

Number of Teachers who participated	PreK/Elementary	Secondary	Total	
	69	25	94	
Breakdown of Teachers- Total Years of Service	1-5 years	6-10 years	11-15 years	
	15	29	15	
	16-19 years	20+ years	Total	
	10	25	94	
Where Teachers have taught	Only Raytown	Other Districts, now Raytown	Total	
	61	33	94	
Total Years in RAYTOWN	1138			
Total Years Teaching	1,472			
Average Years in Raytown	1138/94=	12		
Average Total Years Teaching	1472/94=	16		
Threats to Teacher Morale	Schools who listed as #1 Threat	Schools who listed as #2 Threat	Schools who listed as #3 Threat	Topic chosen in Schools Top 3
<i>Time & Resources</i>	7	6	1	14
<i>Recognition & Value</i>	3	2	7	12
<i>Leadership, Trust, and Values Alignment</i>	4	6	1	11
<i>Ownership & Input</i>	0	2	4	6
<i>Safety & Belonging</i>	2	0	3	5
Hours spent working outside of school	1-5 hours avg per week	6-10 hours avg per week	11-15 hours avg per week	
	17	28	28	
	16-19 hours avg per week	20+ hours avg per week	Not asked or didn't answer	Total
	4	13	4	94
Recurring Themes	Student Behavior	Relationship with DL	New CT process is difficult/Too Much Paperwork	Loyalty is not valued
	Staff Shortages/Under Qualified Staff	Teacher Mental Health	Safety	What can DL do to help/what do you want to see more of
Student Behavior				

No ownership, kids get away with too much, teachers are concerned about what happens when parents get angry
If you want me do my job, don't make me jump through hoops to get "bad" students out of my class
so much thrown at us, doesn't take into account behaviors...when do we find the time to do it?...behaviors are so out of control and the top just pushes that to the side and forgets how much time it actually takes
kids are harder than they ever have been, safety is hidden, when a kid hurts a staff member nobody wants to talk about it
behaviors are not always addressed, relationships don't make kids behave
Consequence has to be equal to the behavior- if we have out of control kids, we have out of control staff- then we lose staff
Relationship with DL
we need them to help with BL
not good, decisions are made above us without listening to our opinions, DL visits are PR show for social media
In my X year, it seems like a revolving door, I don't know people because it has changed so much, This year is the poorest it has been, not saying past leaders were perfect but there seems to be a larger disconnect than ever before, My opinion, my services are not valued based on things we have heard- I don't think I can work where I don't have trust in the leadership- definitely not the Board, Not a photo op
Are worried about repercussions for speaking out, retaliation...specials/fine arts skipped in walk thrus, sometimes xxx is recognized and visited- we don't know these people, they don't know us- hard to trust...CO needs to be in the buildings more, our S is more worried about everyone but teachers- she needs more than a selfie and a bulletin, here for 5 minutes, looks like you were here for hours, feel ignored,
Trust the people you hired to do the job, stop trying to control so much, nobody knows your students better than teachers- quit makin me check every box, so caught up in making sure the higher ups are happy, not spending enough time making sure the kids get what they need- can I just do my job- don't have time to be the teacher, mom, dad, nurse, counselor but that's the way it is...I don't know them well, it has changed alot- Dr. Huff used to be here, I have never seen Dr. Griener- only know them if you are a teacher leader or on Equity Counselor- when 5 people step in to my classroom, I don't even know who they are- don't know who is who
Not at all, don't feel safe enough to speak concerns, it falls on deaf ears- no access to DL, certain things are decided without our input, someone else makes decisions such as changing classes taught, strategic initiatives that are presented but our opinion doesn't matter- if we don't embrace the change, they will find new people- we are not interchangeable cogs that can be plugged in to get the same results...Be able to take criticism without becoming defensive, truly take staff input, listen and make changes- dialogue, don't hear or see people unless I watch the Board Meetings, I can bring a lot of the conversation versus spreadsheets and data, there needs to be checks and balances and accountability- teachers are held to high standards- not everyone above is...Less (opportunity to share) this year than in the past- less surveys, latest survey was a numerical metric versus free answers, only opportunity to speak to DL is thru TAC
DL needs to be here, not a scheduled walk thru, spend actual (quality) time in the classroom not judging a teacher, spending it with students to see how they have changed, how classes have changed even just since Covid
District leaders just push to teach, be busy and follow a schedule but whole groups don't match small groups, it feels like looking good instead of doing good...you only pop in occasionally, it's unfair to come in my room for 1 minute and make an assessment of my room, there's a lot to say but hardly see people to say it too, I feel like I am a nobody- wouldn't know who I am and what I have done for the District...Spend time in my room, work a day as me or with me, see how much time I am on my feet, come in sick because we can't get a sub, spend a day without us in the classroom and see what type of control you think you can have, see the problems with the kids that we report but you don't listen to, you have to experience it
let us know that you know and that you are here "we got you" not just to take pictures, they bypass the ugly stuff to find photo ops, on Social Media it feels weird to see PR... spend a whole day not just a 30 minute walkthrough visit that is preplanned (leadership deters them from the problems), they need to see reality, they need to plan lessons with this curriculum to see it doesn't work...be more honest about the urgency- tell us about the accreditation problem so we understand
Board Vice President can present as if nothing happened...can't have good relationships when the only time we see them is when there is more work or reprimands, it's just a show when we have to pick specific kids and make lists of certain questions, recognize a kid at Board Meeting but don't recognize teachers in the same way, other Districts give work days or additional money but not Raytown, everything is about Instagram...I want you to care, not just come take a picture...Be realistic about what we deal with everyday- it doesn't match what District thinks happens, come cover my class for a day so I can get stuff done- it's draining spending all day with kids- come experience that, take time to remember when they were in our shoes- come see how things have changed since COVID, it takes a lot to be here

we were expecting more positive changes, haven't seen them, changes have been announce without explanation...We don't know all leaders so hard to trust, Principals are coming in saying "they are making me do this", come to buildings and explain, ask questions, listen to answers (similar to this focus group) but frequently...follow a student is great but we need a follow a teacher- return to the classroom as a teacher or IA

the changes that have happened even from last year to this year are rubbing the staff the wrong way, they are leary of these changes...Concerned about the talk about academies- feels like the decisions are already made and input will not matter- similar to the specials rotations adding library even though current teachers said it was a horrible idea- then the new plan not being implemented until the week before school started- even though they polled everyone, they still just did what "they" wanted...fear of retaliation, might change something enough to make it uncomfortable without saying they are targeting

3 meetings on Specials Schedule lots of negatives mentioned that have come true- feels like the decision was already made but we've already made up our mind- what even ask- even very experienced teachers put input that was dismissed- also takes 40 minutes every other week from teachers by adding library

not being able to trust, stuff gets interpreted wrong...feels like Superintendent does address the issues through TAC- transparent even if everyone doesn't agree...Don't usually see District Staff in building- Amy and Josh and Officer Davis recognized, but coordinators aren't coming in this year, had 2 walkthroughs last year and haven't seen any this year...

Comments made, initiatives that have been shoved down throats, ignore concerns and complaints, being dismissive, lack of empathy, "find other teachers", need to concentrate on staffing, seems that teachers who were not good in the classroom were given jobs coordinating adults, does not show accountability for responsibilities, CG comments that became a rumor, really bother people who now feel as though they are not valued, kids make teachers successful, teachers make administrators successful

New CT process is difficult/Too Much Paperwork

SpED paperwork

filling out CT forms, WIG data is so overwhelming-its getting in the way of teaching and learning- told to zoom from home on weekends when there is not enough time during the week

A lot of additional work- IEPs, goal data- impossible to do within regular/normal data-

WIG, TACA- although necessary, there is so much in them- we don't need to be so specific, we have to write down every LITTLE thing- things that are already on the unit map, let us focus on the unit map- tweak the form to match what is already done, lots of repetition on the same form, lots of places to add the same info- need to be more efficient, Plan time is spent with PLC, rushed in training us how to do the forms correctly, instead of using the form with instruction, we spend a lot of time learning the forms- still don't know what is needed- need examples of this is what it should look like- A, B, C

Documents and data, in the moment we have to go back and do stuff that was missed, meeting the deadline is stressful, it takes 3 plan times to enter data, there is no time in the day to do anything but teach and paperwork, if you get behind it just keeps snowballing- specifically to the CT forms, essential standards chart is first, then instructional planning for tier 1, then have to deal with the instruction in the moment, there are 2 sets of forms pre-assessments and assessment that have to be done at the same time for different units, keeping up with pacing guide means we have so much to do, it's a disservice to the students to worry about the data on the forms versus actually teaching them, Time, scheduling, pacing guides- 15 days for a unit with 20+ lessons- they didn't account for days we are not here- having to skip lessons
Pacing guide is based on 9 weeks and we didn't have 9 weeks, we had 8- how is that supposed to work

It's really a continuous thing, meetings all the time to talk about data but we have no time to do anything with the data, a pretty spreadsheet isn't useful in the classroom, we need to have that time- essential standards are only in one lesson- 8 lessons that don't teach the standards out of 15 days- I have to create lessons that start teaching the standard on day 1, too rigorous of a schedule, assess on Monday report on Tuesday- creates the need to do work at home

CT times used to feel like plan time, now it feels like paperwork, paperwork, paperwork...Forms for CT, might be useful for higher ups but we don't see outputs of our inputs, it's overwhelming and we don't have time to process the data or see the objective of the data, it's frustrating not getting feedback- ever

Our data driven time, looking at kids but we do so much more that no one recognizes because they just look at a data sheet (WIGS), other, most important, needs are not recognized and we are doing hard work, my job is not about spreadsheets, it's working hard for the children making them have a better life and if I'm judged by my spreadsheets I have failed but I have NOT failed my students

CT is a big issue, thats coming from a good place, it is important but when it comes to implementing it, it is forced and taking all of our time but "they" aren't listening to "it's not working", a lot of aska model goals arent being met..these things are great goals and need to be done but there is NOT time to do it all- filling out forms versus/going to meetings instead of letting us do what is good for kids...it's all about filling out the forms so that principal can share to prove that we are doing "it" correctly, meetings, meetings, meetings

Entering all of the stuff in the data forms (CT process), random meetings for CT, having to go to other grade levels and travel to other buildings for CT, when they ask show me the stations when I don't have the time to create them I want to say show me the time, need time to do small groups but we set up to fail- 45 minute plan time was built when only core subjects were taught, we are tasked with so much more...
Doesn't feel intention or respectful, expected to do a lot of things with no choice in the matter- taking up time filling out the same info 5 times so that different people can look at the same thing on different forms- not what's best when I need to focus on my kids, standards sheets could have come prefilled since all 10 elementarys are expected to do the same thing but are having to create everything individually...Everything is a priority without a specific focus, how can we prioritize? Training last year- "focus our focus" but yet we are still teaching the whole essential standard, causes us to drown in trying to fit everything in the cup- data sheets are still the whole unit, essential standards are supposed to be focus- "we have to do it this way, it's just how it is" some of the tests are ridiculous- so much information, instruction is not curriculum- we need to be able to focus- essential standard is not part of curriculum, teachers have to write and teach it separately
new forms and too much paperwork, leadership has become overbarren with all of the other stuff they have to do and District Leadership doesn't get it...extra Wig form, Tackle form- new, different & scary- hinders teachers
restructuring of CT process- not enough training, they are still trying to figure it all out, timing of implementation was bad- really quick, in the weeks when they were trying to get the year started...Forms for new CT, the pace of math curriculum and trying to add data- the paperwork doesn't really apply but someone wants to collect the info, units are 9 days- sometimes it's 14 days before they meet, some schools CT time is very protected, some are dealing with other issues, can't focus on keeping the kids caught up
workload is interrupted by extra paperwork, having to turn in lesson plans has caused an uproar, need to know exactly is wanted versus having to answer 3 different forms
Loyalty is not valued
Years are not recognized- 15 years at hire not enough, frozen steps should be given back
too much red tape around PBDs
another year of not paying us for our experience
Resources- established teachers are concerned about not getting info about step/s timely enough, will start looking before we announce raises, staff is our biggest resource, Other Districts are poaching and because we don't know what is going to happen, teachers will go
Still fighting for steps, we train new staff, mentor them- coming to Raytown is hard yet experienced staff makes less than new hires for the same amount of years- bond money only can be used for buildings? We don't believe it. The message is we are going to wait until you are retire- nothing is going to change
Steps are important- I am missing X steps- makes a \$20,000 difference in other Districts...Incentives for new teachers but longevity is not recognized...Recruit and Retain is more about recruitment
feels like they tell us we are not valued, looking at other districts in the 5 years before they retire to maximize their benefit...New hires get their years and so newer teachers make more money because they received years of service...They think we are competitive with salary but want steps back- lots of conversation about how they could go elsewhere get steps back and make more money but connections keep them here, they love the kids and the school, they are a "family"
20 year district pen left in mailbox- no thank you, not hand delivered
District struggle with longevity and step restoration- stopping believing it will ever happen, almost all those are gone- just waiting it out
Staff Shortages/Under Qualified Staff
we are having to cover during plan, can't keep support staff
I don't feel valued when I have to sub 3 times a week- I don't feel appreciated because I cannot have my plan time
New teachers don't have support, they are on their own trying to figure it out and those without certificates/classes that prepped them for a classroom are drowning

<p>Sub shortage causes us to have extra kids in our classes- if I knew that once a month we could be out early, I could be better at being ok...Custodial staff here is lacking, there is no accountability We would feel better if it felt like the building was taken care of and we didn't have to clean Fix our building on Saturdays - we do extra, we love the building so we do more ...When you see other adults who have extra times on their hands, its infuriating (specials teachers) they should have to sub, do recess duty — somehow give us time...DL should come help us</p>
<p>we've had an incredibly hire turnover rate, veteran teachers are having to cover and take on more duties, also have a new schedule, cut instructional time and plan time- sub rotation...new teachers are green, getting them up to task is difficult, proportion of 1st year teachers who have just started their own education is huge</p>
<p>Staff- we are over class limit size, cutting Title Math, don't have enough time to meet with students</p>
<p>unreasonable demands and hiring under qualified staff make the job so much harder, experienced teachers are added to committees which pull them from the classroom, being able to be a teacher along with this feels impossible</p>
<p>new hires cause us to go backwards- they don't know the students or what we do- new teachers have to learn and it causes the experienced teacher so much work, social emotional needs not being met so scores are affected</p>
<p>the way curriculum was being chosen was based on what was easiest for new teachers versus what is best for kids learning and building longevity for teachers, we don't want to focus on PD for teachers because teachers leave and thats too much resources and time wasted so the easy curriuclm develops lower quality teachers quickly/easily...teachers fresh from college are excited- the opposite of subs who are just stepping in- new teachers need clear instruction and can help them be successful- engagement in classroom and better behaviors because teachers are successful...not enough IAs- causes kids to suffer- IAs don't have livable wage but have accepted it- really want real time pay, IAs need to be quality so they can help as instructors, willing to make concessions as teachers to help with IA pay,</p>
<p>shortage of staff, takes time, ongoing sub shortage causes problems with resources, having to clean and sanitize, amount of time spent to do job- arrive early, have to work in evening, plan time taken by meetings, "worked at Best Buy have a longer lunch"</p>
<p>feel like staffing should be more of a priority (resources)...We've never had enough time- always had sub rotation- it's always been an expectation, teacher are passionate about the job and the kids so they accept it the way it has to be</p>
<p>Teacher Mental Health</p>
<p>We can be threatened and nothing happens*, wellness time on a workday doesn't feel good</p>
<p>The gossip was that the teacher would be fired and nothing would happen to the Board Member</p>
<p>Check in on me, begin year doing great, now may be falling apart, check in and listen</p>
<p>Wellness day being combined with work day- although they are thankful for the time but everyone who planned a full day of stuff couldn't leave or had to hurry and stress about getting stuff done- teachers didn't feel appreciated...How hard teachers are working, it feels like we are drowning at times, on really hard days when kids cannot control their emotions, we still have to do the forms, even when we are tired and exhausted- doing the best we can with what we have, teachers need counseling and we don't promote EAP enough- there are different hards</p>
<p>Recognize how much it takes to be a teacher- give them breaks, lunches, plan times, since COVID nobody wants to be a teacher- what are we doing about keeping the ones who do- what if we lose 25% of our staff?...Wellness Wednesdays- last year we had work days- this year it is all work days...</p>
<p>caseload and assessments followed by paperwork makes me feel stretched thin... another day that we do what we have to do- we made it but mentally and physically without it being even through it's still only 1st semester people are tired. Trauma smart reference- always in the trunk, arrive at 7:15 leave at 5, taking time off is hard because they don't have staff, time off requests are being denied...Have to make decisions based on personal circumstances, I can't give as much time as I used to - I have kids at home, I have to go home and let it go- still learning, it's hard</p>
<p>Safety</p>
<p>*Board Member Concern</p>

We need a better plan to handle all of the fights- kids need to learn skills that help them know how to cope, DL needs to recognize that kids can't regulate emotions, they don't value coming to school
School Board members can't be trusted if they don't act appropriately- what does that say for all of the other parents
What can DL do to help/what do you want to see more of
Trust us to be experts in our field, don't be defensive in answers to our questions
Trust us to do our job, don't micromanaged, you hired me to do this job- not overlooking accountability, but there is so much more now. If someone else isn't doing their job don't lump us all into that group
We are highly educated people who know what we are doing but DL thinks it needs to be better
Wednesday meetings are too structured, we need work time- let us work on the things we need to work on- things like bulletin boards have to be done on your own time- built in nowhere
Didn't care for intruder training this year- to see actual footage of school shootings was traumatic
Curriculum, although we have curriculum we have to add to it, find resources ourselves, Intentional teaching cards are provided- they tell us what we need for the lesson but we have to go get/find/buy those things ourselves... trust in the fact that I went to school and have worked in the field for 20 years..give me autonomy to do the job, I know these kids and know what they need- don't make me rewrite the plans you give me just to turn them in
feedback should be listened to and provided... monthly meetings have been a waste of time, we could have been more productive- been assigned odd tasks, leadership across the District has unrealistic expectations...More actual work with students, more transparency, get in the trenches with the teachers, by our side not micromanaging us
Understanding and Trust, educated "teachers" should be trusted to do with what you need to do with the kids, it's not an emergency, it's urgent....let me help them, give us some freedom, we are with the kids every day- if I need to spend extra time in Math or take 20 minutes to reset, let me but that's not protecting my instruction time, we need positivity, this year feels awful-
Trust us to teach the students, trust that we are professionals, we can make decisions based on what's best for our kids versus other schools, we can provide our on accountability - focus on those who aren't progressing, not everyone, give grace- let us ask questions when ... instead of having us fill out forms, develop a relationship with us ... art and science of teaching- 30 lessons in a unit and we are questioned when we aren't done as quickly as DL thinks, feels like its just a "get it done" situation versus teaching kids
Appreciate the opportunity for a focus group- doing investigation, transparency is important and some people do not think we are transparent, some teachers recognize the "need to know"
See them in the building, not just for photo ops- visit all classes, not just a targeted rooms, spend more time, sit in a class all day, recognize the teachers are the reason District Level leaders have a job, participate with the children, follow up with conversations with the teachers- provide specific feedback, not just a canned email...let teachers know when you see something you like, work with the children- don't just stand and stare then walk out
Closing/Other Comments that Stand out
I don't need recognition, I need consistency
PreK doesn't have coordinator support
New Specials schedule is a disaster- can go 2 weeks without seeing kids
they've added so much time to our day, kids are also being pulled in different directions- JETT (RTI) Time went from 2 days a week 40 minutes to 5 days a week 35 minutes— Math and English do instruction during that time, other teachers have a bunch of kids to supervise
never enough time, very little supplies in classroom, resources are very outdated, have to make do- that's what teachers do
never feels like it's just right, pressure from the top, causes pressure in the middle, causes pressure to teachers
It's like putting a donut on a racecar.
Some leaders are good, others not- what we did last year we got in trouble for, this year they are asking us to do it- that leader didn't come observe, they just heard- had to have a meeting to tell us to calm down, told us we were too passionate, told us to quit asking

Create our own pre assessments, it should have been included- all parts and pieces included, exit tickets aren't even close to the assessment, assessments aren't age appropriate- take into account grade level and abilities, 2 problems fit the standard and thats what we are supposed to "assess" them on
DL does not understand the fragility of these students, every single hour of every day is impacted by their trauma and poverty- kids have lost their why
This is the time for teachers who are looking if we don't do something quick, we will lose them
We are supposed to teach the children as the whole child, we also need to lead the whole teacher, we are a whole human..stop saying I know this happened but did you get the lesson taught? (evacuation)- then follow up, are you ok?
If professional dress is so important, why does the building get to look bad?
our number of minutes with students is higher than other Districts
Admin will not put up with kids behavior but expect teachers to. Our norm is everyone else's exception, it is a constant beating- parents, kids, administrators. The dynamic between district and parents is skewed- Parents always win, administrators back down everytime
Remind DL of the grind of a school day for a teacher- busy 98% of they day at full speed, don't lose touch with that
so many restrictions on the tight schedule, protect the learning time is preached but no learning is happening, kids cannot self study/ independent learning- the whole class is a small group on tier 1, easy to burn out, overstimulated, kids don't feel successful, we can only do so much- easy to say teach them where they are at but we would get in trouble for not doing what they are supposed to -
Busses showing up late cause teachers to stay with kids and stay late
The fluff—I don't like creating canned answers to just check boxes in CT forms, it is all over the place- on the coalition we asked to work on one thing (maybe 2), it fell on deaf ears and now we are trying to do it all
Indirect conversations are filtering down and that is scary and we feel threatened
leaders added comments to document "how come you didn't list student names of those who met the goal?" I didn't have time to write down 23 individual names, "you need to be more specific" and there was not 1 positive comment, we spent 50 minutes on that TACA (after the assessment) form
We've been told we are easily replaced, but there is a difference in the ones who want to be here- do what you can to retain them, I want to be here but feels like there are people who don't, a lot of small things aren't being addressed- the nuts and bolts of running a school day to day- that need to be addressed so we can be proactive instead of reactive. We are watering the garden while the house is on fire.
Time wasters- PD that is thrown together last minute, told to bring resources they don't have- specials teachers don't have specific PD and are added to other groups unnecessary
TAC is just a rotation of the same issues, when an issue is presented they want a change not a reason
(4 step program at XXX) same kids have 6 times to go through the 4 step process everyday- they have 24 steps?
We want to be here, take care of us, we love Raytown. I want to be here but I am being recruited by other places
XX keeps there people but nobody ever comes to ask why they are staying, when kids move in to class from other schools, there is a difference
Awards in outside organization should be shared by the District, teachers have to blow their own horns to get that recognition "hey I won...", watch for press releases and emails from the organizations and then the District should follow through
Foreign Language department - catastrophic blow, French is not being offered, moved to Spanish only
feedback is #1 thing that supports classrooms but teachers aren't getting feedback things we are supposed to provide kids
We have to teach kids how to be part of society- it is hard- the amount of help kids need on a daily basis, we don't have the option of leaving and going to another building for a different photo op, we are consistency looked over
Come in and Sub so you can see what we go through- teach the lesson given the materials we are provided and see how difficult it is, we do all day everyday and the little things get forgotten by people who are not in the schools (DL) Behaviors have changed so much!!!!

Class size- XX-XX kids in X grade is so full, kids can't be separated- causes extra work load for 2 teachers versus 3 in a grade level- adds extra everywhere, extra conferences, grade cards... Maybe stipend those teachers to compensate for not having a 3rd teacher
disconnect between leadership and what actually happens in the classroom, I know what needs to be done but I need the time to help them- spending lots of time in meetings, just barely hanging on and yet they keep adding stuff to our plates, kids will be passed to next grade level regardless of what data says...
contract time- meetings at 8 when contract time is 8:45, paid time is when kids walk in so you don't have time
Asking and understanding- you dont have any idea of how hard/frustrating/difficult it really is, what our days look like
Learn to split up the preparation work with team cuts down time, instead of each teacher creating their own daily materials - wish more teams realized this- used to departmentalize
We are human, we want to be here, our families are important but i can't put them first because of workload, to say you need to self care but not provide time (giving us time on a workday is not ok, especially when we are told to be appreciative because they weren't going to do it all) - they've taken away all Wednesday time- everything is planned, hard to get other stuff done
We don't like being micromanaged, trust us...Should teachers have the ability to make decisions for their kids- permission from upper management, lots of forms makes it a hassle...If you go to doctor and they say you have strep- you believe them, when the dentist says you have a cavity, you believe them but administrators don't trust teachers
time off requests are being denied, if X people are gone they don't approve other absences- if a teacher is gone, the others here are unsafe because of shortage- no one to fill in
Always been a huge disconnect between central office (department chairs) and buildings- example of bad teacher being a bad coordinator
administrators should sub when we have a shortage so you experience it, don't make your visit a photo op, stay more than 5 minutes, see an entire lesson then give feedback, it makes me feel like I'm not good and you don't want to be there, can't know what's going on in a building if you are not in a building
When we get feedback, there is a box that we can check that asks if you want someone to reach out to you, we NEVER hear back even though we have checked the box every time
Don't give the strong people more just because they CAN handle it, there is always more than we can handle
*"This is how it is today: The teachers are afraid of the principals. The principals are afraid of the superintendents. The superintendents are afraid of the board of education. The board is afraid of the parents. The parents are afraid of the children. The children are afraid of nothing!" Milton Berle
Specials have autonomy to decide on pacing between buildings, classroom teachers have to stay on track across the district- they don't have ownership (example- other buildings can stay on pace even though some struggle to keep up)
Positives
I don't want to leave, love these kids
like baracudas, teaching with door locked
we work collectively as a team
Best building I've ever worked in, don't think the District realizes how much we care about these kids and want them to be successful.
we realize our climate is top tier- does it just look fun from the outside but we know the culture and climate here is amazing, I enjoy coming to work
Do know Tyler Britt since he presents
Wellness Wednesdays, building leader protects us, not set us up to fail- she provides what we need including support
We want to be successful, we want this place to be good, I want to stay
Really likes the school, principal invests time and has conversations about life, the culture is good here, realizing the work is hard but still bonding, I feel seen, I can talk to people, I can relax
Physically we are safe, like the new window covering

Building Leadership last 2 years has been phenomenal
Principal is great, does what they can to condense stuff for us- give us extra time
there is a big disconnect, need them to be here and know me, know my name, be available so I can ask questions, come to CT meetings, talk about observation results don't just provide a checklist (bring back instructional coaches on behalf of C & I to bridge the gap) engagement is higher when they are being watched- Natalie Moon is great at this!
Dr Greiner writes handwritten notes after visits
Principal steps in when a parent is angry