

Question: Comments/suggestions:		
	1664431	District level Decisions are made in the best interest of the administration. Staff members' opinions are not valued during decision making process.
	1664432	-Have a stronger PBIS program. -Provide with more curriculum materials for teachers.
	1664433	Although I have confidence in the leadership of the District and school, I do believe that confidence in the leadership of the instructional coaches, is at best, questionable. Coaches are there to collaborate and help teachers be more successful. They are not there to be condescending, belittling or to tear teachers apart.
	1664447	The district was NOT prepared for the challenges of this year. Teachers are being left to clean up the mess.
	1664456	I have confidence in my administrators. I would like the opportunity to take an anonymous survey about their leadership. I feel that it would help our school grow professionally.
	1664468	District 41 is forward looking and willing to try new things.
	1664469	Love my work, my school, my community!
	1664475	I am concerned about the rate at which big changes are implemented in this district. Initiatives are implemented and then abandoned within short periods of time. Money wasted on buying materials such as Everyday Math, Making Meaning, Words Their Way, etc. only to be used for two years and then abandoned just as teachers, kids, and families begin to feel confidence with them. Every year I feel like I am spinning wheels to keep up with all of the changes initiatives--never getting the chance to feel confident and secure with the curriculum and materials. Stick with something!
	1664477	Our Parent Engagement Group is currently researching ways to improve communication with our at-risk families.
	1664485	There is a strong feeling of distrust and that big brother is watching. There is very little support from administrators in times of adversity. There is a perception that the schedule is more important than the learning.
	1664482	We feel alone in much of our work and the constant change in curriculum makes our job overwhelming.
	1664488	The teacher workload assumed at our district seems much higher than that at neighboring districts, based on conversations with other teachers
	1664514	it is difficult to have the confidence in our leadership when we enter into so many initiatives, so quickly, without training and fully thinking through the details and availability of resources.

	1664491	I feel that the intentions of our leadership are honorable but very unrealistic. It is stated frequently that administration understands our daily pressures and how so many new initiatives make it very difficult for us BUT we continue to have greater demands placed on us which makes it difficult to do our primary job - TEACH CHILDREN!
	1664500	It seems to me that our district jumps full steam in things without fully understanding the process. It is taking a toll on your teachers and staff. If we do one or two new things a year, that would help everyone out.
	1664501	"Confidence in the leadership of our school" is somewhat true. I am worried about the principals backing up the teachers when there are issues with parents. More importantly, the CSO admin. backing the teachers up and reiterating that we are professionals and this is what we do versus always 'caving in' to the parents for silly issues...letting the parents drive or having them able to change things we do.
	1664504	While I feel that our school is a welcoming environment, I would like to see more done to reach out to the families where the parents may not have English fluency, particularly those that speak a language other than Spanish, as I think those parents, through the PAC are more comfortable at our school, because of the PAC. I appreciate the daily communication from our principal, and his near daily encouragement to our students to make good choices in the morning announcement.
	1664509	I wish that our school administrators and district administrators were approachable. I wish that I felt as if I had a voice and felt. I wish I felt as if our school administrators respected my input. In our school, clearly we have the teachers that are considered important and then there are the others. We have lots of great teachers, but only a few deemed by the school administrators have opportunities and get to get heard. We need authentic leadership, not "yes people".
	1664531	I question the quick and drastic decisions that have been made over the last year. I don't feel like D41 keeps quality of life in mind for staff members. We are individuals with lives outside of school and need to keep this in mind for work/life balance. I don't feel respected as a professional or as an individual.
	1664539	I do not feel the development of the whole child is being considered in the present decision making about how instruction is delivered.
	1664540	I am confident in the new leadership that began working in our school this year.
	1664551	Steve Diveley has been a great addition in leading Hadley to where it needs to be in the future.

	1664583	I answered that I am proud of district because I am proud of the staff for pushing through and meeting the needs of our students the best that we can each day.
	1664595	Our district is heading in the right direction, however, we seem to be moving too quickly. New initiatives need to be supported with PLENTY of professional development and planning time for teachers. Without those items in place, it would be difficult to recommend our district to others looking for employment.
	1664626	We need to create an open atmosphere where people can ask questions and have input without being looked at as negative. A lot of people really care about our district and their concerns, opinions are ignored. We have also created an atmosphere where people say to the administration what they want to hear. Then they say what they really think to peers. It gives a skewed picture to the administration. I think that the district should find the most successful teachers and ask them to meet in a focus group. If they are successful they most likely put students first in all of their thinking... which is how it should be. They will reflect what is best for kids vs. what is best/easiest for themselves.
	1664749	District 41 has a great learning environment and has some of the best people I have ever worked with. TEAM is a key word in this district, great communication and collaborations...
	1664764	Technology decisions such as the roll out of chromebooks appears hurried. Other districts that have made similar moves, have done so only after piloting several programs over the course of several years. In such cases, the implementation was accepted and successful.
	1664768	I wish we would be more purposeful and reflective as a district. We tend to jump into initiatives without much groundwork for staff, then seem to abandon them a year or two later. I don't think many of them, such as differentiation, were really abandoned, but no one encouraged teachers to reflect on their practice and continue to grow in that area.
	1664773	Happy with the new direction of our principal and AP
	1664782	D41 is a 'lighthouse district'
	1664788	I would only recommend employment for the money the atmosphere is not friendly and training for those new to the district has been useless
	1664798	Top-Down model not conducive to professional atmosphere. In theory our committees should be representative of entire group view, but it seems the view of the committee members is what is policy/practice which is then handed down to staff. Curriculum in many, many areas is in flux. RtI is nebulous. The growth of the demands of e-mail has gradually eaten away into our primary focus as teachers. Enough of these 2 and 3 page e-mails delineating policy/practice that continue to stream in.....

	1664803	I would not recommend our district to others because we are not allowed to initiate change in a systemic manner; it is the law of diminishing returns in which we are asked to do too much without time for reflection or implementation so we can not do anything well
	1664832	I think that a new employee coming into the district should not make the same amount of money than an employee who has been with the district longer.
	1664853	To recommend this school district to others who are seeking employment, means it has to be an individual who can stand the "pressure cooker" of constant, unremitting change and push.
	1664854	I'm not a fan of the portables and skeptical of the planned 4-classroom expansion and keeping the portables. Seems like an expensive "band-aid" approach to this problem.
	1664996	I guess I understand how my work "should" contribute to overall success of the district, but I don't get the feeling anyone else does.
	1665025	The support needs to be stronger from administration when it comes to new or changing programming.
	1665079	The leadership in the district and building are new, and it is premature for them to have my utmost confidence. There have been times when I feel like there is little to no leadership in both the building and the district. I long for the days when administrators hold teachers accountable for implementing district curriculum universally, operating under current practices and policies consistently, and maintaining high levels of professionalism. When staff does not, administrators should take swift action to see they do.
	1665262	New leadership right now, so waiting to see how everything develops.
	1665511	negative atmosphere cultivated this year ■■■■■ assistant principal focus on too many initiatives rather than focusing efforts and maintaining positive learning climate
	1665580	District level Special Ed leadership is consistently a concern.
	1665584	strong/equal adherence to rules made for the protection and fairness to all
	1665630	I would like to see our principal communicate more with staff and be more available for discussions.
	1665671	I fear anything I would say would not be kept in confidence or would cause me to be fired. I do know there are more unhappy staff with the district than CSO probably realizes.
	1665674	Do not have full confidence in all school board members, but have more confidence in district and building administrators

	1665706	While I have confidence in the leadership of our District as it pertains to education, I am extremely dismayed to hear of the wayward direction in which Support Staff's contract negotiations are headed. From a human resources perspective, I feel very disregarded as an employee. We always hear that every employee in the district has a vital role to play, but it is clearly not what is felt by the Board and District personnel.
	1665720	I have more confidence in the leadership of the district and Hadley than in the past few years. I think with the new principle in place, the school has been running a little smoother. The counselors have been more
	1665912	I believe that when the administration begins to trust and value their instructors and show respect and gratitude for the very hard work they do, that morale will increase and it will inevitably trickle down to the students.
	1666055	The stress and strain on my coworkers with everything that is new and different this year would lead me to NOT recommend others to seek employment here.
	1665999	The District takes a top-down approach and retaliates against people who speak up or "make trouble." Though there are forums to share opinions, they do not seem to figure into decision-making.
	1666118	Quite a big divide between Agree and Disagree. Perhaps consider an intermediate category for more accurate results.
	1666261	I have never felt as supported in a district as I do in this one. I feel like whatever I need to do my job, I can find a way to get assistance.
	1666326	I feel as though the district has made some reckless decisions in implementing change this year. Although I love this district and believe everyone to be well-intentioned, I think that there was a lack of planning coming into this year. I also feel that some decisions are being driven by factors that should not be trumping other priorities (i.e., having a STEAM lab instead of providing appropriate instructional spaces for classes).
	1666328	All my own children have attended Glen Ellyn District 41 and I am very personally pleased with the district
	1666350	As the leadership of our District and in particular, our school, is new, I'm not sure if enough time has passed to develop confidence. Having said that, I am encouraged and feel there have been very professional and positive actions taken by the superintendent and the principal that are encouraging. I have grave concerns about some board members and their leadership. On the flip side, I am grateful for the positive and supportive stance other board members have taken to understand and consider the work that is done at the classroom level.

	1666424	Less proud of Hadley than the district as a whole. Local reputation per community members I have spoken to about Hadley is that the school's quality has fallen over the years, would like to see the reputation and appreciation of the school raised up.
	1666805	We have a new superintendent and I not sure if there is a new vision or if we are continuing where the last superintendent left off. It is definitely a transitional year for many reasons.
	1666806	I feel like we are moving in all directions too quickly. Decisions are made without forethought and exploring consequences. For instance, the Glen Ellyn Public Library is putting on a STEAM fair based on the initiatives put forth by our district, but how have we embraced STEAM thus far? It does not appear to look good when the library is able to out-do the school in terms of exposure to STEAM principles. Math programs were dropped without a plan for helping teachers acquire new resources. Literacy moduals assignments and projects were put in place without assessments or rubrics. Literacy and math specialists are no longer coaches, but assessment writers. Rubrics and pretests are being written during units instead of in advance of units. We need to change, yes, but at a pace that is respectful of the work that must be accomplished.
	1666886	I feel that there is a disconnect between the staff and the CSO administration. I think that there is not effective collaboration and this creates stress and confusion among staff. I have experienced many frustrations both with myself and staff regarding communication with CSO administrators as well decisions that are made that are not always in the students best interest. The opinion and input of staff who work every day with the students is not always put into consideration. Also there is limited support for those students from low income or refugee backgrounds.
	1666938	I am enjoying the different perspectives from our various new administrators. I also love that input from all levels of administration is solicited.
	1667505	Grossly underpaid and overworked.
	1667848	The climate in our district is one of negativity, criticism, and punitive action. We would never think of treating our students this way, yet it seems to be acceptable to put some staff members under a microscope, serving as an "example," while other staff members that are doing the same (or much worse) are not remediated. Our district is no longer a community of caring, supportive, and encouraging leadership, but rather seems to hold the idea that Hadley is more of a wild child that needs to be tamed, controlled, and whipped into submission.

	1667890	Concerned about Special Education students as well as students receiving RTI services. I feel like there is not enough staff to service these populations.
	1667904	Generally speaking, parents are welcome at our school if they speak English well and are part of the majority demographic (white upper middle class). Specifically, parents from lower SES and parents who do not speak English are not made to feel welcome. There is not existing extra effort to reach out to them to sway them to participate (understandably, they are reluctant), and there are no interpretation services provided, nor is there a staff person assigned to help "shepherd" them through the various events that other parents navigate effortlessly.
	1667941	More recently this District has moved from a collaborative model to a top down model with things dictated or decided without stakeholder input or giving opportunities to truly reflect or ask "is it working". There's a plan and we are forging ahead... Even more so in school building. Finding things disjointed and not well thought out.
	1667950	There are many things that I like about our District and that I'm very proud of the work that goes on here, with that being said I also think that we are a district that takes on way too many initiatives that are very overwhelming!!! We don't always get clear direction from the leaders in our District both at District and at school level as far as the purpose of these initiatives.
	1668021	We have new leadership in our school this year and I'm unsure of how I feel at the present time. Our leaders are certainly competent, but I sense that change is afoot, and am unsure of the direction we're being led.
	1668313	i have never felt so disappointed with our building leadership and the decisions they make
	1668471	Working in our school can seem like we are in a "prison" and we are the guards. Doors locked, strict tight schedules to adhere to, not much out of the box thinking by teachers and students. Over-detailed administrators worried about their agendas and reports. The whole atmosphere of our school is tense! The best part are the students we teach each day. Way too much focus on assessments.
	1669004	Working here has been a very good opportunity.
	1669267	It appears that the District does what it wants to without regard to the input from the staff and the public.
	1669532	New leadership-I'd prefer to wait and see prior to passing judgment. While I am proud to work in this district, I'm not sure I'd recommend employment to others simply because I feel that it's an extraordinarily stressful environment. Perhaps streamlining systems could alleviate this stress. I'm also not convinced that individuals and their contributions are valued. Parents and students are valued.

	1669560	Our principal has favorites. Favorites meaning he prefers having personal relationships with certain teachers. Our school feels like a high school. We have clicks and unfortunately this has stemmed from our principal. I once was proud of our district. Not anymore because the administration has created overworked teachers and stressed students. They make us take surveys giving hope to the teachers that change to benefit the teachers may happen and it never does. Personal agendas are per planned and we are the pawns.
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Page: Work Environment

Question: Comments/suggestions:

	1664435	Limited resources for working with bilingual students, other than Spanish speaking. There has been no training from Special Education regarding procedures and policies for this school year, except for a few emails. The amount of time needed to complete paperwork is not accurately considered by administration in my workload. My workload is assigned by the number of students I see and that is it.
	1664436	All students need to have 1:1 technology, not just Level 3, whether it be laptops or iPads. I also disagreed with the amount of work because almost every minute of every day is scheduled with meetings (be it PLCs, other grade level meetings, district meetings, Tier 2/3 meetings, etc.). Little time is given to teachers to actually plan and prepare for lessons. It is almost the expectation that teachers MUST arrive early or stay late, or do all planning at home, rather than here at school where our resources are.
	1664437	- I wish teachers would be given a curriculum. My planning would allow me more time to adapt lessons to make them more cooperative, higher level thinking, and integrated. Instead, I find myself trying to find resources and lessons online.
	1664439	We are asked to do backwards design for our planning; however, assessments that are coming from the district are received in a very late manner. It is very hard to look at the long term goal if we are not guided by our specialists to this. Also, we have many resources; however the materials that we need have to come from district in terms of what is considered the end goal for each module.
	1664462	Sometimes staff members don't share their ideas so they will look better than their colleagues. It's unfortunate. Specialists (coaches?) would be able to assist teachers better if they understood what classroom teachers go through. They should at least substitute for absent teachers once in a while.

	1664451	Again, teachers are creating the curriculum. They are paying for it out of their own pockets, they are working insane hours, jeopardizing their health, their quality of life with their children, spouses and family is severely diminished, their other social obligations fall by the wayside. Instead of a culture of continuous improvement we have devolved to a culture of continuous chaos where teachers and kids are the victims of a reckless and unrealistic BOE.
	1664461	I think my staff is very professional. Occasionally, we run into problems with respect. It is sometimes difficult for classroom teachers to relate to non classroom teachers who do not have classroom experience. It can also be difficult for the staff to seek out help from our specialists. Our specialists have been treated as almost administrators, when they are not. They are here to help the classroom teachers, not judge or tattle tale on them. We are all in this together to help improve our learning as well as student learning. I feel this is something that the district needs to work on.
	1664471	Provide math resources. Googling worksheets is not effective.
	1664472	With regards to having the materials to do my job effectively, we are often given District assessments/materials (rubrics, etc...) on a very delayed schedule. I believe they should be IN PLACE prior to the end of the previous Module so that we can effectively plan and schedule.
	1664473	Our classroom environment is very positive, high energy, and welcoming.
	1664479	A writing intervention and support for struggling writers is a need. Module writing projects are too difficult for special ed students and other struggling writers. Modified writing projects need to be created for these groups. Reading selections in the modules are too challenging for some students and alternate pieces of text at lower levels are not included. Modules are not differentiated to various student levels. Love one to one laptop to student ratio. Very helpful. Concept of switching curriculum very year (4th/5th) is ludicrous in my opinion.
	1664483	Resources and staff for extreme outliers are needed SE nd ENL. Teachers should be issued personal laptops.
	1664484	My program (ESL) at my school doesn't have adequate technology to do research online. I have iPads, but we really need laptops!
	1664486	We need time to plan and that really needs to be respected. I think today's institute is a sign that the district is recognizing this. How about instead of sit and get at the institute days at the beginning of the year we get a chance to work with our teams or in our rooms? It takes time to plan when we are asked to be 21st Century teachers.

	1664499	modules do not contain resources needed...they still feel as though they are only a list of standards. We need better books, by people who have read fully read them. resources are not adequate for newcomers.
	1664506	While students and adults feel safe, we have no plans that have been shared that deal with various threats and disasters. Our preparedness is not adequate.
	1664507	Writing our own science and math curricula as we are teaching it has been too demanding this year, especially for two different grade levels.
	1664508	Student safety in portables is a concern. There is too much coming and going to bathrooms, other teachers, library, band/orchestra, etc. We only have 3 key cards per class, which isn't enough for the needs of the students.
	1664512	I know with teaching there is a lot of work, however we should not be asked to write our curriculum every year!
	1664515	Portables create an unsafe environment without a doubt!
	1664516	No support between classroom teacher and special ed. Ant "RTI" falls on the classroom teacher. Impossible to meet all students needs with 24 in a class and so many levels...even with guided groups. Curriculum not ready for us to teach. Besides floors being swept and mopped, classroom is dirty. My sink is gross and is never cleaned although I have bathrooms and kids wash hands all day.
	1664520	I feel that developing our math and science curriculums while we are teaching has been overwhelming PLUS we are teaching two grade levels. The demands have been unrealistic and it makes me feel consistently inadequate.
	1664536	We lack human resources necessary to deliver consistent interventions for students struggling in math.
	1664542	In the primary wing of our school, two of the sinks in the girls washroom don't work. The toilet in the adult restroom across the hall from that always takes at least two flushes to clear it out. The adult washroom runs out of toilet paper, and the kitchen is often out of paper towels. I think the floors used to be washed nightly in the classrooms, but that doesn't seem to happen now.
	1664547	I put disagree for resources/materials because it's been difficult for the ESL teachers to find materials that support the modules. We have either been looking outside of school to supplement or creating our own materials by scratch. It's not a bad thing, just makes planning a little harder.
	1664552	This year has been quite difficult without a math curriculum. I spend at least two hours a night just looking for resources for my classes. Then I still need to differentiate the lessons for them. I do not like (script) curriculum, so I am glad we no longer use Everyday Math. I just try to atay ahead of the ggame with engaging activities for my classes.

	1664558	Teachers are working to piece together a math curriculum, working extreme hours, and don't have enough staff to support diverse student needs(or staff is not utilized to support all students - specials teachers have almost double plan time as classroom teachers and they are not asked to help support studnets). I don't feel safe at work expressing my views or opinions. We are asked to provide feedback and share our opinions but if the opinion or thought is not popular or the way administration wants things to go, teachers are treated differently by building administration for speaking out against the current.
	1664561	The hardest part of this job is being able to keep up with the workload. With PLC meetings several times a week before school, less prep time (library taken away) and several committee meetings after school my time for prep/lesson planning is very limited. I feel I could be a better teacher if I had more time to meet the needs of this very demanding job.
	1664569	We have lots of resources, thank you. There is no professional development or actual lessons supplied. It is very difficult going from a day by day supplied script to developing curriculum as you are teaching it. Administrators make decisions (what seems on the fly) and expect for us to make it happen. It is very stressful and frustrating. Then we are pulled from our classrooms to write the units a couple weeks before the end of the trimester.
	1664571	We need SPED and ELL support back into our classrooms on a daily basis as it was in the past. With 30+ students in a science and social studies classroom without support is very difficult to meet all needs of students from gifted to below standards students.
	1664574	I think adults treat students with respect, but I am not sure if the children would see it that way. The teachers use a respectful discipline, but the children may not see it that way.
	1664581	Ther needs to be a SOMETIMES selection!
	1664611	We have not been offered outside opportunities for workshops the past few years. We do not have the necessary resources and what I consider to be the best resources for math instruction. The materials I'm missisng are curriculum resources. With the lack of a curriculum this year it is very stressful trying to get things done and feel like you're able to present the quality of lessons you want to. There isn't time to review data and tailor instruction as well because you're writing icurriculum.
	1664613	STOP having teachers create curriuculm DURING the school year! Give us what we need to teach....NOT make us PLAN EVERYTHING- I want a MATH and Science curriculum so that I can concentrate on TEACHING!

	1664650	In years past, I have felt more prepared to do my job. This year, we are lacking resources and time to prepare for all the new initiatives. While we have a great amount of technology, we lack the support (professional development)required in order to fully integrate these resources. The teachers in this district are being asked to do too much in the area of curriculum development.
	1664667	To clarify, I would do my job very well with or without district training. Many of us do a a great job because we spend a lot of time on our craft. The training we receive from our district is not always what we need.
	1664783	D41 students and parents are the 'best'
	1664789	The hallways are unsupervised and unsafe. Opportunities for students to bully one another abound because no one is adequately supervising them during passing periods and before and after school.
	1664799	Many of our 6th graders are struggling with the size and demands of the departmentalization at Hadley. Students in classes and hallways are loud and often do not speak kindly to each other. The students this year, as compared to last year, are moving in the right directions to respond respectfully to adults. PBIS has seemed to disappear.
	1664804	In order to work with a diverse population and meet the needs of our impoverished, language-challenged students, we need: one truancy officer per building, one social worker per 400 students, one psychiatrist per 400 students; math interventionists per building equitable to that of our reading assistants; math specialists per building equitable to that of our literacy specialists; simplified job description for math/lit specialists so that 80% of their day is co-teaching in order to build teacher facilitation skills
	1664833	There is one teacher I've witness go nuts on his/her students as well as students walking down the hall=(
	1664835	When asking for materials it is often a struggle to get approval for these items. Sometimes it takes months before the item is even ordered. As a district we need better technology. Our students are growing up in a technology world and I do not feel as though we provide them access to the best technology. I also don't feel that from classroom to classroom each child gets the same experience with technology. As a district we shouldn't be afraid of technology and we should embrace it. We should allow teachers access to ordered materials to enrich technology skills in the classroom.
	1664906	Eliminate portable classrooms.
	1665012	Our diverse student population requires an increase in teacher support in the classroom or smaller class sizes so that our ELL population and SPED population gets the individual support that they need.

	1665027	More resources and structure is needed in the special education programs from administration. (What is expected and what is available).
	1665156	The bathrooms at Hadley are decrepit. The air conditioning - window units - are often broken, malfunctioning, or so loud instruction is hampered. The boiler is often "down," and even when it is operating, our rooms fluctuate between too hot and too cold. Flooding in the parking lot can lead to water in the basement classrooms. There is inadequate parking. Entire departments and hundreds of students have to move back and forth between portables and the building during extreme weather conditions. We are about to launch a new one-to-one device program, except that launch includes only twenty Chromebooks for 100+ teachers; in other words, our students will have greater access to current technology than the personnel charged with teaching how to use that technology. Teachers do not have the technological tools that best suit their content areas, i.e., document cameras. The one item in abundance for all Hadley teachers is the load of non-instructional, administrative expectations put upon teachers. Each one of these detracts from instruction and interferes with student performance. Yet the demand for improved student performance increases - as do our class sizes. There is a worrisome undercurrent of the haves and the have-nots amongst students, and amongst the teachers - those that follow the rules and those that don't.
	1665177	In some classrooms, sarcasm is a regular method of teaching.
	1665281	Technology decisions appear to be made on what is best for the IT department as opposed to what is needed by students in a science classroom
	1665427	I was new during the year and feel that it was a sink or swim situation. No manuals on how skyward works, just told to go to a tutorial. Wish there were some reference materials to have hand to be used. Also - district wide policy binder. So you can ask three people on how something is done and get three different processes.
	1667623	teaching and support staff is very supportive of each other [REDACTED] assistant principal snaps at staff members and is not open to staff input a my way or the highway attitude has been communicated to staff my the assistant principal that has cultivated a sense of distrust of her and a lack of ability to collaborate with her to maximize problem solving effectiveness staff are fearful of being yelled at for sharing an opinion that might differ from her opinion and are now part of a culture where teachers fear the rection she will have to even a request for clarification of something

	1665646	We make efforts to encourage students to respect each other and to respect teachers. Yet, there are some students who disregard this initiative. I feel there should be more consequences and training for students who don't engage in respectful behaviors. This is important to maintain a positive and safe atmosphere in the school.
	1665716	I know my job. I know what I need as a diverse individual to do my job the most effective, efficient way. I have asked for technological resources that make sense in a 21st century environment but am repeatedly told no because of the top-down, bureaucratic approach that's always taken.
	1665779	none
	1665990	If professional development is offered for some staff it should be offered to all staff (i.e. SIOP training is not offered to non-classroom teachers but some of us teach that population of students). These inequities make non-classroom teachers feel as if the work they do is unimportant or peripheral which then leads to unhappiness in the workplace.
	1666245	It is difficult to answer the question: Adults at school treat children with respect because I would say Strongly Agree overall, but unfortunately there are a few staff members that are just plain mean to students.
	1666355	It is difficult to answer the questions about how children treat one another and how adults treat children, as there are, of course, those who do not. For the most part, however, I feel they do. What you did not ask was if adults treat adults with respect, and I would have to say 'disagree' as staff on staff bullying is tolerated and excused.
	1666363	In light of the stress that people are experiencing this year, there has been some level of tension amongst co-workers. As a non-classroom teacher, I feel a certain amount of hostility from some classroom teachers who are looking for someone whose job is "easier" than theirs so they can claim inequity. I think the dynamic between staff members is a cause for concern and needs to be addressed.
	1666378	- I feel that we need school-wide work on respect, etiquette, manners, appropriate audience, and appropriate interactions with adults
	1666430	New teachers need a mentor program at our school which is difficult to navigate without support.
	1666445	I feel as if I have had adequate training in the past, but due to new initiatives being implemented at the same time, there is little time to train effectively prior to implementation. Also, I'm concerned about "hidden" agendas and the impact of them in regard to training and preparation.

	1666549	Technology is unfairly distributed. Some classes have 1:1 computers:tech while other classes have none. The work load is negatively effecting my abilities to be a good teacher. I spend so much time prepping that I am exhausted when my students come in.
	1666664	Some tech recommendations are ludicrous with the smattering of time to practice. I don't agree with the idea of the chromebooks and having students learn that platform.
	1666807	We do not have a math intervention in place for our most struggling students. Our ELL resources are stretched as well as our special education resources. In my opinion we do not have adequate personnel resources to support the students who are most at risk and in need of support. Many of these students needs cannot be met solely by a classroom teacher. These students need qualified support personnel who can push in and work with the students and teachers to provide accommodations. What classroom teachers are currently being asked to do is unrealistic.
	1666887	I have heard multiple racist comments from staff regarding students of ethnic backgrounds or low-income backgrounds. I have also heard many students say racist comments to other students as well. There also seems to be inconsistent consequences and treatment for students depending on their families and their backgrounds.
	1666942	I am happy that school safety is a top priority as well as student learning and social emotional development.
	1667506	Overworked and grossly underpaid.
	1667880	I don't feel like we have had enough training on how to use the new Chromebooks that students will have in our classrooms next year.
	1667893	Special Education should have a bank of computers. Classroom teachers are reluctant to send students with their computers. Would like to be trained in certain intervention programs.
	1667957	The bathrooms at Hadley do not portray the image that they should for a school in this community. The layers of paint, drips, and graffiti as well as the old tile look very low class.
	1667958	Our resources are falling behind more and more for students who are at risk. Our professional development time is now spent on unit writing, not stretching our minds and opportunities, exposing us to what others better than us are doing. Our technology plan is far behind and limited hands-on tools available. Day to day technology support in the classroom is non-existent.

	1667966	I've mentioned all of the new initiatives that our district implements every year. These new districts demand a lot of time from the teachers, it is impossible to implement these things, plus do our jobs without feeling so much pressure and stress!!! As far as technology goes, certain groups of students were left out at the beginning of the year from having the adequate amount of technology that was promised last year. The technology department had to "scramble" for extra technology so the students could have it. It's not equitable across the district.
	1668032	Regarding the workload, sometimes I feel that what we do as teachers isn't viewed as being "enough." There are times when I feel that I am struggling to stay afloat with expectations, and wonder if others feel the same way. As far as respect goes, I still see lots of instances-especially in the halls-of students being disresepectful of their peers and adults alike.They bump into people, and don't stop to apologize, and often times, students disregard teacher instructions when they are asked to walk in the halls, or they comply and then when the teacher turns around, they continue on with the undesired beahvior.Despite our best efforts with the Wildcat Way, I don't see a great deal of change.
	1668062	Technology - as a teacher, I struggle with the limitations placed on my with my iPads for the students. The process to get new apps is time consuming and cumbersome and there is no way currently to "test" a new app. So, what ends up happening is that since I can't test the app, I have to get it on all the iPads and hope that it is what I think it is....ineffective use of time and resources in my opinion. There should be a way for a teacher to easily get apps to test and use (with a specific budget or other appropriate restrictions to ensure appropriate usage)
	1668315	the "ticket" system that is in place at the schools - is a joke - we are rewarding students with tickets for things that they should be doing without being rewarded for. What is this teaching them for their future? that evertime they do their job - they get rewarded - This is a dis-service to the students.
	1669281	This District is moving to a plan as you go approach instead of planning and then going. I don't feel this is the best for the children.
	1669484	District 41 is a very good school district.
	1669526	one to one ratio of laptops. Without the computer lab, almost impossible to find ways to use 8 laptops in class together when our students need more modeling than older grades.

	1669534	I feel physically safe. In general, I feel emotionally safe. There are many colleagues who have confided in me that they do not feel emotionally safe here.
	1669562	Our ENL teacher [REDACTED] never sees her students. She makes excuses for why she didn't see her students or comes late to work with them. So NO I don't have help with kids who need it. I think the district should buy pre made Common Core curriculum to help eliminate the pressure from the teachers. Also, PBL is only reasonable to do twice a year. Common Core should come first. We have students not knowing how to read and the last thing we should be concerned with is fitting in a PBL.

Page: Communication

Question: Comments/suggestions:		
	1664438	See previous comments. I have received approximately 3-5 emails this year regarding procedures/policies from the department administrator. The only recognition I receive is from parents.
	1664441	I believe there are many administrators in the district and school who are not open to hearing ideas and/or opinions of teachers. Rather I believe that some are even penalized on their evaluations for sharing their thoughts.
	1664457	When the superintendent stands up in front of us at an Institute Day and hectors us to "learn how to embrace change! Take a risk! Take a chance at failure" I am deeply offended. There is no more innovative, forward looking staff on earth than the teachers in this district. We are moving heaven and earth this year, with very little district support, to change EVERYTHING simultaneously, and he has the gaul to tell us that we need to "learn how to embrace change." How disconnected can you possibly be.
	1664463	I feel that communication among my administrators and the staff could be improved. It would also be nice to receive recognition from my administrators. When you receive recognition, it makes for a more positive work environment.
	1664490	As an ESL teacher, sometimes I'm not kept in the loop.
	1664495	Sometimes district and school communications require an extremely quick follow through or reply from the classroom teachers.
	1664502	Feel like if I express opinions that don't agree with administration's, they are not really heard or considered. District forms committees making it seem like we have a voice, but really just feel pressured to agree and go along with what we know administration wants. Alternative points of view fall on deaf ears. Feedback about initiatives is gathered too late to make a difference for following year.

	1664503	I feel that there are some teachers who have a competitive edge and don't like to share. We have to keep in mind that the kids we teach are ALL of ours. All of us want to be the best we can so why not share your wonderful ideas and we can make them are own and do better for our kids.
	1664528	OUR concerns have been brought up but nothing has changed.
	1664529	We are being asked to do surveys over and over but nothing is ever done in terms of the teachers' perspectives. Why bother if the district is going to keep plowing away without any concern to our needs within the classroom?
	1664530	Student discipline issues are often not communicated back to the classroom teachers.
	1664537	I think that the communication between building administrators and staff is good but there is always room for growth and improvement. Email communication has become so prevalent and sometimes things get missed because people don't always take the time to read email as thoroughly as they should.
	1664541	There are many things I do that are not recognized on an outside personal level for kids and within the classroom...never does the district or principal comment or support. There definitely is a 'click' of those who stick together and kudo each other and don't include others. THis has been on going for years! I'm just saying since you asked....
	1664545	I feel that the people who felt strongly about all of our new initiatives are those who continue to represent us on TFE and don't always represent the views of the staff. Many our newer teachers who feel pressure to participate on these committee and are often afraid to speak up for all or represent an opinion they may not agree with. Decent is not welcome.
	1664554	While the daily notes are helpful, there are times when responses to specific questions are not as expedient.
	1664555	There have been a couple of situations where emails have been sent to building admin that have not been followed up on. I realize everyone is busy-but often times there isn't follow-through or resolution to the issue
	1664577	Personally I don't feel like my opinion matters unless it is in agreement with where the building or district philosophy is.
	1664584	Communication is a concern for me in our building. Often emails are written to an administrator and responses are never recieved back. At times, emails will be resent and there will still be no response. This is occurring with one administrator and not the other.
	1664585	Communication at Hadley is improving with our new leadership. Our BLT rep from our department is excellent at seeking and communicating feedback in both directions.

	1664594	Things change too quickly. Curriculum and communications are ALL over the place. The data warehouse, Google Chrome, e-mail...where does one go to find answers? We don't get agendas before staff meetings, so it is not time well spent. We are expected to communicate, but I don't feel that we are told anything. Communication is WORSE than ever.
	1664627	I totally understand all of our new implementation this year, but due to change in superintendent, I don't have a clearly understood vision of where Paul is leading us. Not sure what the "big picture" even is.
	1664693	To clarify, I receive credit for a job well done from parents and coworkers. The district only values those that follow the leadership (regardless of their teaching ability/success with students).
	1664769	The rumor mill always seems to run ahead of official communications and there are usually several different versions of information floating around. Building administration sometimes seems out of touch with the mood of the staff.
	1664774	Happy with our new administrators. Still need some work with communication
	1664784	Administration has done a good job with our staff
	1664790	The constructive criticism giving during my evaluations has been extremely beneficial and helpful.
	1664911	I am not confident in the district level administrators (not school administrators) who come into our school to evaluate teachers. They do not know the teachers and the students they teach, they do not understand the school climate, and they are not effective at evaluating the true classroom.
	1664995	Decisions are made about my area of expertise at the district level without any input from my discipline. Seems like everyone can do my job.
	1665028	Feedback should be given and then supported. It should be acknowledged when a staff member makes positive gains.
	1665149	On nearly all levels, the communication system in our district needs improvement. Change is being felt under our new leadership, and there are times when I have complimented our leadership for the noticeably clearer, swifter communication. However, there are too many things that go undiscussed in our district - and much of that silence is a result of years of union leadership that has sought to silence its membership. Ideas and opinions that could be viewed as new, radical, oppositional are publically and deliberately squelched before they are even uttered. We have no forum, no vehicle to express the inconsistencies, the unfairnesses that happen daily.
	1665269	Communication with the assistant principal does not feel open and acceptable.

	1667627	Email contact exists, effective communication doesn't email is not conducive to collaborative, effective communication and is used in place of effective communication
	1665649	I believe communication needs to improve.
	1665725	Please note that if there were an option for SOMEWHAT Agree, I would have chosen it for all my responses on this screen. To say I fully Disagree would be drastic; to say I fully agree is overly generous.
	1665781	none
	1666045	I have watched my coworkers voice their opinions and be ignored over and over again because their opinion disagrees with what is being presented. These people have felt repercussions from voicing their opinions and are no longer willing to put their jobs at risk to say what they feel. That's not right! As for feedback, when you are in a specialty area, it is difficult to receive valid feedback to improve your performance.
	1666011	What it means to "do a good job" is not clearly defined for non-teaching staff and seems to change arbitrarily. Expectations from each administrator are different and the same interaction is perceived differently from each angle administratively. There seems to be a long range plan overall, but not every population is included or addressed, so it is difficult to know where our work is going.
	1666250	Communication in general is very difficult, so I am never surprised to learn something after the fact. This is especially difficult in a district that has so many (valuable and productive) initiatives being implemented.
	1666357	The avenues for recognition from the district level are rather fraudulent and secretive. Those selected almost always belong to this 'inner group.' Credit and recognition almost always comes from parents and children, and in my personal situation, that is plentiful and the most meaningful. The new administration I feel is attempting to publicly and privately acknowledge good work, but that is a change from the past few years.
	1666367	Being a non-classroom teacher, I feel out of the loop, and I am often made to feel as if what I do is not as important as classroom work. I very rarely have any administrative presence in my classroom.
	1666435	Sometimes information which would be helpful is not shared. Uncertain if this is by design or not.

	1666456	I am not certain of all of the long range plans the district has in mind. I think I know, but do I? My building administrator does not give objective feedback to all individuals. Favoritism is evident within the staff, and inappropriate personal relationships are not being kept in a social setting. For instance, personal texts have been referenced at meetings between administration and teachers. After work get together with selective individuals have been referenced in the school setting.
	1666551	We sometimes feel like we are being spoken to like children and that there is not enough transparency with admin. We are also given misinformation and statistics are often outdated, skewed, or manipulated to make the staff believe that the districts plan is effective.
	1666665	I feel that support staff in the school buildings are required to handle additional responsibilities daily which were normally handled by the district office without additional work time or compensation.
	1666888	With my building administrators I have great communication and rapport. They are open with me and tell me when they want something done and how they want it done. The roadblock that is usually met is with CSO administrators. Decisions are not made in an effective timely manner and frequently they are made with no input from that staff that it effects the most or the students. It can be difficult to get a response for an email or phone call and the responses are inconsistent depending on who you speak with.
	1666958	If neutral was an option, some of my answers would have fallen into neutral for this section. It has been my observation that to gain information, I often have to seek it out. This is definitely due to very busy schedules and having the time to meet/communicate with staff. Communications over the phone are not always consistent with later messages sent via email. This can be frustrating.
	1667507	I feel that there is a lack of acknowledgement and praise for a job well done. If asked, it is received, but not otherwise relayed.
	1667896	Communication between administrators and staff is lacking. Causes rumors to start and undo stress.

	1667979	Communication is a big "miss" in the district. We learn of things same time the public does. Sharing ideas and opinions is not sought with the new topdown attitude. Staff shares among themselves in trying to make things work. When sharing now at district level one feels dismissed as in "thanks for your input" but we are still doing it this way.... School level not much is shared and if so - it's usually right at a deadline, always running behind....This may be a byproduct of the new top down running of the district and buildings are also getting things last minute from district. Long range plans and goals is a moving target - especially with a new supt.
	1668038	As far as credit /recognition go, I don't feel that I get much of either from the administrative staff, but to be fair, they seem to have other bigger things to take care of. I do feel that I am appreciated by my colleagues, and I see efforts by teachers to help one another. I don't feel that there's always great communication between administration and staff. I think that some individuals do an outstanding job, but I also feel that despite weekly bulletins and memos, there are things that aren't clear or aren't discussed. I don't know about the district. I know that we receive memos etc., but as far as direct communication, I am not aware of how effective this is.
	1669541	Communication is probably the area in greatest need of improvement,at least in this building. Again, given new leadership, things may improve with time. Faculty are the last to be communicated with. For instance, parents often tell me things that have been communicated to them, and they are my sole source of information. After the fact, I may or may not find out. This is troublesome for two reasons. First, it sends a message that you value and trust faculty least. Second, it puts faculty in a position where they are unable to answer parent questions. When staff input is requested, it is often solicited in a manner perceived as skewed to gain consensus, not to genuinely solicit input.

Page: Culture

Question: Comments/suggestions:

	1664446	Modifications in curriculum are not place nor encouraged for the students who need them. Administrators make decisions without input from staff members
	1664442	- Academic expectations would be "just right" if teachers were given more materials and a curriculum in order to meet these expectations.
	1664460	Teachers are not listened to. Admin will do what it wants. Committees are filled with teachers who are expected to "rubber stamp" district initiatives so the Admin can claim to the public, "Well, teachers were on these committees and they approved of all of this!"

	1664465	I feel that I am encouraged to try new things. There are other members of the staff who feel they will be looked down upon by their evaluator if they try new things and they fail. There is not a lot of trust among all the staff members and administrators. This is a weakness in our district. There needs to be mutual trust and understanding between the staff and their evaluator.
	1664474	I enjoy that we have high expectations, but certain expectations are too high that creates stress among all stakeholders.
	1664476	.
	1664487	The expectations are too high in literacy. We don't build up grade level to grade level. We expect 2nd graders to be able to do the same thing that 5th graders are expected to do. We should try to master something every year. Otherwise we don't get mastery, we just stressed out children and teachers.
	1664505	Our curriculum is intended to be rigorous- however in some cases teachers have set the bar too low or have not fostered independence for student performance.
	1664513	My team functions well together.
	1664519	Bullying and character counts lessons need to be an everyday or weekly part of the curriculum. More than just posters on the walls, Abe's Way, and cool tools.
	1664532	PLC times are hard. Students are not discussed enough. Not a true PLC anymore.
	1664548	Abstract curriculum does not allow for building the foundations to get there. Gaps are widening and there are more at risk kids who have no help except what the classroom teacher can provide.No room in curriculum to start concretely goes right to critical thinking.
	1664549	At the moment, I feel we're pushing too hard academically without laying the groundwork needed to support our expectations. I'm concerned about our ESL students. We need to make sure we are acknowledging their progress and recognize that they are meeting standards according to the WIDA Can-Do descriptors.
	1664553	The academic expectation question is a tough one to answer because it is too general. For the most part I think that our expectations are where they need to be. For certain subgroups I think we sell kids short at times and feel like they can't achieve a certain bar...in that case the expectations are too low.

	1664562	Our PBIS and cool tools go in one ear and out the other. We need to teach children how to interact with each other (see Ron Clark's book) in a social, mannerly way and we don't! WE give prizes and DONT address the issues....very dissatisfied with the program. OUR culture of care bully program never continued this year...no time to do this with all the expectations on the teachers!We've gotten away from it all...
	1664568	I know training is costly and it is also expensive to pay for subs but I believe we should have a better system to support all teachers - where teachers are encouraged (paid and have released time) to observe EXCELLENT teachers. It should be required for all new teachers and for any veteran teacher that requests it.
	1664579	I put disagree for "My school operates as a team" because sometimes when we are collaborating, some grade levels are doing their own separate things instead of working together.
	1664582	My comment about participating in decisions that affect me are in relationship to GEEA, and feeling that when I have appealed to them (only two occasions) that my interests may not have been adequately represented. Otherwise, in terms of the everyday aspect of my job, I would have a different response.
	1664599	Not all students are held to being accountable for their learning and that needs to improve.
	1664612	Clarify the last answer. Children are not considered by their developmental stages, We are rushing them and they are not feeling as successful.
	1664638	I want to work where there is high expectations. Unfortunately, there are not available to help all kids get there. I feel that it is a struggle to get kids help. As I said earlier, I work with some of the best and smartest people. Unfortunately, it is only a couple people that get recognized for something things that many are doing. Our school does operate as a team in spite of our leadership. We do support one another, but sometimes it feels like a battlefield. I love my team!
	1664666	I feel like administration forces the direction and doesn't listen to the teachers in the classrooms and working with the students. We are falsely led to believe that we have input.

	1664722	The answers above almost each need clarification comment boxes. Here are some of my clarifications. In my building, many people have an agenda of shining to the administration. This does not make for a team atmosphere. We have an I in team. We are encouraged to try new ideas as long as they fit the current district trend. I am happy with our school's efforts to prevent bullying with students but not with staff. Staff members are bullied by administration as was evident last year with reaching "consensus" for think tank. I don't think we try to find ways to improve. I think we jump on ideas with very little thought and with false input from staff (Think Tank members did not really have a say in this decision... they were totally led there.) We stifle hard conversations about new ideas that could lead to much better ideas.
	1664765	Written language expectations are too high in kindergarten.
	1664775	I work mostly with struggling students and teachers fail to modify work to meet the needs of struggling learners
	1664785	Excellence is a goal to be attained and that goal is vigorously promoted.
	1664791	Teaming is student centered and provides an environment that more closely matches the needs of today's middle school student.
	1664805	Although opportunities are provided to participate in decision-making, there is too much asked of us in our daily work to have the time to participate in those opportunities; I'm focused on planning, excessive data collection/grading, excessive assessment; excessive team planning time instead of personal planning time; we need to do less more effectively rather than more inefficiently
	1664834	Some of the questions doesn't pertain to support staff
	1664855	Top 6% of state seems low. Writing???
	1664992	It really seems that the leveling process has not increased the amount of team work.
	1665029	Bullying is a big issue that needs more intervention in our school. Also, if a staff member is making a classroom decision that a superior does not like, they should be told and given suggestions on how to make changes.
	1665151	We do work hard to find ways to improve, but the level of commitment to the implementation of those improvements varies from high to "not gonna do it." And those of us who do work diligently resent and silently question the colleagues who don't. However, the don'ts are just as likely to receive acknowledgement and accolades as the dos. This begs the question - why work hard?

	1665263	Ever since we stopped making homework a grade for students, they don't see a need to do it. This is turn has hurt some students accountability to do the work outside of the classroom. When they get to the high school, this will have some negative effects on them.
	1665432	I feel that there isn't always the willingness to share knowledge.
	1667628	focus is on academic improvements not school culture improvements when they should go hand in hand we work effectively in our small PLCs but not as a whole school team
	1665541	I personally have an idea that states children should memorize the multiplication table for an easier understanding of math when they are doing problems. It should come naturally to them. Starting from 1st grade they should be able to learn this.
	1665597	In response to #2: I set very high expectations, but not unreasonable.
	1665665	Many times decisions about students and classes are made for convenience sake without considering what is best for students in regards to class size and student population characteristics.
	1665745	Until this year, I always did feel that I could bring about change (even in a support position), and had opportunities to participate in decisions that affect me. I do not feel this way this year. Too much is being directed at the schools from people not actually IN the schools. Very much a top-down approach, with little regard for the people getting the job done.
	1665788	none
	1665944	As a special ed aide, it seems expectations of special needs kids are sometimes high - depending on the teacher. i.e. academic expectations are different for some teachers than others which is challenging. What works for my student in the am (STEAM), doesn't meet expectations in the pm (Literacy).
	1666034	Even though ideas & suggestions are encouraged, it doesn't feel as though they are considered in decision-making. Certain "power-players" have a great deal of say, while the average staff person has none.
	1666252	With respect to question #2: Academic expectations in our school are... I listed Too Low based on the population I work with & the feedback we have received from the high school our students attend.

	1666268	One of my few concerns about this district are recent changes that are obviously on the way, but we as teachers and experts in our fields have not been consulted with what we believe would be the best way to structure. We HAVE been asked what we would like to see, but to engaged in a dialogue that proposes certain directions so we can give feedback on those ideas that the administrator might not have considered. Overall, I feel VERY comfortable with the administration here, but this particular issue gives me some concerns for the direction we may be heading.
	1666360	Decisions at this district are often made and then presented as if they are being only considered. Pilots are instituted and regardless of the feedback from those pilots, the change is then implemented. Committees are often convened to explore initiative, but deep discussion and consideration is often avoided as the decision has already been determined. There is the added problem of staff bullies being on those committees and a tolerance of the bullying by the administration, making participation in these committees abusive and dismissive. So, while there is a great show of opportunities to participate in decisions, it is often just a show. Having said that, the last few months, at least on the PLC level, there appears to be a shift toward more autonomy and control in at least the development of curricular work. With regard to Academic expectations, I believe those need to be raised. However, raising expectations does not equate to adding more meaningless homework to the plate or more busy work in the classroom, which I fear is too often the case. By raising academic expectations I am referring to the need to challenge children to think more deeply about complex issues. This would require presenting them with real time issues and concerns that challenge their way of thinking and forces them to consider alternative perspectives.
	1666379	- Not aware of any planning or ideas on the table for school scheduling for 2014-2015
	1666441	Teachers are verbally encouraged to try new things, but I am worried that in reality trying new things which don't work out for one reason or another will result in negative consequences.
	1666552	The expectations are reasonable, but the way we are supposed to teach and work load is extremely high
	1666688	Response to #2 above is due to the increased rigor and common core standards increase with no way to close the gap between the expectations from last year to this year.
	1666819	We all work hard for the students, but it's too much too fast. We are told that we will be listened to, but in effect, there seem to be no responses to our concerns or consideration for working together to resolve some of the issues.

	1666889	There is a lack of preventative measures here that would prevent bullying, office referrals, and overall student anxiety. The schedule does not allow for these supports to be put into place. I think that everyone wants to help the students and have their best interest in mind, however, it is difficult because the decisions that we make have to be approved by CSO and that can either take time or get rejected.
	1666960	Regarding expectations, it truly depends on the grade level and subject area. Special education are low. This stems from parents getting what they want to easily in their earlier years.
	1667508	I feel that suggestions from support staff and administration may be heard when asked. Most of the time, decisions are made that affect my job and work relations without my opinion or feedback.
	1667897	Students don't always know how to report bullying. I think an anonymous link on the website to report bullying might be a useful idea.
	1667997	Staff encourages each other to share work/suggestions among themselves and this is who they rely on most. Staff is encouraged to try new things/ways but not always given the support needed to do so. Staff rarely brings about change as this is decided outside of them now and at a higher level. Staff works among themselves to find ways to improve.
	1668052	As far as anti-bullying efforts, I feel that there's still a lot of bullying behaviors in the hall that staff often don't see, or that are seen and not dealt with quickly enough. Also, I feel that in our district, teachers are often "under the gun" to get students to perform via the high stakes test and teaching suffers as a result. It's fine to have high expectations, but they also should be realistic.
	1668063	Too high for early childhood (prek-3), as the expectations for kindergarten for academics only with little to no time/energy spent on social emotional or play doesn't help children fall in love with learning.
	1668317	The discipline at our school - is not fair - those students who should be held accountable and disciplined are often given special attention and rewards. Admin says... "it's positive reinforcement" or "write up discipline slips so we have a record" But it doesn't matter for these few chosen students - they get away with breaking the rules and being disrespectful. While other students who break the rules are disciplined like they committed a capital crime

	1668387	I think our schools/administrators overall want what's best for our kids. With that being said, they are willing to listen to teachers and support staff for ideas on how to implement changes on what we think it's best for kids, however those suggestions are not always implemented, which really impact negatively our kids especially struggling learners, at risk kids, the population that we need to be targeting. That's why it's I think our school work hard to find ways to improve but they are not always the best places to learn for all kids!! We are leaving way too many kids behind. As far as given opportunities to participate in decisions that will impact me, yes our concerns are for the most part listen to but that doesn't meant that they are really heard or that the right decisions will be made- which cause very stressful working conditions for some of us.
	1669282	The ideas that we come up with are great. We just need the staff to implement them.
	1669568	Our school has preset agendas which are created by our principal and his " favorite" teachers to make THEM LOOK GOOD! They get to present, they get to go on trips, they get to be in the newspaper. But the regular Ed teachers with students all day don't have time during the day to make conference calls, Skype, etc. Veteran teachers are looked down upon. We are considered not willing to change and not looked at as a wealth of knowledge.

Page: 21st Century Initiatives

Question: Comments/suggestions:

	1664445	At my school (Churchill) I agree with the idea that "grouping students with similar learning needs and styles is an effective teaching strategy"; however, there is such a wide range of learners at Churchill and the bands have not been smaller. They are actually about the same. It does not feel like there are fewer bands so that I can focus my instruction.
	1664489	- I personally like Multiage instruction in 4/5, however certain promises of grouping students in bands was not met this year. There is a huge range of students in the classroom that present many challenges. - I believe students benefit from most from multiage in terms of social/emotional. - 4/5 multiage best benefits high 4th graders...at Franklin there are not enough resources or people to benefit the low 4th graders. - If the district truly values multiage we should continue to implement it and learn from successes and challenges... abandoning it would be a disservice to all stakeholders and again create another transitional year.
	1664525	let teachers focus on one grade level.

	1664538	Grouping students by learning needs is an effective strategy, but that is not what occurred in our district. We have a wide range of students in our class and it is most evident in the writing. Fourth graders are different writers than fifth graders. Having to give two different assessments for reading responses and different rubrics for writing projects makes it a challenge and confusing to students.
	1664550	I would support multi-age for STEM as well. I'm unclear as to why this question was not posed. Maybe it will be on the next page of this survey?
	1664565	I do not see significant benefits to multi-age instruction. My range of learner abilities has widened, not lessened by the change to multi-age. Writing is especially challenging to teach because there is a very clear difference between the fourth grade and fifth grade writers. The current module was designed for 5th graders and is not completely appropriate for 4th graders. Flipping the modules every year seems like a poor curriculum design. I recommend continuing specialization, but within single grade levels (For example: 2 lit/soc teachers and 2 math/science teachers per grade level). Teachers could partner up and share one group of students.
	1664570	It's been difficult being the only multiage group in the entire building. Many activities disrupt the true multi-age concept, like DARE, fieldtrips, and "traditions." Also, SIP flip days disrupt the pacing of multiage classrooms because I have an extra "day" with my morning classroom, but don't have that same opportunity with my afternoon classroom for another month.
	1664580	We need training in integration. We also need to start early with placement and make sure that the placements are equitable throughout the grade level. Meaning, same number of ESL kids, Tier kids, possible PRIS kids in each room. We need to have the students names in our hands before we leave for the summer. The other schools do but Churchill hasn't in years. We also need our schedule in order to plan. It is vital.....
	1664586	One teacher in primary grades for literacy is overwhelming. Teaching a child how to read and write is HUGE and I can't see increasing from 24 to 50 kids as a good strategy. It seems unbalanced demands between lit and math
	1664589	I cannot answer any of these at this time. we have not even been through a full year of this initiative, so it is difficult to determine it's effectiveness. While certain things are going very well, others are not and it is difficult to generalize. Also, 2nd graders are still considered early childhood and so I feel that multi-age for them will truly be difficult- That in addition to the higher demands of the 3rd grade curriculum.

	1664596	When change occurs, one of the most important factors should be the support and guidance given to those who are making the change. Administration has failed to provide the support and even care for those making changes. It is hard to communicate successes with the parents and community when there is a lack of support. Planning meetings should have been provided before approval of any new change to help prepare the teachers. If teachers don't feel confident in the changes and supported throughout, then the changes won't be as successful. Materials, plans, curriculum, schedule matters, etc. were not full developed before and teachers have been struggling to best make it work with time constraints.
	1664601	Lets take it slow
	1664602	I think socially, grouping 2nd graders and 3rd graders is to much. In August, they are more like 1st graders and 2nd graders and they just have nothing in common. I can see that in our hallways that they never get along with 2nd graders. Even though, they are close in age, they just do not have the social skills yet to figure that out. I think keeping 2nd and 3rd separate is the way to go. I do think 4th and 5th graders are more able to handle being grouped because they are older and know how to communicate with each other better.
	1664614	I'm not sure our current curriculum supports true multiage instruction. I think a lot of work still needs to be done to the Level 2 literacy curriculum to really make it work in a multiage classroom.
	1664630	I feel like on the last few questions - I really don't agree but don't feel strongly against it to disagree - a neutral or slightly agree/slightly disagree button option. By selecting agree I feel like my opinions are truly not being represented authentically and honestly.
	1664633	It seems that if we had PBL we would be able to, and should be able to integrate across all content areas, rather than dividing out Literacy and STEAM. This could be done with the current format, but with opportunities for more collaboration between the STEAM and literacy teachers.
	1664641	Wish some of my "disagrees" could be "sometimes". I am not convinced that multi-age is the right way to go after seeing it in action in our building this year.
	1664648	I feel that there is a big difference between second and third graders developmentally. I don't think we spend enough time effectively placing students to make it effective. This year I have a HUGE range of learners - it makes it very difficult to teach.

	1664649	The grouping of children as like learners in math has been hard for low level groups. A classroom of students that are low in math are having trouble creating momentum towards learning standards. We have to do a better job of grouping kids so there aren't "high kids in the morning" and "low kids in the afternoon." The afternoon kids are falling behind the morning kids because there is no critical ground swell of excitement for learning in the low group.
	1664653	I feel that multiage will not be successful at the 2/3 level unless students are grouped according to ability. I am aware that ability grouping has been an educational "issue" since day one but I feel that guided groups, ESL, and PRIS are essentially already a form of this. I believe there are some second graders who would do well in a multiage classroom but I fear that there are several that would not benefit as much from this decision. The gap would grow even larger. If multiage were to occur I also honestly fear, despite our best efforts, that we may create classrooms that are too diverse either because this is a difficult task and/or due to parent concern. I do feel we need to have some diversity within these classrooms though, as it is beneficial to learn from peers. The difference between 2/3 and 4/5 is simply the fact that students at a younger age level are developing many foundational skills including learning how to be real readers where as 4/5 are honing in on skills.
	1664654	I think the specialization and multi-age can be effective in 4/5, but I do not feel it is appropriate in 2/3. I have taught every grade level at some point in my career as a classroom teacher (same kids/grade all day) and feel the social-emotional level of those ages are not appropriate for split days and mixed ages. I feel that we are focusing so much on academics and getting kids to get high test scores, that we are losing sight of the fact that these are still 7 and 8 year old kids. I have witnessed more tears and breakdowns in Level 2 this year than anywhere else. It is a lot to expect of these young children.
	1664668	I am not living multiage, but from where I am sitting it looks like things are not going well. Behavior in our building couldn't be WORSE.
	1664671	I think it would be advantageous to wait a year to mix 2nd and 3rd graders. We will have a new set of modules next year that we need to plan. If we had mutiage next year, we'd have new curriculum that needs to be developed throughout the year, as well as getting used to multiage classrooms. That seems like a lot of change in one year.
	1664682	The feedback that I have heard has not been so positive so it's hard for me to make a valid choice.

	1664683	I feel that there have been many changes this year and adding another challenge and change would be another great demand on literacy teachers. There are already so many needs and challenges that I feel are not getting enough attention, that adding learning a new format and classroom dynamic is too much at this time. I am not supportive of so many changes in such a short time. I am excited about what I am doing now, but I feel overwhelmed at times when it comes to curriculum planning and meeting the needs of my students. I truly hope that administrators are carefully taking into consideration of multiage in Level 2. I am also very curious why multiage is only being targeted for literacy, we have just as many levels to approach and teach.
	1664690	I believe that allowing teachers to specialize provided the students the best possible instruction in the areas of literacy/SS and STEAM. However, I am unsure that the benefits of multiage in the literacy classroom outweighs the drawbacks. The issues with scheduling as well as the impact multiage classrooms have on student placement in STEAM may be greater than the benefits students receive from blended classes. I have taught multiage in the past (6 years in a 3-4 blended classroom), so I understand the benefits. However, the way in which we are utilizing multiage may not benefit students. Again, my knowledge of how the multiage classroom operates in D41 is limited. I only know what I hear from colleagues, students, parents, and my observations of the 4-5 classrooms.
	1664698	My concern with specialization is the students that are still beginning readers coming into second grade and having the same amount of literacy instruction as they have math instruction. As this stage in their development, if you are a struggling reader, the day should not be split half and half because focused literacy instruction should be available for more than half their day. I don't feel that it is best to group students based on needs if it is extreme (for example - all of the lowest learners in one room).
	1664709	Teachers need time to adapt to something they have not done before.
	1664729	The groupings did not allow for less guided reading groups, so multiage has not reached its full design/potential at our building.

	1664734	Clarification for 1... your question about literacy/ss and math/science is very skewed. I believe all subjects should be integrated with one teacher at least in grades k - 3. I can see merit to specialization in 5th possibly 4th and two teachers at that age level would get kids ready for Hadley where they will have many different teachers. Teaching primary, I know that those kids learn best when their whole day can flow seamlessly and all subjects can be integrated. This way you get more touches on each subject. It is also best for PBL because you have the kids all day and can roll your problem into all areas of your day so that the kids can really live it. This question made it impossible for me to reflect these thoughts. If I voted "agree", this would be interpreted as I like specialization. If I voted "disagree" this would be interpreted as "he doesn't agree that the subject should be integrated. Where is the question that says, "I think all subject areas should be integrated." Therefore, I chose does not apply because your question does not apply to me. For question 3, I believe that students should be in diverse classrooms with a range of abilities and see a lot of success with all ability groups of students in diverse classrooms.
	1664770	Teachers need explicit professional development about what works and doesn't work in multi-age instruction.
	1664786	D41 has shown itself to be open to change in the best interests of all students
	1664800	I did not comment on items in this section since I teach 6-8 grades and even though I have my opinions to items in this section, I have no first hand knowledge of the experience in the elementary schools.
	1665030	I work at the junior high level
	1665035	We were in the top 6% and then we changed the model. It wasn't broken. Student behavior has greatly declined due to not having consistency throughout the day.
	1665282	Would like return to interdisciplinary teams or a mix of content and interdisciplinary at Hadley.
	1667629	offer additional human resources (support staff, enrichment personnel, and special education teachers) to provide higher levels of supports for students if multi-age is going to continue
	1665677	In evaluating multiage instructional strategy, it is important to listen to the ideas and opinions of teachers, parents, and students.
	1665765	I did not answer these questions as I am not a classroom teacher. I do have an opinion as a parent, but this was not the place to answer those questions.
	1665810	none
	1665970	I work in a Level 3 room which is not multiage.
	1666062	I do not see students in a multiage setting, nor do I participate in content specialization.

	1666290	I think an approach that may be more effective would be to pair the Lit/SS block teacher/class with a Math/Science teacher/class. This would allow for more flexibility in grouping students & addressing their needs throughout the day/year.
	1666370	I am not an elementary school teacher, but have enough education in learning theory to answer some of these questions. My hope is that we at the middle school return to the research supported structure of teams in order to be better able to implement 21st century teaching practices and support the emotional and social needs of our students.
	1666372	I like the idea of integration in literacy/SS and math/science, but this structure makes integration between literacy and math or science nearly impossible, so although I agree with the above statements within the specialized classroom, I disagree with their effectiveness in allowing for integrated learning across ALL contents.
	1666464	I don't think we have grouped kids with similiar needs and learning styles. The gap is still too wide in each class.
	1666553	I am not convinced that multi age is BETTER than grade level configurations. Maybe with 1,2 and 3,4 but the 'old' system was working. You cannot claim that you are integrating all of the subjects when teachers are specialized. That makes learning LESS integrated because afternoon teachers can't make impromptu connections with what students learned earlier in the day. Having meetings everyday doesn't make you collaborate more, it just makes you busier.
	1666691	It is too hard to answer these questions right now, as the teachers are DROWNING in curriculum planning and trying to implement WAY too many things at once. "Grouping students with similar learning needs and styles is an effective teaching strategy" sounds nice, but since many of the recommendations of student/class placement are changed over the summer from what was originally recommended due to several other extraneous factors, it cannot be discussed as a facet of D41 since it truly was not implemented this way.
	1666823	It is difficult to comment on how students feel about their multi-age experience. We have not asked them these questions directly, and I feel that it would be assuming too much to answer whether or not multi-age has been a positive experience emotionally and educationally. Students may perform well, yet feel highly uncomfortable.
	1666890	change is difficult for people and it takes time to adjust and get it running smoothly. I would recommend giving it another year to get up and going smoothly before making more change.

	1667898	Students who are the younger students in a multiage classroom have very high expectations of them. Teachers are not differentiating their instruction to meet the younger students level. I thinks students can be grouped in a multiage environment based upon their needs and their current level, not their age/ grade.
	1668014	District needs to have forums for staff to discuss how this year has gone inorder to make good decisions about moving forward. Without reflection then we are just going through the motions and not using data to drive what works and what does not. ASKING and LISTENING to those in the trenches is the only way to evaluate and decide what's next.
	1668318	a final decision cannot be made since we have only implemented this multi age teaching for a little over 6 months - it will take more time to see if it has a positive or negative affect. i also wish there was a comment box for the large sum of district money that is being spent on trips to Colorado - didn't we hire a superintendent from Colorado who should be sharing those ideas with the district instead of spending/wasting large amounts of money flying back and forth. Large corporations have cut out travel due to the large expense. If they feel that they need to see something in colorado - don't you think Video conferencing would work !
	1668589	Research says that multiage is a very positive strategy for some students. Maybe what the district should consider it's that it may not be the right fit for all students and have other options for other students that this may not be the right approach.
	1669284	Change is good, however there were too many changes implemented this year and the children have suffered. I heard several community members say that this year is a wash and I have to agree with them.
	1669529	Science has been a part of our literacy this year; so placing it with math would be a challenge if we had two teachers. I also feel the whole child is more difficult to recognize with two teachers. Some students are better in one subject than the other and when teacher notices this, they can help the student achieve in the weaker subject. Communication in this area is very important for the two teacher concept to work.
	1669573	We were once at 100% as a school with the ISAT. What we did back then worked. Our scores keep dropping and it needs to stop.

Page: Overall Satisfaction

Question: What are the best things about our District?

	1664434	Forward thinking and the desire to prepare students for their future.
	1664443	Staff members

	1664449	We are innovative and very ready to give whatever administration asks of us with a positive attitude. The teachers want to give students the best that they can and are dedicated to the education of children.
	1664452	Opportunities that are available to most students. Hard working employees. Phenomenal buiding and grounds staff. Hardest working individuals in the district.
	1664454	- Physical education every day. - Math, Reading, and bilingual specialist at our buildings - Great technology available - 21st century furniture
	1664458	The teachers are very dedicated and do everything they can to give the students the best learning experience possible! We have a crazy amount of resources! Thank you!!!
	1664464	Maintaining a focus on what's best for children
	1664466	Teachers
	1664470	Treating each child as an individual. Accessibility and responsiveness to parents and community members. Strong improvement processes.
	1664480	Willingness to try new learning models and strategies like multiage and PBLs. Support for ELL students is a priority.
	1664492	We are willing to face changes head on and be proactive.
	1664496	staff and students
	1664526	Our approaches and initiatives that we take to make our student successful not just in our classrooms, but in their everyday lives. We all work very hard together to provide the best learning experiences for our children.
	1664510	staff, students, PLC
	1664517	People who work here. Our commitment to the community The positive impact we have on the students
	1664521	Teachers, district administration, high expectations, time for unit planning - given subs, respect towards students
	1664523	- The people--- a remarkable number of people truly love their job and work tirelessly to improve the lives of students. - Willingness to change and stay current with evolving best practice
	1664533	The staff at each school is committed to the highest quality education for every child. Curriculum is evolving to be better than before.
	1664572	One of the best things about D41 is the people who work here. We have dedicated teachers, principals and administrators who work hard to help children learn and grow. We have a lot of technology. I think the specialization of teachers and the multi-age has been a good thing for our students and teachers. We have Math and Literacy coaches. We are starting to work more cooperatively in PLCs.
	1664535	Forward thinking- ready to move to meet the needs of students in a changking world

	1664543	I feel my administrators would "go to bat" for me and have my best interest in mind to help make me a better teacher for the kids.
	1664546	How far advanced we are with the Common Core and the next steps that will be taking place with PARCC.
	1664556	The community and staff
	1664559	I feel like Dist 41 has always prepared our students for further their education. However, I feel like we need to look at the competition of other countries for college admissions. Depending on the field you go into the competition is quite difficult.
	1664563	District 41 thrives on the shoulders of the teachers that do more than should be asked of them. The teachers do so at the expense of their health and family life.
	1664566	We have a dedicated staff who are working really hard to ensure that the common core is being taught in the classroom. We have all had to make huge adjustments with our time and knowledge of the curriculum. The district is ahead of the game with implementing the common core.
	1664575	The teachers go above and beyond to perform their duties to the highest level! I think Karen Carlson is an amazing leader. She knows students and curriculum and supports teachers. We are so lucky to have her.
	1664578	I like that our district embraces change and is making the transition to meet the needs of 21st century learners.
	1664587	-technology -staff dedication
	1664590	The staff truly cares about our students; overall, our parents support us, although those who don't are taking time and resources away from instruction. I like how we are working on facility improvement. WE NEED TO GET RID OF THE PORTABLES!!!!
	1664592	Staff, parents, and students
	1664597	Staff dedication to meeting the needs of all students Commitment to 21st Century Learning Emphasis on Learner Characteristics Coaches PBL emphasis commitment to PLC's Time provided for math and literacy planning
	1664603	The willingness to come together as teams, grade levels, etc to get things done.
	1664605	I think that we have excellent teachers who truly care about students and their academic and social needs. I think the plan that is in place moving forward is a good one. The level of academic rigor is strong.
	1664607	Strong students, supportive families, caring teachers who go above and beyond. Flexible teachers.
	1664609	Committed staff, supportive families, wonderful students Forward thinking district
	1664725	Teachers are willing to try new things. The district is very generous(too) with the resources they give you.

	1664615	We are very lucky to have a wonderful student/parent population. The district is open to new ideas. We sometimes jump in too fast to support the teachers with the (how to make it work with new ideas. We are often just told to make it happen without real support from the district.
	1664617	How focused the staff and the administrators are in helping their students succeed.
	1664619	All stakeholders take education seriously. Most students come ready to learn daily.
	1664621	Family community
	1664624	The staff is great and we are all willing to help each other when needed. Administration is also very good.
	1664628	In my building teachers', parents', and children's voices are heard and considered. My principal is open to suggestions and is approachable.
	1664631	Dedicated teachers who always rise to the expectations~
	1664634	Our teachers and school staff will do anything and stay as late each night to help our students out. We are a family at our school and that is very awesome!
	1664636	Our district has an incredible group of teachers that are dedicated to students success.
	1664642	Teachers willing to go above and beyond to see that students reach their highest potential academically and emotionally. I am really proud of our families, students and teachers.
	1664644	Our district holds high standards for all staff and students. There are many resources available to meet the needs to the students. There is a wealth of trained professionals.
	1664646	The positive atmosphere of the schools for the students and the care for students and their learning is evident throughout. The apparent desire for all to do what is best for the students is evident throughout.
	1664651	teacher commitment to students
	1664659	The STEM and 21st Century vision.
	1664657	The commitment teachers have to excellence is the best thing about our district.
	1664661	Support staff and specialists. Having literacy and math specialist available at our school is such a valuable resource to teachers. Having Assistant PRINCIPALS at each building is also a huge positive change this year. Students, teachers, and parents are better supported and serviced due to their daily presence.
	1664663	We have great materials (technology, books, math tools, etc). The teachers I work with are incredible in supporting each other in a HIGHLY stressful environment.
	1664665	-
	1664669	We are willing to try new things.

	1664676	Allowing teacher leadership Providing the best curriculum and opportunities for students to learn Job satisfaction Teacher/student, teacher/administrator and teacher/teacher relationships are collaborative and positive
	1664674	More teachers, less new furniture. I think that the district should have an Rti program similar to PRIS for students having difficulty. Many rooms are not conducive to the type of teaching that is expected with 21st Century Learning styles.
	1664678	It's children, parents and teachers. The way that ALL people working in our schools care about kids and go WAY BEYOND what is "normal" to meet the needs of their school community. The way our school pulls together when there is a crisis to support one another.
	1664680	The teachers are here for the right reasons and work diligently to meet the needs of all learners. Teachers seem to always give it their all. They care deeply about the students and the district. Overall, all members who work in District 41 really care about students.
	1664684	The teachers and students.
	1664686	The best thing about the district is that everyone has the best interest of the students at heart.
	1664688	teacher specialization thinking outside the box to solve problems
	1664691	The teachers!
	1664694	I do think the staff at our school is very strong, our ESL, bilingual, special ed and classroom teachers.
	1664696	The support and great sense of community. Everyone helps out and works together, whether it be parents or staff.
	1664699	The people!
	1664701	People care about kids and want what is best.
	1664703	We have the most dedicated, hard working teachers who go above and beyond for our students and families. We truly have a group of teaching professional unmatched.
	1664705	The teachers and the students! Also, the way our district strives for excellence.
	1664707	The dedication of the teaching staff and willingness of administration to give us resources.
	1664710	The families, students and staff. The resources that are available for all students.
	1664720	Innovative thinking, enthusiastic staff
	1664714	Dedicated staff having materials and resources you need until this year
	1664716	Our work ethic, passion, and wanting what's best for our students.
	1664718	location, resources available, teachers
	1664723	1. staff at our building 2. availability of technology 3. innovation 4. trying to acquire the best resources for classroom teachers and students

	1664727	Everyone is here for the best of the children! We all love the students, love teaching and love helping children learn. Our staff is amazing and I love our team! Our district has great ideas, we just implement them too soon.
	1664730	We always are looking for opportunities for growth and improvement. We care about all our kids.
	1664732	Being proactive in adapting the common core.
	1664737	Clarifying that our district historically does a good job of the areas that I voted "agree" in. Also "agree" is more like "average" to me... so not a glowing endorsement. This is not an endorsement in any way for this new system. Regardless of new model/old model, teachers are trying their personal best to reach the needs of students. Our ELL and special ed kids have a lot of resources provided to them.
	1664744	I think we have very highly trained, passionate staff. Excitement of teacher leaders in our building is inspirational. The personal level of caring for each other as adults is powerful and motivational. I am inspired by my coworkers. Our teacher's lounge is a critical part of this caring, decompression, and rejuvenation time in the middle of the day.
	1664750	Staff, and the resources that are provided to do my job, without that it would be hard to remain at a high level. The Superintendent is great, he has a better handle and does a great job.
	1664752	The teachers are the best thing about our district. They care deeply about the success of the students.
	1664754	The vision of preparing our children with 21st century learning skills. On the right track.
	1664766	Dedicated, talented teachers.
	1664771	We have a wealth of resources to work with and generally good leadership in Dr. Gordon, Karen Carlson, and the building principals. I think all of our teachers are child-centered and have the best interests of their students in mind, but not all use best practices or follow district guidelines.
	1664778	Rigorous academics, great teachers, some great paraprofessionals. Some terrible paraprofessionals. Great new principal and AP at Hadley. The climate has improved considerably
	1664787	D41 strives to provide the best learning opportunities for all students
	1664792	District is dedicated to providing students with learning that will aid the, in the future
	1664794	The staff works very hard and cares deeply about the students. They love what they do and it shows, in my opinion.

	1664796	I think the district is good at recognizing areas that need improvement and implementing strategies to improve these areas. The changes may not happen quickly, but I think it happens at an appropriate pace.
	1664801	Salary Colleagues Students
	1664806	students of affluence; positive intentions of educators; work-ethic of educators
	1664818	Our willingness to try different things and our openness to change.
	1664827	Positive. Very supportive; parents involved; well organized academically related after school activities; hot lunch program well educated and talented teachers who are dedicated to their students and who consistently deliver quality services to their students
	1664836	The best things about the district are the hard working teachers that are here to try anything and make any new changes work.
	1664838	Staff, Administration, After school programs, much more
	1664856	parent support good community = good students safe environment
	1664907	We have great students who are happy to be here and wanting to learn.
	1664971	Strong dedication of building staff.
	1664990	The community provides us with students who are ready to learn and the families support education.
	1665004	Willingness to try new things, to adapt to new technology and ways of doing our jobs Camaraderie and professionalism
	1665015	Communication between admin and educators and the compromises made through the structure of TFE's.
	1665026	The staff support and the ability to talk comfortably to the Administrators at various levels. The opportunity to be part of different committee to help be part of some of the decision making process.
	1665031	Money and resources available
	1665036	TEachers
	1665152	great academic achievement, students are successful and do well. They are strong learners.
	1665154	The commitment of 85% of the teachers The amount of resources at our fingertips Early alignment to the CC The support of most parents
	1665205	Music, Physical Education, EC
	1665209	Meeting the needs of all children
	1665226	Financial stability, access to resources, strong performance of students thanks to effective and talented teachers
	1665264	Excellent teachers, innovative ideas, collaboration among teachers.
	1665293	Our students and professional teaching staff

	1665309	Where we are in regards to the common core, PLC,s, common assessments, module writing New perspectives that new leadership brings Staff and students
	1665401	the close relationship between the SD and the families
	1665542	They teach non-English speaking students with a lot of effective ways to adapt to the classroom, thus making the transition from coming from another country easier and more adaptive to cater to their learning needs.
	1665581	Excellent teachers and support staff members!!
	1665605	Teacher dedication, teaching resources are readily available
	1665606	Professionalism. Commitment to excellence. Resources.
	1665610	Providing professional development to implement new ideas.
	1665618	Staff works hard to promote student achievement. District and community are supportive. Distict is financially sound.
	1665626	High academic standards, 21st Century goals, support when it's received, good students, efforts toward improvements, district pride, PLC's, grouping of students into classes based on needs.
	1665682	Teachers and support staff
	1665694	the great students and the dedicated, hard-working teachers
	1665718	Dedicated teachers who have expertise in their focus area. For the most part, students who are hard working and bright. Culture of collaboration. Up-to-date technology.
	1665815	Teachers
	1665834	Building staff genuinely care about each and every student. We care about one another. Unfortunately, it has become increasingly more difficult to do our jobs, however because of the GENUINE, CARING attitude of all staff in our building, we make it work.
	1665864	Students and families are the best here in GE.
	1665924	The Human Resources are outstanding. The vison and effort to adapt to changes in the world outside of the classroom are proactive and responsible.
	1665966	The teachers, support staff and the absolute best thing are the students , of course!
	1666023	The building staff and parent relationships truly help make our district unique. Parents are informed by the teachers and building administrators of changes. Parents are involved in the school activities and always present. Our support of the arts is also evident in how the students are succeeding.
	1666031	I think that this District does an awesome job of meeting the needs of the children.
	1666037	Teachers and Support Staff.

	1666039	-resources available -Curr. Design using standards! -teachers have the opportunity to be flexible/differentiate with their instruction now and style (not direct instruction from a program) - **Confidence in hiring teachers out of college. Those teachers may not have experience but they DO have passion and energy to learn exactly what is expected.
	1666046	Hard working staff with a focus on what's best for children.
	1666052	There are plentiful resources and caring people.
	1666116	The need to do well
	1666296	There are too many great things about D41 to narrow down to one "best thing", but among the great things are the level of support that the building level staff receive, the progressive approach to teaching and learning, & the opportunities for professional development.
	1666344	Helping children
	1666380	D41 is full of wonderful staff and a community who care deeply and passionately about the education and the future of our children.
	1666385	- appropriating funding to be spent on students
	1666388	I believe the District is progressive in its pursuit of the most effective pedagogical practices that teaching and learning theory has to offer at this time. There is a heightened enthusiasm with the new administration that is contagious and that's good.
	1666406	Dedicated teachers who really care about their students Wonderful students Involved parents Sidewalks cleared and ice-melt spread over and over again due to the dedication of our hard-working custodian Working with colleagues who enjoy their work and do their best each day
	1666462	Desire to improve Focus on what is best for students Willingness to try new ideas Dedicated staff
	1666469	This building's ELL teacher does not see students regularly. The new part-time person has seen students regularly. No data is ever brought to Rti meetings in regard to ELL students from the ELL teacher. So it's hard to judge the effectiveness of the district's ELL teachers as I just know this building.
	1666558	Diversity! I love all of the different kinds of students, culturally and socio-economically. This makes our district so wonderful and unique. It is so awesome to work in this community.
	1666667	open to new ideas
	1666672	Teachers care a lot & I feel are rewarded but support staff are forgotten & not appreciated.
	1666678	students seem happy to go to school and like where they go
	1666692	caring, committed teachers and service providers that go the extra mile for students
	1666813	My teammates,the staff and the parents at my school.

	1666824	The teachers will sacrifice anything to ensure student success. Our district has high expectations. Our district leadership has good intentions for moving forward and embracing change. Our parent population is very supportive.
	1666880	The teachers and support staff have children's educational, emotional and social growth at the heart of everything we do each and every day. We work hard and work as a team to always better our instruction.
	1666882	Teachers strive to meet the needs of all students. The principal at Lincoln is great!
	1666892	I like my administrators at my building, they are responsive, respectful and have an invested interest in the students and staff here. I also enjoy working with several of my colleagues.
	1666974	team environment for administration, access to resources for students and staff (they have no idea how good they have it), student focused, building and grounds has been great (Dave S.), focus on safety, focus on inclusion from Paul
	1667160	Dedication
	1667509	Diversification. Looking and teaching the whole child.
	1667630	The dedication of teachers and support staff to working hard to meet student needs Striving to improve
	1667831	Teachers have some autonomy, students want to learn, and teachers are given resources if needed.
	1667891	Teachers and the community care about the school and the students.
	1667894	Great ideas for the future
	1667899	The people who work here are outstanding.
	1667998	Good Leadership, good teachers!
	1668030	The staff certified/noncertified. They are the ones holding the district together. The amount of time and energy they expend way beyond the call of duty is remarkable. They are rarely celebrated.
	1668068	fantastic and caring staff
	1668073	I think that we always keep the best interests of the student in mind, and try to give them what they need to succeed.
	1668307	Parent involvement, teachers aides and therapists.
	1668319	If you asked me this question a few years ago - i could have commented - but not sure about now
	1668469	Teachers who are doing their best job in spite of scheduling difficulties.
	1668625	I believe that Dist. 41 wants to be a top district so they are always looking for the top initiatives. Our teachers and support staff are top notch, we truly care about our kids!! Our kids are awesome!!! They are the best kids in the whole world :)
	1669005	The people who work in the district.
	1669057	Students, teachers
	1669293	The teachers!

	1669530	The staff and the ability to collaborate together as a team. The goals we have in place, like learner characteristics.
	1669539	Commitment to excellence, opportunities for children.
	1669575	The classroom teachers, aides, special Ed teachers. We sweat everyday caring about the success of our students. It is ashame that the teachers voices aren't heard and put into consideration since we are directly working with the students.
	1669635	I believe that we are always trying to improve.
Question: What things would you change in our District?		
	1664444	Top down administration Constant changes to curriculum and methodology
	1664450	There needs to be more cohesiveness between administration, specialists and teachers. Sometimes it feels as though administration tells teachers to implement something, and teachers are not supported fully by specialists in terms of materials and being ready to change.
	1664453	Providing more extensive services/interventions for our most struggling students. More consistency in expectations related to special education.
	1664455	- More space in our schools. - More materials and curriculum provided for teachers. - If teachers, are encouraged to build their own curriculum, then allow it to be done for the following year. It is very difficult to create a curriculum and teach it effectively at the same time. -PLC time should try to be done at a common plan time during the school day. It is hard to prep yourself for the day and have a meeting right before the school day.
	1664459	Administrators and coaches need to build teachers up, not tear them down. In a district with as much money as we have, the buildings should not be dated, have portables, or lack technology.
	1664467	We need to be prepared for these changes. We need to be given materials, support and time.
	1664481	No more portable classrooms.
	1664493	We've been "looking for" a new Resource teacher for MONTHS. The case load in SpEd is insane and not beneficial to the students. We MUST get rid of portables.
	1664494	All day kindergarten. Every kindergarten room should have bathrooms and sinks.
	1664497	-no more portables -math support aides like we have for reading (PRIS) -substitutes for a day so that teachers can assess students in the fall and spring

	1664527	I would have there be Full Day Kindergarten. With the high rigor of standards, these children need more than 2 1/2 hours of instruction. This will allow students more time to develop social skills and academic skills, as well, allowing them to learn at a slower pace that will make all students successful. This will allow us teachers to deepen their understanding of concepts, instead of being rushed and moving on right away since we are pressed for time.
	1664511	no more portables, assessments given more ahead of time for all subjects
	1664518	Eliminate portables
	1664522	More resources for Common Core Math and Science, no more portables, more advanced opportunities for elementary students in math
	1664524	- I appreciate the willingness to stay current, but too often we change course mid year, or year after year... it muddies the direction and creates confusion. (IE modules, math curriculum) - Spend less on 21st century furniture and more on human resources - a chair is great, but a human can truly make a more significant difference.
	1664534	of course--get rid of the portables
	1664573	I think our facilities are a problem with some many portables and out of date classrooms. We need to figure out how to get whole day kindergarten. We need to work more cooperative with the Hadley staff to help bridge students from the elementary schools. We need to look at how our resources are being used, especially at the early grades, to help fill the gaps earlier. We also need a transition program for the newcomers and ENL Level 1 language learners.
	1664544	that teachers teach just one grade level in their specialization.
	1664557	Longer school day
	1664560	I think we are making great changes. Having two different expertise teachers in a day is a great start.
	1664564	We need to have more curriculum directors to develop the curriculum and then train the teachers how to teach it after it is written. Our district is infamous for starting a initiative before planning is done. So, we are knee deep in the middle of needing to use an initiative before we know if it is effective. We need to do the planning the year prior to implementation. This is the biggest reason for teacher burnout, lack of rise in test scores, and lack of teacher support in the district initiatives.
	1664567	I would remove the multi age aspect. It would be great as a teacher to be able to work every year with the same curriculum to continue to improve our craft. There are too many fifth grade specific events that make it a challenge and it feels like lost days because you can't move forward with the curriculum with only 4th graders.

	1664576	I would change the idea of STEAM teachers at some schools teaching two grade levels. It should be a consistent decision throughout the district. The teachers that teach two levels (CH and AL) are doing twice the curricular work as those that only teach one grade (FG and BF). Additionally, it makes professional development a challenge because they are responsible for both grade levels. I would also like to see more co-teaching rather than pull out services. The best place for our students is in their classroom. I would like the district to re-look at allowing teachers to attend conferences. They are very valuable to the teaching profession...not send teachers across the country, but allow them to attend conferences within driving distance. I believe staff needs more training on working with ELL students. SIOP reaches many students, but not our level 1 students. (Even the SIOP trainer said this...) General Ed teachers are NOT prepared to teach students with no English skills.
	1664588	-more planning time -more support for special ed kids -more time to observe in other's rooms, and more help from specialists. - meetings during the school day -pull out schedule for ENL has been very difficult -more organized RTI meetings and process -much more opportunities and trainings on PBL
	1664591	Facilities. More SPED staff in buildings so we can implement a push-in model instead of pull-out. Newcomer ESL classes.
	1664593	Provide adequate space for our students and our programs. Provide interventionists for math. Provide PBL specialists. Provide more training in using / managing gmail and google docs.
	1664598	Band schedule and it's impact on core. Look at alternate times for lessons. Accelerated math curriculum for the entire math block for students significantly behind grade level.
	1664600	HR I feel that the kids and teachers are Collaborative, Compassionate, etc...but for some reason, in some cases, we are not treated this way from our HR department.
	1664604	We keep changing things way too soon, way too fast, way too much. This year alone we have taken on 3 new initiatives. Without the final items completed for PAARC, we are creating curriculum over and over and will most likely have to be changed again when PAARC takes over next year. This is a complete waste of our time, the district's money and resources. If my say truly mattered then we should have only done one initiative.

	1664606	I think that special education needs attention. I do not thinkk that the current teams are effective enough to satisfy the needs of all of our special education students. I think the RTI process needs to move more quickly for those students who are 'red-flagged' as potential needy students. I think we should have full day Kindergarten or at least an option for it. I think board members should be more present in our schools through observation and evaluation when students are present and teaching is happening.
	1664608	Portables need to be removed--unsafe, and falling to disrepair. Portables make transitions take too long. Old building. Small classrooms, no sinks, etc. LESS FREQUENT BIG CHANGES! Respect teachers' opinions because we are on the front line implementing all these changes and teachers are getting burnt out and anxious.Don't jump on every bandwagon. Stick with things for longer.
	1664610	More space Longer school day for kids More time for planning with staff Some SIP day control for administration
	1664726	This district is too scattered. We tend to roll out initiatives before we have planned adequately and given serious thought to what we are rolling out. There is way too much material to do a good job of teaching and we are not going deep with out subjects. There is no time and the students are missing important skills. There is no way to do a good job of teaching guided reading, whole group instruction, small group instruction and writing. With the two teacher scenario, you lose your flexibility. Before, if I ran out of time with reading I could carry it over in the afternoon. The next day, I would go heavier in the math/science subject. Where has spelling and grammar gone to?? Mini- lessons do not get it. English Language learners need more time to learn these concepts. A quick little summary is not best practice for these learners. There is a LOT of wasted money on resources that have been purchased and we do not use.
	1664616	I feel we are not making best use of building space. The computer lab for e xample should not be office space that is used for children 10% of the week. The computer lab was used nearly 100% as a lab. I appreciate the extra computers for the classrooms. Very often it would be very valuable to have a full class in the lab for instruction. Class size is IMPORTANT!!! Too many support staff (specialist) who don't work with children are not a good trade off for larger classes.
	1664618	Having mainstream teachers focus more on differentiating in the classroom for ELL students (assessments, homework, classwork etc)
	1664620	All students should be inside a school building (get rid of the portables). Prioritize and limit the number of initiatives going on at one time.

	1664622	Assessments are much to much...love of fun teaching is gone. For example, teachers are not teaching the children to write for pleasure and share...formula and test w riting only. It's not right.
	1664623	Go slower and reflect more
	1664625	Stop wasting money on furniture we don't want or need. There was no logical reason for the new desks, and most teachers who have them do not like them. Please give us a regular curriculum. Everyday Math was great and actually took the kids beyond as compared to what we are teaching now. Also having to "find" and print out our own materials is awful and etremely time consuming.
	1664629	The portables are not conducive to learning. In addition, I feel they are not healthy for teachers and students.
	1664632	SLOW DOWN!! the district tries to implement tooo many changes at once!!!
	1664635	Listen to your teachers concerns since we are on the front line. We do know what we are talking about. Compromise with us on things. We are willing to do so much for our schools and job. Some buildings need more than 4 rooms. Better parking lot at FG too(use the field), then we do not have to park in the street each day.
	1664637	Administration at this school has been inconsistent to the point of schizophrenia about instituting meeting schedules, curricular schedules, and working with colleagues. I agree with the importance of these things, but they have superceeded our professional integrity and personal style. There are only some ways of presenting curriculum that are accepted, and very little respect given to alternative ideas.
	1664643	The direction of our district is very unclear once you get down to the actual teaching/learning level. Overarching goals and new inititatives are not transferring well to the students/teachers. Curriculum is being created and thrown, seemingly haphazardly, at teachers at the eleventh hour. More time seems to be spent at making the district/school LOOK like they are 21st century, have "the latest and greates" stuff. The reality is teachers spending an inordinate amount of time finding curriculum and learning new modules and having less time to really disect the learning of their individual students. I suspect the district took on too much at once.
	1664645	The timeline that units are developed and given to teachers.
	1664647	We need to slow down, take things step by step assuring the comfort level for all involved: parents, staff, and students alike. We need to try one initiative at a time and be fully prepared before implementation.
	1664652	slower roll out of curriculum changes

	1664660	Teacher laptops. MAC system for students. 60-90 minutes per day of actual teacher prep and team time. Planned monthly days to plan PBL's. Planned monthly collab day to vertical team with level 2 teachers. A less structured schedule to improve student learning. Schedule drives the instruction currently. De-emphasis on MAP, increased emphasis on PBL, inquiry-based, and student improvement. Teacher evaluation system should involve finding from the task force from two years ago. Teacher evaluation needs to be a pie (MAP less than 20%, student portfolio, PLC team evaluation, Parent/Student survey, contributions to school and district outside the classroom, evidence of district initiatives such as PBLs, technology, and learner characteristics.)
	1664658	Spend less money on unnecessary furniture and invest more in staff that could directly deliver services to students.
	1664662	Special Ed is understaffed and the feedback is that they are very overwhelmed with the high number of students that they need to service. It has been a huge challenge for teachers and support staff to try and schedule intervention services due to the lack of teachers and new building schedule. ENL pull out schedule makes it really difficult for teachers already dealing with a shortened literacy block. ENL students leaving so often cuts down on the amount of time teachers have available for presenting new instruction during whole group mini lessons. More push in time needed. Sitton Spelling curriculum needs to be updated with a more effective program.
	1664664	Have curriculum and scope and sequence at least a trimester in advance so teachers can be familiar and have time to plan. Teachers writing curriculum is ridiculous. We have "specialists" who have never been in the primary grades writing rubrics that are not attainable for this age groups. Planning curriculum based on a unit test is unheard of.
	1664670	I wanted to note that I am overhearing people are fearing answering this survey honestly because you have had us identify our school and grade level. I am also hearing that many, including myself, would have liked an area between agree and disagree.
	1664677	smaller class sizes- less than 30 supports for ELL and Sped within content classrooms as it was in past practices study hall/enrichment class at the end of the day for all middle school students so teachers can meet with students for extra help, make up tests/assignments for absent students, reteach a concept if needed, etc. There isn't any time during the school day to meet student needs
	1664675	Fewer new initiatives and curriculum changes. It feels like we are in constant flux.

	1664679	More teacher mentoring - PAID! Support without judgement and I would like for administration (CSO)to have a better understanding of our daily pressures and how excellent training can support change vs. sink or swim!
	1664681	Administration- would like to give trimester reviews on admin. and school culture, would like to share openly what is working and what could be improved Honoring what all teachers do and sharing more successes without focusing on certain teachers in the district- let us learn from each other and have us find good qualities in one another versus admin. sharing it More listening to the teachers- particularly the ones who are making the changes, not staff members in higher positions who share information
	1664685	I would not have multi age.
	1664687	We don't always have the resources that are needed. Much of my time is spent searching for resources, books, etc to make experiences in my classroom meaningful.
	1664689	teachers need more resources for teaching teachers need more time to plan what they need to be teaching, release time, paid time outside of school classrooms need to be IN the building, not in crappy portable classrooms steam needs a steam lab - as promised. nothing has been done to make the infested portables work for us. they are inaccessible and all of our science materials are in there. we don't have room in our classrooms for these supplies, but we can't go get them in the portables because of the floors. underacheiving students need a "boot camp" or some other way to get caught up - staffed by another FULL TIME teacher - we have many students who are so discrepant that regular ed teachers in the regular classroom cannot possibly make up for years of deficits.
	1664692	Too much so little time....
	1664695	As an ESL teacher, I would like to see the ESL teachers have more input into their schedule, so that we can give more support to the students with less proficiency. I also think that it would be helpful for there to be a way to have the ESL teachers share more fully with the classroom teachers what happens when the students are in ESL. I think it would be helpful if there were some way for a classroom teacher to observe their students being serviced in ESL, so they see how focused the instruction is, and it's base in the Common Core which is a shared basis for all of our work, for all teachers, in the district.

	1664697	We need to hire more specialists. With the increasing demands of NCLB, we have more students identified for needing remediation than any staff member can provide. Within one grade level, there are over 20 kids below the 30th% that can use remediation, but no one to administer it consistently. Why not get more staff rather than materials? The flip side is also true, our higher end students are losing services because of the need of the lower end. BOTH are a need, but one should not be cut because of the other. The gifted program has been significantly cut at the elementary level, and no enrichment is being provided in K-3. We should be servicing all ends of the spectrum, high and low.
	1664700	Slow down with all the changes.
	1664702	More time to reflect. Slow down. Too much going on.
	1664704	I would love to see administration really believe in our staff. I know we hear they do, but their actions do not back this up. I would love for all teachers to have adequate plan time to effectively plan high quality lessons for our students, really have time analyze assessment data to drive instruction, and have time to develop curriculum since we don't have one (in math). We are spending a lot of time piecing lessons together rather than having a solid resource to use to support instruction and student learning. I would love to feel safe expressing my views and opinions without fear or retribution or being ostracized by administration. I would love for teachers to be able to leave at the end of the day feeling respected and not beat down. I would love for our district to ease into things a little slower rather than jumping in with both feet and throwing out everything we've been doing. We are too quick to change too much without really allowing anything to have time to work or to really see the impact of our efforts. This is a terrible waste of time and financial resources.
	1664706	I would like to see that expectation for excellence extended to our diverse learners in a consistent and focused manner. That expectation needs to be communicated from the top down. It needs to be communicated through our curriculum. It needs to be communicated to parents and students.
	1664708	More time to lesson plan, collaborate with grade level team and district grade level team, explore resources and implement district goals.
	1664711	Constant changes in curriculum. Now that we are using CCSS, my hope is that it will not continue to change each year.

	1664721	The speed at which new initiatives are rolled out is much too fast. There are times in which I feel a bit overwhelmed with new curriculum and developing appropriate, interesting, and tiered. Including multiage at Level 2 will add a another change that we may not be ready for. Churchill is very crowded. I don't think the current construction plans will help alleviate the hallway congestion and lack of bathrooms for adults.
	1664715	more staff to deliver interventions an adminstration that listens and acts according to the majority opinions
	1664717	The way our curriculum is rolled out.
	1664719	Spend less on bringing speakers in- provide more time for teachers to plan and prepare. Provide a solid curriculum (math) and scope and sequence. Provide a math specialist at EACH building
	1664724	1. how curriculum is planned and rolled out to classroom teachers (especially the timeline) 2. professional development related to the CCSS 3. being too innovative...changing too many major variables without using a PDSA model (plan, do, study, act) and then not know which variable had a postive impact
	1664728	I believe our district embraces change for the right reasons! However, I truly believe we jump into implementing these ideas before they are fully developed and planned. We, as teachers, want to plan out our lessons thoughtfully and feel good about them! It is the main reason we are here. However, because we are constantly changing our curriculum so quickly, during the months we are supposed to be teaching it, the curriculum feels rushed and can feel scattered. It is not a good feeling. I feel the students benefit the most when our lessons are aligned, integrated, differentiated and are connected. It is difficult to do this when on our curriculum is being developed while we are supposed to be teaching it. We don't have our Reading Response assessments when we are ready to give them. It is not the Literacy Specialists fault, it is just stressful.
	1664731	I would have more opportunities for push-in services for ESL and special education students. They miss a lot of class time being pulled out.
	1664733	More common planning time to work on developing curriculum lessons, and menus.

	1664738	I would change the atmosphere. We value people who brown nose over people who really get the job done well. We value flash more than substance. We value those who follow without thinking more than we value those who question, think forward, critically think, analyze... all the things we want our LEARNERS to do. We also jump from practice to practice and abandon just as quickly. A final thought, my table today (while taking the survey) was annoyed that we were forced to take this today under the watchful eye of administrators and in a much faster, less time to reflect manner than we would have on our own. (The window is mid March for completion.) We appreciate the time given, but this should have been given with more time than 15 minutes and with no fear of who was watching over your shoulder.
	1664745	The portables have been very problematic for multi-age/specialization movement especially in this brutal winter weather. Children are outside in the cold several times a day. Jobs across the district don't seem to match, math specialists, ENL teachers, AEC teachers, LEVEL 2 STEAM teachers (some teaching multi grades, some teaching one grade). The job descriptions and accountability seems to be misaligned between buildings. This creates unfairness in roles and difficulty in job alike PLC meetings. PLC meetings every morning are impossible to maintain, especially for specialists who are trying to get across town, over the tracks, and meeting their students by 9:00. This is just unworkable and very stressful for staff who are caught by trains, emergency vehicles, construction trucks, etc. I think ENL is very different in the different buildings. Our ENL children see teachers regularly for small group pull out and push in, but that is not the case in all buildings. In general SPED students are having their needs met, but on an individual level, I am not sure if that is happening district wide. It is dangerous to leave the Forest Glen building at night heading out door 6 towards Highland Ave. We need lighting over there to ensure that staff leaving in winter are not falling on ice, stepping in dark slush puddles or suddenly encountering a dog or stranger in the pitch dark. We need text books for math. What we are doing is ridiculous. We still do not have adequately trained staff writing pre and post assessments. I agree they are better, but our parents are able to rip them to shreds. We do not have a research based instructional approach that ensures success for math instruction. There has to be a better option now. We have to find it.
	1664751	How information is passed along, at times step 4 is used by most departments; however, some do not feel it is important to communicate.
	1664753	I believe we need a mentoring program for our teachers.
	1664755	More space for learning

	1664767	More space for meetings, offices, and work with flexible groupings of students.
	1664772	Special Education and ELL seem to be their own departments with very little coordination with classroom teachers. These children need a consistent approach to learning.
	1664779	More people/disciplines at the table when making building level changes.
	1664793	Give principal more control to make changes needed.
	1664795	I don't understand why we have beautiful tile floors, yet in some rooms, air conditioners don't work, the heaters don't work (or make loud noises), there are no desks appropriate for guided work, and teachers don't have their own laptops or ipads. (The students get them before the teachers do. That doesn't make much sense to me.) Some teachers get special treatment over others. I think that needs to change. There should be more opportunity and encouragement of peer observations and visiting other schools for professional development. That being said, I love working in this district and I am very proud of all that we do. These are just some things that could make our school even better.
	1664797	I would like to address the needs of special education students that fall into the category of academic giftedness with social/emotional needs. I think that the gifted teachers are not equipped to differentiate in their classrooms. As for the typical students who see struggling, I would like to see the school offer programs that would address those who are lacking the parental support for homework. These students will continue to fall behind if they are not provided help outside the school day.
	1664802	Communication More support for 6th graders (both emotionally & academically) Forums for teachers to be heard Rtl clarity
	1664807	Improve teacher pedagogy through lesson study/co-teaching, employ systemic content-focused, results-focused coaching Invest in personnel needed desperately to support our impoverished, transient students performing below 50% of their peers on MAP and ISAT
	1664819	Our building's schedule, so that we can work in teams and PLCS. The students at a middle school, who are submersed in a high school model, are overwhelmed. It doesn't provide enough opportunities to help support these learners.
	1664828	Review manner In which it spends money. Would like district to consider hiring more interventionists to deliver RTI services rather than spend money on so much furniture

	1664837	I think the consideration of funding for special education and how we treat children in special education. We are so quick to push them out of services at the sight of progress that we never look at why they are making progress. The district needs to support each individual needs of all our students. Not just typical pk-8 developing students but we also need support from the district level for our special ed students. When materials are needed classrooms should be provided with them without question. We also need to look into staffing for special education. As a district I think we try and cut corners by only provided the minimum and not looking at what specifically is best for our students.
	1664857	the push to be the first to do everything
	1664858	Portables.
	1664908	Crowded schools - get rid of portable and replace with modern/updated buildings
	1664916	Do more to help the struggling students - iep, low income, ell
	1664972	Our district staff needs to be more aware of what happens in the field (schools). Sometimes it feels as if we are two different entities.
	1664991	The district needs to address the building situation. The buildings are so outdated and not conducive to learning. The district needs to better address the needs of students outside of the high socioeconomic level and children with different learning needs. Special education seems to be an after thought. Not enough resources are given to special education in the terms of personnel, supplies, training, and resources.
	1665009	I think the district could better utilize the space available without spending more capital on brick and mortar.
	1665016	The amount of support that our ELL and SPED population are given. The number of students in the classroom. A class of 32 students with a 45 minute class period gives a teacher approximately 1 minute with each student - this is not enough to check in with all kids and see if they need help and then be able to give them the help if they need it.
	1665032	The support new teachers get.
	1665037	Go back to the old model- this isn't working. Administration is just skewing data to make it look like it's working. It's only working because we have great teachers. Please don't be afraid to admit that it was a mistake and fix the mistake.
	1665153	More attention and recognition given to support staff for what they do... and better pay for them as well, since it seems that the district does not know how hard they work and how little they get paid.

	1665155	Upgrade the facilities Expect greater accountability for teachers' adherence to district curriculum Change public perception of the "typical" D41 student Remove people in leadership positions who do not have back classroom experience Require that administrators work in classrooms regularly; it is too easy to forget how difficult it is to be a classroom teacher
	1665206	I would implement year-round school ten years ago (no academic loss after extended summer break, frequent short breaks throughout the year to forestall burn out by both teachers and students, more even advancement). I would implement full day kindergarten. I would focus and improve (outsource?) our Gifted program, it is not adequate for this high-achieving community.
	1665210	Not sure
	1665227	Provide adequate space - our schools are extremely crowded. Raise academic expectations for our students. They are doing well but can definitely be stretched even further.
	1665265	Meeting needs of Special education and ELL students.
	1665271	The continual mice issue at Lincoln. The [REDACTED] at Lincoln.
	1665294	1. Current contract creates dissention among the ranks. I sometimes ask myself why would a recently hired teacher want to stay here. For example, how is it that teachers with many years of experience (say 20 years) are receiving twice the salary increase as 1st year teachers? A veteran teacher may earn \$100k while a 1st year teacher makes around \$50k. A 3% increase means \$3k as opposed to \$1.5k. If continued, we'll see a considerable gap with continued inequities. 2). The current review process is harmful to morale. It seems that there have been signifiact changes (not as high Danielson marks) If there was to be a change none of this was effectively communicated to staff. In y opinion, this is the one time of year that administrators can encourage and acknowledge the teaching staff for a job well done. Teachers would walk away from the process upbeat and motivated. Unfortunately, the opposite is happening with some.
	1665326	adopt enforceable residency requirements to ensure that only those who qualify to attend D41 schools are here for us to educate. Most districts do home checks to verify residency. Also the money we waste on taxis for kids to attend Hadley from many other various places is a travesty! Those funds could and should be better spent on kids legitimately living in our district!
	1665402	the way we communicate with the families, too much information, too much paper
	1665582	More support for teachers and less changes at one time.

	1665607	Get rid of the portables. Choose one initiative at a time on which to focus. Don't change too much too quickly. Allow teachers time to implement requested changes - two or three years, usually - before moving on to the next big thing. Be sure that all initiatives work together and none contradicts any other.
	1665611	Slow down new initiatives. Allow one to be utilized and evaluated before adding more to the teachers workload.
	1665619	RTI process needs some work. Need better, more effective, more consistent, interventions at tier 2, and tier 3. Especially at Hadley.
	1665627	Increased support from building administration, better/more consistent and well-known discipline policies, less busy work so teachers can focus more on curriculum and students, increased spirit (sometimes needed from being overworked)
	1665683	I think we jumped into the Level 2/Level 3 specialization of teachers and having the kids have 2 teachers. I think we should have piloted it at level 3, it is way too much for level 2 - it is not successful for most students.
	1665695	get rid of portables slow down the frenzy of changes...let things stabilize for a few years, at least
	1665699	The way HR treats the employees.
	1665719	Update our facilities. More availability and communication with school administrators. With all students getting chromebooks assigned to them in 2014-15, every teacher should also have a personal chromebook to use.
	1665816	nothing
	1665835	I wish the District cared as much about the Staff in school buildings as they have in years past. This top-down approach has me feeling like I am working in a corporation. I understand that running a District is a business, but the best businesses genuinely care about their employees, regardless of their role; there was a day when ALL STAFF were valued. I long for the days when I LOVED coming to work each and every day, excited to do my work and make a contribution.
	1665865	Curriculum leadership is chaotic
	1665925	Portables

	1665967	The district, and administration need to show more respect, and gratitude to the workers on the front line with the students. For example, how respected do you think support staff feels since their contract for this school year has not even been agreed upon yet?.....and it's March and they are working for the wages of last year? How respected do you think the teachers feel as more and more work and duties are piled onto them, and very little if any recognition is given to their hard work? I guess, just a couple of things to think about. They are highly educated, amazing people working directly with the students and they are working so hard with the students. I've never experienced more dedication from people that I've worked with in other work settings. Value these people, trust their knowledge, experience and instincts. Wow! I can only imagine the possibilities and end results if the administration and the board would be able to accomplish this!
	1666024	Increased communication from Central Office to schools about potential changes. Please keep the staff informed of any changes and give the school staff the time needed to implement the changes. Don't ask what we think but do what was planned anyways without our constructive feedback.
	1666032	I just wish I had some more support as a teacher, particularly as a non-classroom teacher. I think there is so much guidance and direction poured forth on the classroom teacher. However, anyone who is not a classroom teacher, gets left behind. I feel lost in what is my role within the school and in the district. I am not apart of any team within my school and therefore am very isolated. Even my district "team" does not function very much like a team. There is a need for leadership at our meetings and overall clear communication of vision and direction throughout from elementary through jr. high.
	1666038	All this 21st Century furniture. Tables would have done the job, rather than expensive desks. The STEAM lab chairs are a hazzard.
	1666040	-Have more procedures/expectations available for teachers so that rules/guidelines are the same for staff across the district.
	1666047	Add more administration and/or counselors to our large schools. Administration cannot respond to the needs of 600+ students and 70+ staff members timely and fairly. We are asking too much of these two people. If we had 1 or 2 counselors who could take on the discipline issues, CICO, and emergencies these people would be able to do their jobs more effectively. To assist with our growing population of students not meeting standards, perhaps the district would consider adding instructional aides at every level to help struggling students.

	1666053	lack of attention paid to special education and others with learning or behavioral needs haphazard approach to behavioral intervention: PBIS + learner characteristics? inconsistent approach to teacher & staff evaluation top-down implementation of changes disingenuous attempts to garner feedback & opinions unequal access to administration & "a seat at the (decision-making) table" for some specialists and not others
	1666117	more recognition to the support staff
	1666297	I would expand the facilities to include space more appropriate for collaboration, team work, & parking. I would also like to explore ways to create systems/process that could be more efficient for completing required tasks.
	1666345	Treat the support staff like people not a bottom line \$ figure.
	1666381	Give us a year without change. Let us develop some consistency and allow to to figure out how to best serve our children in light of so many changes.
	1666386	- improve facilities at Hadley Jr. High; many teachers sharing rooms and spaces for multiple purposes
	1666389	The facilities do not meet the current needs presented by our students. The rise in ELL students should warrant additional staff hirings, and yet we do not do so. Special Education services are improving, but need to go further to meet the variable needs of that population. Those children who need additional support in literacy or math are given that support an extremely ineffective way - too many kids on too few days - all in the name of fiscal responsibility. ELL students are pushed out of the program and into classroom of 30 students well before they have the grasp of the language to succeed. Even when this is acknowledge by all staff members, administrative decisions are not change to serve childre. It's a travesty, really. In addition, our students who do not excel and do not qualify for services are often not served well. Class size and diversity of levels is the primary culprit. It is unreasonable to place 7 ELL students in a class of 30 students and expect that all children will be served well. Class size in excess of 25 delivers diminishing returns. For the more wealthy in our community who can afford tutoring services outside of school, it does not present a problem. Unfortunately, it is those who cannot afford that who pay the price. It is a class issue that the community is want to recognize and accept. I see the education of community members on this issue as the board of education and the superintendent's primary mission. Until then, the education one student receives will be very different from another.
	1666407	Portable classrooms Congested traffic patterns Students' lengthy wait in lunch and breakfast lines Lack of planning for indoor lunch recess during inclement weather Inadequate parking Funding for Homework Club

	1666463	<p>Unreasonable workload - causes discontent, disconnectedness and burnout in staff, stifles creativity, impacts quality of instruction</p> <p>Over the years, additional demands have eaten away at teacher time to a point that is becoming intolerable. Hire systems analyst - hire to determine what we can streamline about our systems to free up teacher time for instructional planning rather than administrative tasks. For example, enter attendance for each class once instead of having two systems: one for grading, the other for attendance. We need a good system for grade book absences tied to our school attendance so we only have to enter this once. If our main product is quality instruction, our goal should be the planning and delivery of the best instruction possible: face time with students should be maximized, planning should not be squeezed in between too many administrative tasks, and technology should be used in a way that it reduces teacher workload, rather than adding to it. For example: Infinite Campus or another way to collect data on individual standards for 150+ students efficiently and make assessment based decision-making less cumbersome for teachers. More communication, meetings should be face to face. Teachers in the building do not know one another well enough. Trust between staff and administration is low. They will never know one another if they never see one another. Grading system - current implementation of grading system encourages students and their parents (this is clear during parent teacher conferences) to not worry about work habits grades and adds greatly to the amount of unfinished homework in middle school grades. This in turn places a huge and unrecognized burden on teachers to "chase papers" -</p>
	1666470	Too much change at once. Slow down with new initiatives.
	1666559	<p>The multi-age format and specialization of teachers. It is way more work than we were told it would be and student learning is more segmented. They aren't able to make connections to math/science with literacy/history. The amount of meetings is the worst. I barely get to see my family, working for 10 hours a day and almost every weekend. Administrators keep saying , "family comes first" but they don't give us the time to put family first. The staff is so stressed out that students can pick up on it. This has become a work environment that I no longer enjoy.</p>
	1666668	Learning one district objective at a time and doing that well.
	1666673	Maintain consistency across the board when it comes to student discipline, student/employee policies. Currently, there is absolutely no set rules that apply to everyone.
	1666679	have more space for teachers. Lounge and a mother's room

	1666693	I would hope the superintendent will become more aware of how poorly some administrators/directors at CSO treat their staff at the schools and make changes and/or intervene. It gets harder and harder to come to work when there is so much teacher-bashing from politicians and the public and our workload gets bigger and bigger with little to no increased support. We live in fear of being "thrown under the bus" by our administrator at the district level for any innocent mistakes made. Our professional opinions and decisions are not valued and have even been overruled. It is extremely frustrating when "rules" or "expectations" are handed down to those of us who work day in and day out with children, yet our input was never taken into consideration and no regard was given to our existing workload.
	1666814	I would provide more special education staffing and ELL support. I would provide more opportunities for interventions that are supported by additional staff.
	1666825	The leadership needs to slow down and make sure that the programs and initiatives that are implemented have been completely vetted and are prepared to be presented to classroom teachers and students. Do not proceed to put partially-prepared programs or initiatives in the hands of teachers expecting them to finish the work or wait for portions of the programs to be completed. Please listen to the teachers.
	1666881	As a support staff member, I know how hard we all work and I find it insulting that we are currently working without a contract and have not received a raise this year. It sends a strong message to the hard-working support staff that the District does not recognize and appreciate the valuable work we do for the District 41 community. I hope that this will change and that a contract and raise will be agreed upon before the school year ends!
	1666883	Support staff are not valued by the board. The AFSME staff is still waiting for a contract. As a whole the support staff feels that they work very hard to support both teachers and students and receive very little pay. The board is choosing to waste a lot of time nitpicking about benefits and salary for a group of people who are very dedicated and hard working!

	1666893	<p>I enjoy the staff that I work closely with, however, there are many staff that are not open to change or difference. There is a high level of anxiety among staff regarding working with students with special needs or ELL students and this shows both to the student and to other staff. Among staff there is also frustration with CSO administrators and their lack of involvement and commitment. Communication is limited and when there is communication decisions are made that are not discussed or taken into considering. As a result many staff members are unhappy and I have heard alot of talk about people wanting to move to other districts. I think that teachers do not feel appreciated or taken into consideration. Those working with the special education students feel that their students best interest are not always taken into consideration and are upset. I have seen several new teachers fail beacuse there is a lack of training or support for them at the school. They need mentors and to feel supports both from their building administrators as well as CSO. There needs to be more emphasis put on supporting our struggling students. These are the students that we do not get materials for or we put them in classes with ineffective teachers or interventions that do no meet their needs. The schedule at Hadley does not allow time for needed Tier 2 supports or interventions or also any preventative social emotional supports.</p>
	1666975	<p>Elementary needs seem to be a higher priority than Hadley needs. A plan to use existing field space to remodel, add on is necessary. We need a large meeting space and more classrooms. Staff perceptions of some CSO administrators are very poor and described as "difficult to work with".</p>
	1667161	<p>communication</p>
	1667510	<p>Recognize support staff as important assets to the District and treat them with respect and pay them appropriately. Having CSO recognize support staff as professionals and acknowlege them so. Stop overspending on things like landscaping; attorneys who are being paid a whole lot for doing work at a snail's pace. Look for long range furniture needs and not short term. For example, it was upsetting to see brand new furniture discarded or given away after a year when a classroom was designated for 21st Century furniture.</p>
	1667631	<p>Create a climate where teachers are supported and encouraged Promote success by having necessary supports (both physical and personnel resources) in place to fuel initiatives in advance of launching them Refocus: Set reasonable expectations for staff and students Realize that more work is not necessarily better quality work Appreciate and recognize the contributions of all</p>
	1667832	<p>Bullying seems to continue without much support to stop it.</p>

	1667892	I think each school needs technology coaches or specialists to help teacher integrate technology appropriately into their curriculum. One person for the entire district is simply not enough support.
	1667895	More time to prepare teachers for the changes for the future
	1667900	Class sizes are still too big.
	1667999	?
	1668006	ELL classes are WAY TOO CROWDED to be effective. Staff members at Hadley that were in the ELL department were required to absorb the duties of the 1/2 time teacher at Hadley that was being filled by various substitutes for several months. In an already over-worked department, this is not fair. Special Ed students have difficulty getting access to assistive technology in a timely manner. Special education teachers are not equipped with the same benefits of technology as non-special ed staff members.
	1668031	New top down attitude. This has negated all the years of work to make this district collaborative and a partnership with all staff. Acknowledging and rewarding the hard work of the staff. Have a master vision/plan, not grabbing what's new and rewriting the path/course.
	1668069	need for all children under 1 roof - elimination of portables
	1668074	I think we could do a better job of making placement changes when we need to. Often times, I feel that we wait too long to make needed changes for students and waste precious learning time.
	1668308	Teachers in special education should all work through case. The support and training are essential to the success of teachers and students in special education. Often administrators who have the best of intentions are unfamiliar with strategies and teaching techniques that are used in special education. They may not realize the extent of the social, emotional and sensory deficits which must be taught in addition to teaching academics.
	1668320	Admin that was more in touch with the staff - less wasteful spending at the District/Admin level Less stress in the buildings - it used to be a happy/pleasant place to work - now it's just a place to work
	1668470	More time for planning by teachers and teams.
	1668626	District 41 does a great job with their Special ED students, however when it comes to students that are ELL and SPED, Dist 41 needs to do a better job meeting the unique needs of these students. Dist. 41 also needs to do a better job meeting the needs of our ELL students that are also considered to be at risk. We don't provide enough academic support for them in school.
	1669058	More time spent on emotional needs of kids, less on academics. More integration of whole concepts across curriculum.

	1669294	Have a slower process when a lot of change is implemented. I would take a closer look at our Special Ed population, the case load of the teachers is overwhelming. The Special Ed students are getting the short end of the stick.
	1669531	More technology for each student. More hands for meeting all of the needs of all students.
	1669540	Communication and climate, respect for all staff, from top down.
	1669576	The structure of what is in place. I liked having a common plan time during the day. I liked specializing but not with mixing student ages.
	1669636	I feel that sometimes we move away from what is best for students.