is in the best interests of others. Are they truly listening to the community, or a chosen few in the community and then implementing what the few want...not the majority?
- ✎ I feel there are a members on the board that have personal agendas that drive their decision making (i.e. eliminating GR2 specialization). The current image of the board is tarnished by a few vocal members who are disrespectful when interacting with other board members, staff, and parents.
- ✎ It is disappointing to still see such a disjointed Board. It makes our district seem as though it is not well managed, especially when we have such talents on our Board. It comes down to the fact that we should all be acting on the best interests of our students: not personal agendas.

- ✎ Educators are professionals. Many have advanced degrees. They care about the children in D41 and are working hard to prepare them to be successful adults in the 21st century. Board members are not K-8 educators. They spend little-to-no time in D41 schools and yet several believe they are better able to make critical instructional and financial decisions than experts in these fields. The ramifications of recent decisions (levy, budget, programs) will have a negative impact on students long after this board is gone. The level of dysfunction, disrespect and bullying behavior is an embarrassment to this community and is in direct opposition to what is taught to students. The need for power and control has negatively impacted the willingness of staff and community members to voice their opinions for fear of ridicule and/or repercussions, the overall culture of our schools/district, and District 41's reputation in the county and perhaps even the state. There is clearly a "not-so hidden" agenda in place. I ask that you listen with an open mind, trust the professionals, and keep students at the heart of all your decisions.
- ✎ It's unfortunate that the board believes that they know better than teaching professionals that have been trained to teach/lead students. The behavior demonstrated by board members is completely unprofessional. The board is elected to work for the better of the whole district-it doesn't seem like that is the case with the current board.
- ✎ The Board never listens to the experts. There have been numerous times where they made decisions that were the opposite of what the experts recommended. They have their own agenda and will do whatever it takes to get their ideas passed.
- ✎ As I have said in my prior comments, the board does not seem to want to work together with administration and teachers. The decisions the board has made feel like a slap in the face to the people who work hard everyday in this district with the children. I do not trust the board at all to make the best decisions. They have already proven they have an agenda and will twist or ignore data to carry out this agenda. They ignore the survey data and do not even take the advice of their own committees.
- ✎ My scores for the board reflect the majority of the school board, not all individual members.



👉 I am very worried that I will be putting myself and my job at risk by stating my honest opinion about the school board on this survey. I know there are many other teachers in our district who are scared to tell their honest opinions about this school board because of the way that they operate. Teachers are scared to speak their mind after the letter we received at the beginning of the school year from the school board president stating that we have no first amendment rights. Teachers are scared to give their opinions about the dishonesty of the school board because of the way they are treated by the school board members when they do. Our school board has proven many times over that they are not interested in making decisions in the best interest of our students. Based on their actions, they are not even interested in actually knowing what IS best for kids. The school board has been deceitful and sneaky. They have made decisions that HURT our students and learning. They are NOT working to make our district better, they are only operating within their own agenda - to eliminate anything brought about by the Think Tank, regardless of whether it is working for students. I feel that 5 of the members, including the president and vice president, have overstepped their authority and have made educational decisions based on personal opinions and NOT for the good of our students. They COMPLETELY disregard the advice and recommendations of committees and other stakeholders who have far more experience, appropriate background, and expertise in areas and make decisions based on their personal opinions. Examples of this would be the TAX LEVY decision, when they simply ignored the advice of the committee they created to research that very question, the ELIMINATION OF SPECIALIZATION at second grade after countless teachers and administrators who actually USE this construct spoke of its great benefits for students... they also regularly oppose any advice they get from our superintendent, and try to twist this information to make it look like he is incompetent. I do not trust the school board. I do not believe they are doing what is right or best for our students. I do not believe they are even TRYING to do what is right for our kids - they are simply following their own agenda. Three members seem to be "yes men" for the president and vice president, taking turns asking questions that seem to be scripted to suit the purposes of the leaders. I wish that the school board was acting in the best interests of the students.

👉 The board seems to have their own agenda and is not considerate of the district's thoughts or needs.

👉 I perceive major disagreements

👉 I do not trust the school board to make decisions in the best interest for the students. I do not trust them period. They are an embarrassment to our school district, especially one particular member who makes completely unproductive and inappropriate comments. The school board is the only think I question about this school district. Everything else makes this district a great place to work.

👉 Some board members hinder the decision making process sometimes with arguing points instead of calmly expressing themselves. All members of this school community should treat others with respect.

👉 I think some board members have the students best interest at heart , but not the majority.

- ✎ I feel the board is disinterested in helping children with special needs as well as helping to fund what is needed to help these children thrive.
- ✎ There is a disconnect between fiscal responsibilities and what is best for children and those that support them throughout the day. Cutting funds when there is already a need for more supplies and interventions is wrong. Making decisions about curriculum and schedules by people who are not "experts," or even educated in the field is wrong. Watching how our school board communicates with each other is so juvenile, and is such a poor model for the students of our district. We teach students to treat each other with respect and to have collaborative conversations with each other, the exact opposite of how the school board reacts. I would honestly use them as a "what not to do," in teaching speaking and listening to my students. If the school board is going to act like educators or administrators, they should be assessed based on the Danielson rubric, in which case many of their positions would be terminated.
- ✎ The Board does not always seem to have the good of the whole in the forefront of their planning. There does not seem to be a respectful dynamic between them. There always seems to be hidden agendas that do not help the majority of staff or students. I am, however, delighted that Erika Nelson is part of the school board. He acts with decorum and wisdom. She is someone I hope to emulate in my daily life.
- ✎ The board is doing a terrible job, they are rude to one another, childish and treat the superintendent horribly; they do not put children first in their decisions at all. Most of them need to resign, or try and act more professional, show some kindness to fellow members...
- ✎ I believe that most members of the board only do what is in the best interest of the bottom line, money.
- ✎ The Board has an agenda and I'm not convinced it's what's best for students.
- ✎ New initiatives or curricula are thrown at staff without due consideration or true piloting. Piloting means testing a program, being thoughtful about the benefits and drawbacks of something-maybe testing several competing curricula out-and making an informed decision, not simply implementing in advance what has already been rubber stamped. I'm surprised by how many times Hadley is expected to follow what the elementary schools do. It's great to have consistency and articulation, but the middle school serves to prepare students for high school, and sometimes that means it needs transition from elementary to more high school styles of instruction.
- ✎ The school board should have questioned all of the new initiatives much more vigorously. Was there evidence out there that these new ideas were worth trying? To completely plunge into teacher specialization without also committing to even sections of classes, no matter what the cost, was to do this idea in a half-way manner.

- ✎ I believe the board lacks a true appreciation for the work teachers put into their students. They also lack the educational knowledge and classroom experience to make decisions that are vital to the successful education of students in this district.
- ✎ I believe the Board has lost sight of the fact that our goals should be student-oriented and not their personal agenda. I am saddened by outside comments made about our district, as the Board's lack of respect for the roles of our teachers is highly noted by outside communities. Our district hired highly competent and innovative teachers. They need to let us do our jobs and they trust us to do it well.
- ✎ A few board members present a positive image to the community - a few are ruining it. Several board members are not making decisions in the best interest of the students or employees. The Board meetings are an embarrassment to our district.
- ✎ I do not trust the board to make decisions that are best for students. The district spends money on things like furniture without consulting the very people who will be using it. Meanwhile, they take from resources that are very valuable to students. The board makes many decisions about things without looking at statistics or listening to teachers/ community. Meetings are dysfunctional and sometimes lack respect.



**Accessing results summary** from "2017/18 Staff Insights Survey" from Glen Ellyn School District 41.

**Please rate your overall perception of the District in the following areas:**

Item	Response	
<b>Board of Education (n=258)</b>		
Excellent	10	(4%)
Good	28	(11%)
Fair	68	(26%)
Poor	146	(57%)
Not Sure	6	(2%)
<b>Average Response: 1.61   s= 0.84</b>		

<b>District Administration (n=258)</b>		
Excellent	72	(28%)
Good	109	(42%)
Fair	58	(22%)
Poor	17	(7%)
Not Sure	2	(1%)
<b>Average Response: 2.92 s= 0.88</b>		

**Principal (n=254)**

Excellent	139	(55%)
Good	65	(26%)
Fair	31	(12%)
Poor	14	(6%)
Not Sure	5	(2%)
<b>Average Response: 3.32 s= 0.9</b>		

**Teachers (n=258)**

Excellent	181	(70%)
Good	66	(26%)
Fair	7	(3%)
Poor	1	(0%)
Not Sure	3	(1%)
<b>Average Response: 3.67 s= 0.55</b>		

**Support Staff (n=257)**

Excellent	159	(62%)
Good	79	(31%)
Fair	14	(5%)
Poor	2	(1%)
Not Sure	3	(1%)
<b>Average Response: 3.56 s= 0.64</b>		

**Please indicate your level of agreement for each item.**

Item	Response	
<b>District 41 uses its money and resources well. (n=255)</b>		
Strongly agree	37	(15%)

Agree	119	(47%)
Disagree	69	(27%)
Strongly disagree	13	(5%)
Don't know/doesn't apply	17	(7%)

**Average Response: 3.41 s= 1.21**

**District 41 provides adequate space for students. (n=255)**

Strongly agree	33	(13%)
Agree	132	(52%)
Disagree	69	(27%)
Strongly disagree	18	(7%)
Don't know/doesn't apply	3	(1%)

**Average Response: 3.37 s= 1.22**

**District 41 does a good job meeting the needs of Special Education students. (n=257)**

Strongly agree	33	(13%)
Agree	137	(53%)
Disagree	56	(22%)
Strongly disagree	17	(7%)
Don't know/doesn't apply	14	(5%)

**Average Response: 3.47 s= 1.19**

**District 41 does a good job meeting the needs of English Language Learners. (n=257)**

Strongly agree	53	(21%)
Agree	169	(66%)
Disagree	18	(7%)
Strongly disagree	4	(2%)

Don't know/doesn't apply	13	(5%)
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**Average Response: 4.02 s= 0.81**

**District 41 does a good job meeting the needs of all students. (n=256)**

Strongly agree	42	(16%)
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Agree	171	(67%)
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Disagree	30	(12%)
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Strongly disagree	7	(3%)
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Don't know/doesn't apply	6	(2%)
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**Average Response: 3.84 s= 0.94**

**District 41 does a good job preparing children for the future. (n=254)**

Strongly agree	69	(27%)
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Agree	169	(67%)
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Disagree	8	(3%)
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Strongly disagree	2	(1%)
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Don't know/doesn't apply	6	(2%)
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**Average Response: 4.19 s= 0.67**

**Overall, I am satisfied with District 41 facilities. (n=254)**

Strongly agree	49	(19%)
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Agree	154	(61%)
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Disagree	38	(15%)
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Strongly disagree	11	(4%)
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Don't know/doesn't apply	2	(1%)
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**Average Response: 3.76 s= 1.07**

**Overall, I am satisfied with District 41 academics. (n=255)**

Strongly agree	71	(28%)
Agree	163	(64%)
Disagree	18	(7%)
Strongly disagree	0	(0%)
Don't know/doesn't apply	3	(1%)

**Average Response: 4.14 s= 0.74**


#### **Overall, I am satisfied with District 41. (n=252)**


Strongly agree	50	(20%)
Agree	172	(68%)
Disagree	25	(10%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	3	(1%)


**Average Response: 3.98 s= 0.82**


### **What are the best things about our District? (n=100)**


 THE LEVEL OF EDUCATION AND IDEAS, PARTICIPATION


 The teachers who believe in high expectations and are passionate about student learning and growing. There are many hardworking dedicated teachers.


 WE are lucky to have vast resources and wonderful students and families.

 The superintendent and the teachers - they are all hard working and want what is best for kids.

 The teachers and support staff- they are dedicated to their students and their jobs.

 I love working in our school and how we all feel like a family. Great place to work.

 Great education


 It's located in a community that has a higher socio-economic level so sometimes, it's easier to gain access to things.





- 👉 The teachers and parents working together to help the students of District 41 be successful. The administration that we have at our school supports teachers and students.
- 👉 The collaboration among teachers The support of the parent community
- 👉 Resources, teachers, foreign language, ESL resources
- 👉 FLES Content specialization grades 3-5 Opportunities for ART, MUSIC and PE at the elementary levels Daily PLC and plan time for teachers
- 👉 The best things about our District are the students and the teachers!
- 👉 I think the teachers try very hard although they could use a lot more PD on how to create a workshop model classroom. The kids are great and the administrators work very very hard as well.
- 👉 The staff - everyone is so caring and want the best for the students. School Board member Erika Nelson.
- 👉 The employees - hard working and dedicated.
- 👉 Teachers care about the students. Students have wonderful resources available.
- 👉 teachers, principals, and support staff
- 👉 Staff
- 👉 I have all the materials I need to teach.
- 👉 Well prepared and caring staff who want the best for children.
- 👉 The staff and administrators that work so hard day in and day out to provide all we need for the kids. The staff in district 41 are excellent teachers and administrators who do their best to provide for all students' needs.
- 👉 The teachers who do what's best for their students.
- 👉 There are a lot of teachers who go up and beyond for their students, making sure that they are successful. We are a District filled with teachers who care about the most important stakeholder, the students.
- 👉 The teachers and staff. Love for our kids and jobs.
- 👉 the people and their commitment to helping students thrive and succeed is what is most impressive about D41


- ✎ The students and families are the best part of the district. Every day students thank me as they leave, and they are good people with huge hearts and strong determination. Also, the teachers I work with are dedicated to helping all students and coming up with lessons and units that will engage and excite kids. I find happiness in my students and peers.
- ✎ Working as a team to reach the long term goals
- ✎ The district is open with the community.
- ✎ The students are brought up so that they to want to learn. The district staff do their best to help students who could be falling through the cracks. Teachers and staff are committed to do what is best for kids and do their best to follow ALL the directives from Administration.
- ✎ staff is dedicated and well educated
- ✎ FLES, teacher specialization, keeping up with current trends
- ✎ Caring staff; Dedicated, collaborative staff Strong building leaders
- ✎ The teachers, aids, therapists, etc. They make this district run, despite the lack of supports, direction, communication, and supplies given to them.
- ✎ The dedication of the teachers and administrators.
- ✎ Great community and staff.
- ✎ Collaborative PLC's Ample planning and PLC time Having resources to support teaching and learning Superintendent caring for all stakeholders
- ✎ The teaching staff is outstanding. We attract and retain excellent, passionate teachers.
- ✎ The sense of community in each of the buildings and professional learning communities. The drive and investment the teachers/support staff have for the children that walk into the building.
- ✎ Great students, families, and staff
- ✎ The professional staff: Principal, Assistant Principal, Teachers, and Support Staff are all top level professionals!
- ✎ The work we do for our students is so meaningful. The District has a very strong focus and direction. The staff, administration, students and our parents.
- ✎ Teachers!
- ✎ the teachers and the supportive community


- 👉 Our staff and (most of) our parents. Most parents are very supportive.
- 👉 1) Supportive and highly educated parents, 2) High property tax rate, 3) Kind students who have the benefits of growing up in wealthy families, 4) Neat kids/students who are willing to work hard to learn, 5) Teachers who do whatever it takes meet the needs of individual learners.
- 👉 teachers; location; resources;
- 👉 Amazing teachers Meets the needs of all students
- 👉 The high quality and dedicated staff and the involved parents. But most importantly, our hard working students.
- 👉 The teachers and support staff. We have amazing students and families that make us work harder and want to do right by them!
- 👉 The dedicated staff - thanks for persevering in spite of the challenges. I know there is always someone in this building who can help me when I need it. The generous community - thank you for supporting the referendum to address our needs! The PTA - great great partners! The amazing administration- Marci, Katie and Laurel are doing a great job with the inclusion initiative - I was nervous at first, but I now see how it will help all students, not just mine! Open Office Hours with Paul - thanks for giving us one on one time to just chat. My concerns about the future of the District with limited finances are addressed by Paul's reassurance that we will all do whatever it takes to support our kids. My learning space - the B& G staff does an amazing job at making sure we are clean and safe The STUDENTS- no matter the "climate" on any given day - students make it all worth it!
- 👉 It is obvious that all staff care about the students with whom they work.
- 👉 The teachers, students
- 👉 The teachers and the students
- 👉 Teachers working together
- 👉 I love the
- 👉 Collaborative learners always striving to be the best we can be.
- 👉 The resources that are available to staff and students.
- 👉 The students!
- 👉 Staff
- 👉 Strong teaching/teacher bonds.


 Staff

 PBL, PLCs, 1:1 technology, focus on inclusive practices and movement toward personalized learning

 The staff is amazing and works hard with what they are given. They truly want what is best for the students of D41. Great communication within the schools and with parents. Nice variety of opportunities for the students that other districts do not offer (e.g. FLES).


 The amount of resources available to teachers is great. Also, the morale of the district is generally positive.


 I believe that our district is very welcoming - to students, families, teachers, and staff. Our district supports technology, collaboration, and instilling life lessons on top of academics, which I believe is hugely important.


 I love my job. I work with a wonderful group of teachers and support staff. I have the opportunity to teach great kids. I am fortunate to get to know caring and supportive parents.


 Quality teachers


 The FLES program, and the hard working teachers and dedicated support staff.


 The district has incredible staff in schools that are dedicated to making sure our students grow and succeed in all that they do. They care about students inside and outside of the classroom. The teachers work relentlessly to make sure students are growing and succeeding, whether or not they have the support of the board or district. These teachers will do whatever it takes to make sure every student is empowered.

 The teachers

 The best things about our district are the dedicated staff members, community members, and families and their children that devote time and resources into creating thriving communities of engaged learners.

 The teachers and administrator in my school! And the students and families that we teach.

 The teachers, students, and the principals. We are in the trenches daily. We know what is best at our school. Ben Franklin has a warm inviting feeling and I truly feel like we are a family.










 The incorporation of language learning and dual language programs. The district has been leading the way in the creation and implementation of blended pre-k classes. The district supports the needs of all learners, challenging those that need more, while also providing added supports to those in need. The staff district wide is dedicated towards providing optimum support to our students.

- 👉 Our staff work immensely hard to give the best instruction and support to students even when there may be a lack of resources, human supports and materials provided. We have a POWERFUL group of administrators who are caring and dedicated but are missing the opportunity to be effective because of their disconnect with the staff. Their lack of knowledge of what is happening in the classroom is compounded by the unfortunate consequence of not realizing how their decisions are translated back into the classroom.
- 👉 -The most dedicated teachers, administrators, coaches, and support staff. We are a full service district that works to meet the needs of all students however we can. Bottom line - we will go the extra mile for students in this district.
- 👉 The teachers, their work ethic, their expertise, their creativity and the opportunity to work together to capitalize on all of that
- 👉 PBL is a really great learning tool. More support from all stakeholders would create even better authentic learning experiences.
- 👉 I have some amazing colleagues that I work with each day. They make working with our students on those difficult days easier for all of us.
- 👉 Our students
- 👉 The district thinks about expanding physically so that the students can have adequate amount of space to learn. The district makes sure that they address the questions of all of our families as soon as they arise. The district tries their best to provide the best education and care that are due to the students. They try to be warm and welcoming on most, if not all occasions.
- 👉 the work that staff and support staff put in on a daily basis
- 👉 The people and the community
- 👉 The fact that we are a district that will "think outside the box" for the benefit of our students. Whenever I tell colleagues that work outside of D41 what we're doing (especially with specialization) they are so interested in what our district is doing and the creativity we encourage.
- 👉 Students, highly qualified staff, coaches, PBL's, PLC's, use of Eureka and Lucy Calkins materials, access to technology, parent/school partnerships
- 👉 The best thing about our district is our teachers. Teachers are dedicated, caring, compassionate and true professionals. They work collaboratively with their teams, parents, and staff to do what is best for kids every single day.
- 👉 By far the best thing about our District is our teachers and community. Our teachers give 110% every single day. We advocate for our students, despite the lack of respect from the Board.
- 👉 Strong teachers, supportive parents, specialization in grades 3-5, FLES, terrific students!

- 👉 Placing value on hiring staff with experience to work with children
- 👉 Commitment of our staff, general support of our community
- 👉 Teachers, Principals and students
- 👉 The students and people that work in the school.
- 👉 Deserving and hard-working students Innovative teaching methods and structures Excellent, effective, professional, caring teachers Inspirational and supportive administrators
- 👉 The collaborative nature amongst teachers, administration, and staff.
- 👉 The students and their work.
- 👉 The amazing teachers who are working tirelessly to support the students in the district. Kids are happy to be here and excited to learn each day! Specialization! This is great for our kids! ' They fully support the teachers and help them implement the best level of instruction (and interventions and enrichment) possible.
- 👉 The people...hard working and dedicated staff...supportive families and students The FLES program is a benefit to the students. The fact that we offer that opportunity to our students and families is a great thing.
- 👉 Problem-based learning, our PTA, parent-teacher connection, and our school staff and teachers. And of course, our students.
- 👉 Special Education services are not equitable among the elementary schools.

## What things would you change in our District? (n=100)

- 👉 Space/facilities continues to be a struggle to find adequate space to provide instruction to children that falls within best practice.
- 👉 KEEP THE MATERIALS AND TRAIN TEACHERS FOR USE, MAKE SPACE FOR EC, ANOTHER LOCATION NOT ONE BUILDING.

-  1.) Teachers having more voice, choice and freedom about how they conduct their classes (ex: homework, classwork, systems, data collection, strategies, etc.) Our teaching and duties are becoming more and more scripted, streamlined, loaded down with dozens of directives, which not only takes out the fun and our own personal creativity, it also stifles what works best for the individual teacher. Teachers are overworked, stressed, and are being looked down upon for wanting to use the strategies they believe in and can prove work. It is not about not wanting to learn new things- teachers DO want to learn and try new things! We do! But we are told too much EXACTLY what to do and not do, and it gets overwhelming and depressing that some of our preferences are not trusted and respected. The district jumps full force into every new idea out there, and the work load builds up as things that really work for us (and we as experts in our fields know they do) is frowned upon. It is discouraging. 2.) Our opinions need to be valued more about classroom needs (Ex: technology needs, class size and make up, space, resources, etc.)
-  We need better Tier 2 and Tier 3 supports at the middle school level. We cannot rely on special education to support children who perform in the low average range.
-  The school boards ability to make unilateral decisions that directly affect the classroom environment. Also, the perception that some principals are making decisions simply to make themselves look good to the community rather than really thinking about what is best for kids.
-  Higher pay for support staff Institute days that allow support staff and Sped Teachers to work together to improve outcomes for students more opportunity for professional development specific to my content teaching area
-  New School Board
-  Make all admin staff in the distric non-union. Give them a choice as to whether they want to pay into the fair share because right now, they don't have a choice. Some employees' pay goes to a union, sometimes up to \$300 a year for a membership they don't even want, stunting potential pay increases which should be based on performance not on contract negotiations.
-  I would like to see a more professional tone and attitude displayed by all board members. I think teachers, administration, and board members should be able to work as a collaborative team with a positive focus. I would also like specific training on how to handle severely defiant, resistant learners.
-  More cooperative Board, more special ed teachers if there is full inclusion, more teachers and support for struggling students in math and reading
-  Our construction projects are short sighted. We still do not have the space needed to provide the option of all day Kindergarten. In most buildings there are not enough adult spaces for meetings, staff rooms, or even office space for non-classroom teachers. For a small district there is a disconnect between the elementary schools and Hadley.

- 👉 I would change the board members.
- 👉 Although I think Julie Causton is a great presenter, and knows her stuff, I think that requiring social workers, psychologists, speech pathologists, etc. to attend every session is overkill. We are the choir. We know this stuff. I feel that the Causton presentations remained very inspirational, rather than practical. I would hope she might concentrate on Tier 2 interventions that can be done in the classroom, e.g. focus on more practical application of inclusion, rather than theory.
- 👉 I would ask members of our district "Cabinet" and members of our school board to spend a full day in the various classroom settings before making decisions that affect teachers, students and support staff.
- 👉 It seems every time a building is expanded, the space is not best used. Case in point - Ben Franklin new STEAM classrooms have skylights in the halls, so they cannot be used for emergency (tornado) evacuations. Every building should have a teacher's lounge. Support staff should be offered alternate plans for Institute days, as so often the material presented does not apply to our positions.
- 👉 The Board of Education. Although there has been some improvement, there is still too much in-fighting and rude behavior in front of the public. Board members should be aware of their body language and tone of voice.
- 👉 Rushing change instead of implementing over time. A school board that works collaboratively and sees what is best for students. SPED and ELL teachers are overloaded. I know there is a goal of not hiring any more teachers, but they are desperately needed, especially as our ELL population grows. Also, with the inclusion model it would appear there is a greater need for SPED specialists to support teachers.
- 👉 buildings and space
- 👉 Cleanliness, coaches do not do much to help but often hinder efforts to meet needs of students. Feel like I have to "jump through hoops" to get a student support.
- 👉 Collaborative decision making and problem solving at the middle school level. Less top down decision making with additional opportunities for feedback or discussion.



- ✎ Communication between the board, administrators and staff. There are mixed messages that happen in private conversations amongst the board/CSO employees and administration that gets muddled and there is not effective communication for staff to know what is actually happening. The district needs to do a better job of communicating exactly what our plan is in terms of how we are going to support our special education students and what our stance is on inclusion. I still have yet to understand and feel like the board has not set a clearly defined idea of what our district is doing for inclusion. Decisions are made too late and not fully explained to staff. We also need to know where our budgets are going, we need to have more transparent budgets to make sure money is being spent on students' needs to support their learning or things that are needed in the classroom to aide in learning.
- ✎ Go back to traditional teaching (no more specialization) No more daily FLES  
Cleaner facilities Follow through
- ✎ Board meeting need to be more professional. No more initiatives put on teacher plates, see how the current initiatives play out.
- ✎ Stay with my new initiative. Keep a curriculum for more than 2 or 3 years. 7 years of changing curriculum in a row is to much for anyone! Also, find curriculum that benefits ALL students and gets them ready for the real world. They need spelling and grammar that is the same across the district!
- ✎ professionalism--treating people as professionals
- ✎ Sometimes it feels like we are fighting for respect in this district. It feels like the students appreciate us more than our superiors, and we are constantly asked to change the curriculum without input, which further leads to the feeling of not having a voice in our own work.
- ✎ School board, Hadley communication between principal and staff, drop PBL, let FLES include French at all levels.
- ✎ communication between teachers and administration
- ✎ Nothing
- ✎ More training for general education teachers about IEPs, the paperwork, the process and how to implement accommodations and modifications into the classroom. Resource and intervention need more space.

This is very challenging and upsetting to students with attention and learning impairments. Going full inclusion is a wonderful idea. However, we need space for students to take breaks, meet sensory needs, have a quiet space, the ability to modify tests and curriculum without getting everything approved by the coaches. We need adults to help support student breaks, various curriculum modifications and health needs. We often try a new idea or program but jump into it without the proper support, materials and space.

- ✎ The school board. The do not appreciate or support teachers.

- 👉 the 21st century furniture is the classrooms is a hazard to everyone, teachers trip over it, students constantly misuse it and fall out of seats
- 👉 More cohesive technology plan, smaller class sizes
- 👉 Need a full time school psychologist for Pre-K responsibilities, which is a massive job. In past years, the Pre-K responsibilities were considered the equivalent of a school responsibility. As the district moved towards expanding the school psychologist role, so that each elementary school had at least one school psychologist, a hiring freeze occurred before the Pre-K psychologist role was addressed. In addition, the district needs an Early Childhood Center where Pre-K services can have adequate space.
- 👉 \_\_\_\_\_ needs to get it together. They are either rude to staff or give them false information. In general, CSO administration needs to respect the opinions and experience of the staff they have hired. COMMUNICATION needs to improve significantly. Building cleanliness needs to improve significantly as well. I would be appalled to send my own child to a building as dirty as the one I work in.
- 👉 Class sizes should be reduced with hiring of more certified teachers, specifically with Special Education experience to allow for more accommodating styles in the general education setting.
- 👉 We need full day kindergarten in order to properly prepare kindergarteners for the rigors of first grade and beyond and in order to implement the Lucy and Eureka curriculums.
- 👉 What are the specialized programs for the gifted learners? A grade level by grade level curriculum for technology would be a great idea.
- 👉 Board not being collaborative in decision making and listening to stakeholders All hands on deck approach where all staff is willing to assist kids in the classroom when needed
- 👉 The dynamics at our school board meetings are atrocious. That has to change.
- 👉 For administrators and the board to meet with each grade level to discuss what is happening and problem solve situations. When suggestions are offered, to listen and consider them. Suggestions are being denied with no explanation. There needs to be open communication.
- 👉 Nothing
- 👉 The negative bullying board members who need professional psychological help to change their behavior & attitude.
- 👉 The Board of education. I have been a teacher in this district for many, many years and this is the worst Board of Education I have ever seen.

- 👉 Communication from the top down More collaboration between administration and the voices of the people in the trenches. Decisions are being made without the key staff providing input. Continuum of services for Special Education doesn't exist. All children are being impacted!
- 👉 five new BOE members would be a good start
- 👉 Some parents perpetuate negative and oppositional attitudes throughout social media and in public which tarnishes the image of the community. Some board members show a level of professionalism that is deplorable. Much of the district's resources go to those with the biggest voices, not the biggest needs. We don't seem to put our money where our mouth is when it comes to raising the performance of specific subgroups. The squeaky wheel gets the grease.
- 👉 I would require DAILY Physical Education.
- 👉 1. Place two certified teachers in every single classroom that has 3 or more students, in sum, with IEPs, 504s, ELLs Levels 1 - 3. This should be in contractual language. 2. Create a state law ensuring every school board has: A) one retired classroom teacher living in their community but not a retiree from the district school system, B) one currently serving classroom teacher (not working within the same school district) 3. Require via contractual language every administrator, including CSO, to teach one at-risk class everyday (as part of their current salaries). 4. Require via contractual language every administrator, including CSO, to substitute teach once per week (as part of their current salaries). 5. Decrease the number of institute days by three and make them student contact days. 6. Create contractual language distinguishing between personal plan time and collaborative plan time ensuring that personal plan time slightly exceeds collaborative.
- 👉 fewer initiatives/a clearer picture of how new initiatives will actually be implemented
- 👉 Negative culture of the school board
- 👉 STOP adding and changing what we do each year so drastically. I've been teaching for a long time and have not had two consecutive years with the same curriculum and programs since 2008.
- 👉 Our board.
- 👉 The School Board Stephanie- please don't try to make excuses for poor behaviors of the Board, it is disingenuous. Bullying policy- to hold the board accountable to their behavior. It would be nice if the Board would get back to putting "Children at the Heart of All Decisions" rather than themselves.
- 👉 The inappropriate public behavior of our current board.
- 👉 the BOE

- 👉 the school board, better physical space, less institute days at beginning and end of the year
- 👉 The Board of Ed needs to defer to district leadership!
- 👉 The admin at Hadley
- 👉 More special Ed. Teachers
- 👉 THE COMMUNICATION for sure and the way Board Members look at Support Staff. One Board Member has stated that support staff shouldn't get vacation, REALLY? I bet you they work harder than all the other positions in the District !!!!
- 👉 More space, less initiatives Less Institute Days MTSS times available for both math and literacy at all grade levels
- 👉 I would consider the size of special education teacher caseloads
- 👉 More resources and funds should be put into special education, and not just general education (e.g. coaches, rooms for special education [e.g. sensory room]), especially as more students are being placed into the general education environment. Studies show that district will double the amount of money spent in order to make inclusion a success. More training should be provided for the paraprofessionals who work with the students with special needs DAILY. This will help them feels supported and confident and will reduce turn-over. Teachers should be provided training on how to best incorporate accommodations in the classroom, as well as scaffolding skills to best meet the needs of their students.
- 👉 More professional development opportunities from teacher experts on certain topics/skills.
- 👉 More space - every teacher should have their own classroom. Travelling is exhausting and not always beneficial to the students nor teachers. More collaboration time across the district. I would like to meet with the teachers who teach the same content as me, but across all 4 elementary schools. More TLC opportunities - I love seeing other teachers in the classrooms.
- 👉 The school board needs to better understand its areas of responsibility and stop using the excuse "there is no policy against it" to insert their personal agenda into the functions of the district (such as saying the pledge in Spanish). For example, the school board should not be making decisions about teacher specialization or PBL. Those are pedagogical choices, not financial issues. I don't enjoy working for leaders who have no respect for my skills, talents, or professional opinions. It makes it impossible for me to respect them.
- 👉 I don't understand why we have more IEPs now, but less aides in the classroom. The wifi is so spotty. Why is this still a problem?
- 👉 I would look for a way to allow our FLES program to have their own classroom. The teachers are limited when moving from room to room.

- ✎ We need more space in our facilities for classrooms and all day kindergarten. We need teacher workrooms and teacher lunch areas.
- ✎ I wish there were bigger classrooms in the elementary schools. I know that the new additions are nice, but they missed a few factors that would really help our students. In my opinion, they could have been designed better.
- ✎ It seems as though the current board members need to be evaluated on their motivations for serving. The efficacy of the current professional development consultant may need to be evaluated. While I believe that Lucy Calkins and Eureka have efficacy, the emphasis on strict fidelity should be loosened to allow teachers to do what they do best - create learning experiences for students.
- ✎ Middle school principal
- ✎ What I would like to change about our district is its inflated ego of itself as held by some, not all, in leadership positions that impact the adoption of initiatives and policies that do not serve the best interests of developing children. Rather than speeding everything up and cramming in more and more things, we should be promoting practices that encourage patience, stamina, tenacity, reflection, mindfulness, thought, consideration, etc. It would also be nice if kids in Kindergarten were not so overwhelmed with the rigor of the academic standards they are expected to acquire that they had the time and energy left for constructive free play and had the mental energy left to learn how to tie their shoes.
- ✎ More support for SAC classes - their own speech, social worker, PE, OT etc. The Board of Education
- ✎ I am very saddened with the way our administration says its there for the teachers and students, yet they are not even in the schools to talk and show that they care about us. I think coming to a staff meeting and really let the teachers be open and honest with their feelings would be a good way to start. I don't feel like  
They could work with  
students, but they don't. I think the district does not care about the special ed students. We are asking for help and the district are no where to be found. It is very disheartening that they don't know the kids and aren't at the schools trying to make an impact on the teachers or students.
- ✎ It would be great to have an EC center, but I realize this is not in the near future. I would also like to see more control over the school board meetings, stopping inappropriate behavior before it gets out of hand and interferes with the purpose of the board meetings.
- ✎ Administration (school and district) must realize that \_\_\_\_\_ do not speak effectively nor accurately for all teachers. A curricular committee does not represent a majority of the staff nor do they speak effectively or accurately on behalf of an entire battalion of teachers. Administration needs to be more transparent in sharing what their plans are that impact the classroom and instruction so that we can work together to implement the district's vision with the highest possible opportunity for student success.

- ✎ Our school board is in a very disappointing place right now. While I understand that school boards are there to ask questions and make solid decisions, it feels as if some board members have personal agendas and are out to hurt good people in our district. We are in a people business - making good kids, better people. Our school board should represent that and make decisions so that our students get the best possible chance at future success. Holding our school board to the high standards we set for our students should be a norm in our district.
- ✎ The BOE; the superintendent; the unclear, ill-planned decision-making; the money spent on Dr. Causton (she has yet to provide any specifics); and the constant shifting sands of district programs
- ✎ Desktop printers are being removed from all classrooms and offices. This is a quality of learning issue. My ability to work with all students, manage my time efficiently, and respond to students (example chromebook issues) will be impacted by not having some sort of print source nearby. The fact that district administration moved ahead with this idea suggests they are out of touch with real classrooms.
- ✎ We need to find ways to help out those struggling students, not just the Special Education students who have been identified, but the ones who haven't qualified yet. We don't have appropriate systems in place to meet their needs so that they can be successful. Technology is a BIG piece in this!!
- ✎ more inclusive resources for differentiation
- ✎ Just making sure how the district provides adequate space, resources and supplies for the students, they do the same for the staff. The environment needs to be warm and welcoming across the board cause it does take the support of everyone to make the District be one of the best districts across the board and nation.
- ✎ Some of the board members. Our band-aid approach to dealing with kids with special needs and inclusion.
- ✎ Better cohesion between the Board and educators. It very much feels that we are not on the same page when our purest intent is to educate our students in the best way possible.
- ✎ Return to 2nd grade specialization Institute full-day Kindergarten Increase behavioral supports for students A school board that works collaboratively with staff and understands its impact on school/district culture.
- ✎ Some how the relationship with the Board and the teachers needs to improve. Never has it been so contentious in all the years I have been here. In addition, there needs to be an increase in support of our self contained classrooms. They deserve their own administrator as well as their own support staff such as speech, social worker and psychologist. Currently, they are being pulled in so many directions and taking on way too much.

- ✎ I would like to see the board be more supportive of administration and staff and respect the expertise of the educators when making decisions. I would like the board to act more respectfully to each other, as well. Space is an issue on our school. Teachers cannot work in their own rooms during their PLAN time and it is challenging to find a place to work. Our work room is on the stage, which is hot and musty...not conducive to working. We have no staff room to eat lunch. Staff bathrooms are limited. There is no copy machine anywhere near my room which is going to be very problematic once classroom printers are removed. On that point, I think it is ridiculous to expect teachers to do their job efficiently without a classroom printer--a basic necessity in my opinion. But again no one seems to listen or care to teachers' point of view on this.
- ✎ Buildings are in poor condition and there is not enough space for staff/students. Lack of space creates safety hazards in some parts of the building because of lack of equipment storage space and narrow doorways that are not wheelchair accessible.
- ✎ Have a school board without hidden agendas and one that is willing to consider feedback from the entire community.
- ✎ Many decisions are heavily influenced by the NWEA MAP test results. I recommend the district begin to consider other indicators for placements, student growth, and program decisions.
- ✎ Board of Education. They are for the most part self-centered and immature adults.
- ✎ I would change the board to being more cooperative with the superintendent, as well as, listen to the teachers.
- ✎ I would like to change the way that the school board overreaches. It seems that individual members believe their personal opinions are more important and better informed than most of the teachers, administrators, and parents. I wish they could see that they are hurting our district by making poorly informed decisions just to show their power rather than listening to the people who work with the kids every day and who have made it their life's work to teach. I wish the school board members who are blindly following the loudest ones would think for themselves and examine what they are doing and why. I wish they would think about ALL of the kids when they make decisions, and make these decisions for the good of ALL of the students, not just one or two students (or not just their own child). I wish they would take the opinions of experts into account and assume that those people might be giving advice based on a lifetime of working with and for students, rather than deciding they know better.
- ✎ Increased support for social emotional learning.
- ✎ The way staff treat each other when they don't agree/support something. Just because they don't get their way, they backstab.

👉 We need professional development outside the district and beyond Julie Causten. The fact that we have only been able to get PD from her this year is crazy. There are so many amazing resources and people out there we could bring in to this district, it seems crazy to think we've utilized one person all year. Teachers need to be able to, and should be encouraged, to attend professional development outside of the district. This needs to be supported at a district level and money needs to be allocated for it. The school board needs to start making decisions that support students and teachers in this district. They need to also stop misinterpreting data to fit their needs. There are data analysts out there. Use them. Decisions that affect the classroom and the classroom teacher should not be solely made by CSO staff in regards to buildings and grounds issues and technology. Dave Scarmado and Mike Wood do not teach in the classroom, and do not have an understanding as to how their decisions impact the classroom. In a day and age when technology is so readily available, at least make a survey to ask teachers things before you make unilateral decisions like each class is allowed only one garbage can. The MAP test should not be the only thing big decisions are based off of, for example, it is the only real data point the board uses to evaluate programs, curriculum, and student performance.

👉 Attitude of the Board

👉 The toxic relationship between our school board with community members, teachers , and our CSO staff.