

Once we have the current Q12 we can compare and review.

I have reviewed these questions etc with the Support Team and we can revisit in an upcoming Leadership or Committee meeting.

Below I have provided some of the answers to concerns or questions. We can discuss suggestions at some point. Keep in mind these answers are the thinking behind the decisions and can be discussed, they are not the be all and end all.

When Viewing this, these are the agreements I used in viewing and would like for everyone to agree to:

Norms:

Agreement 1: Be Impeccable With Your Word.

Agreement 2: Don't Take Anything Personally.

Agreement 3: Don't Make Assumptions.

Agreement 4: Always Do Your Best.

Agreement 5: Say what you mean.

1. I know what is expected of me at work.
 - Hanbook, APS and Jackson
 - PLCs
 - Staff Meetings
 - Journal
 - Emails
 - "Don't forget" reminders – important events (ex: grades due)

So not sure how to message this. Almost everything is in the Journal and emails are redundant to the journal. In regard to reminders (grades due) this is all on the calendar. Maybe we need to have a Outlook Calendar 101 on how to set your own reminders for upcoming dates so that teachers can get reminders that meet their needs for upcoming dates. We can also ask for a volunteer who will go through the calendar and do a Journal Reminder for upcoming dates.

2. I have the materials and equipment I need to do my work right.
 - School provides what teachers ask for and each teacher has been give funds to get their materials each year (1,000 and 750)
 - PTO also provides funds to each teacher and grants
 - Copy paper needed at times

Let's discuss copy paper. It was a recommendation by leadership earlier to place all the paper out and trust teachers to monitor its use as needed. This doesn't seem to be working. I also provide teachers with funds yearly and PTO money that could be used for paper if a teacher needs it. I don't want to decrease the funds I provide for paper as not all teachers go through paper at the same rate, but I can.

3. At work, I have the opportunity to do what I do best every day.
 - What obstacles are there to this? Keeping in mind, we work for a system, doing what I do best and what I want to do are two different things. The question is are the parameters set keeping you from it? If so, explain so we can remove barriers.
 - Time is an obstacle. Not enough planning time to do what we need to do. Not enough time to plan for fun, engaging lessons (ex: Kahoot).
 - Student behaviors can be a major obstacle.
 - Not enough time to do fun learning activities, like Kahoot, due to being expected to follow a strict schedule.
 - We think a full-time nurse at Primary would help us not have to focus on bumps, sickness, etc in the afternoon. Also, she contacts parents for us which is a huge help.
 - We would like to see protected planning implemented as it was a few years ago with just one day reserved for meetings during planning. It seems we have gotten away from that this year and we are having some weeks with meetings on multiple days.
 - Admin can keep reiterating that we don't have to be cookie cutter – you can follow the Scope and sequence but teach it how you see fit

Time will always be an obstacle but we are going back to designated days for planning and or meetings. We moved away from that because of past feedback during empathy interviews. We can keep reiterating it, but it would also help if team members reiterated it during meetings when it comes up in planning sessions.

We have tried to make time by giving teachers morning gym time adding 2 hours monthly to planning. I have also placed in the journal 4 times for teachers to ask me or a support team member to come and read a book or do an RML, or teach a lesson for breaks or catch up time. To date, no requests have been made.

4. In the last seven days, I have received recognition or praise for doing good work.
 - My issue with this is that each 7 days it becomes inauthentic.
 - This is not just Admin, it's peers, parents and kids.
 - Bring Kudos back? No one used them and people started to put dumb messages in there that were personal. People also got upset by them.
 - We do notes, Transformer award.....what else?
- How is the Transformer award chosen? Chosen by the same people each time? Some people may be doing great work, but are not on the radar like those in more visible positions.
- We naturally praise/thank/recognize each other in our meetings.
- Students feel the same way about IB awards as unrecognized teachers do (Sp Ed, kids who have never received one, etc.) We have kids in tears over IB awards every year. Teachers can feel overlooked too.
- some teachers took this as recognition from admin only – so that was good to discuss
- **Praise:** Compliments and praise to start grade level planning (occasionally can come from admin)
- Notes on desk every so often (1-2 a month) from admin
- Bring back staff KUDOS, more awareness, adult ROAR cards

Transformer award: I choose it. In looking at who has gotten it this year (Preiss (5), Eads (K para), Van Wormer (3), Grice (3), Pete (support), Payne (support), Postemus (SPED), Copeland (ESOL) I see a pretty spread out representation - my suspicion is that the feedback centers around the support team members, however they are employees also and need to have feedback and recognition also. The award kind of is for teachers who stand out because of what they do. I have also placed in the journal that a teacher could be nominated, to date no one has been nominated.

I previously spent time giving flair, writing notes, printing out kudos and giving them to teachers etc...these practices didn't impact the Q12 in a positive way and I never got positive feedback on them so I quit as they seemed like a waste of my time as they were ineffective. I still do them but not as much.

Kudos we stopped because they became a source of complaint. Not many were sent and most came from one staff member (who was trying to be positive) but it was a bunch of inside jokes that frankly began pissing some people off. I loved them but they didn't seem to be effectively utilized.

For students that don't get the IB Award, they can get ROAR cards that recognize them. Each teacher was asked to give 3 out. April House Huddle only Lewites, Fortunato, Mak, Preiss, Alteri, Shields, and Eads gave out 3, many teachers did not give out any. Utilizing these may help

students not feel overlooked. I have also been told several times that “I handle praise in my classroom” so not all teachers participate in school-wide recognition.

5. My supervisor, or someone at work, seems to care about me as a person.
 - So I show this by giving people what they need. Time off for family, dogs, leaving early and not making you clock out, I text and check up on people. It’s about relationships and those are two ways. Sometimes we only know what we’re told. That’s admin and peers.....
 - One thing I’ve sucked out is getting to Primary...so that’s one area for ME to work on.
- Random Acts of Kindness poster/list in the building (Have you been a RAKtivist today?)

This is a great idea.

6. There is someone at work who encourages my development.
 - In what way?
 - Suggestions requested
- We like the idea of a link in the Hub. Make teachers aware that there is a place where they can request trainings, needs, express interests for development.
- Included in this could be a list of upcoming opportunities that are linked to our school improvement plan. Ex: If Dostie knows of some upcoming STEAM opportunities, they could be listed in the Hub (link in the Journal).
- We like the idea of having a form on the hub that staff can fill to request opportunities for development such as observing others, training, etc.
- the idea of development is confusing – some teachers felt they couldn’t develop as we are only made to use programs with fidelity and not what they know is best
- **Development:** Support staff reach out to different team members for development opportunities based on strengths

We will need to discuss what a link on the HUB will look like, I don’t really understand the ask. The office of PL sends out a catalog of opportunities each month that they offer, teachers can sign up if desired and we can get subs.

7. At work, my opinions seem to count.
 - This is why we started committees. There is a place for voice, but honestly I think many see committees as “just another meeting to rush through”. If not in committees where does voice count?
- Suggestion box for anonymous (or not) feedback

- Decisions made at district level. We can give our opinions (ex: math textbooks) but decisions will be made by the district. Do our opinions really influence that decision?
- teachers felt that many educators in general are discouraged and aren't sure what could be done at a local level to address this
- my opinion counts.....remind teachers of committees and teacher voice.
- Remind: there are things we have control over and things we have NO control over and never will

These comments are true, we all have parts of our job that we will have no control over. Now that we have had a year of committees we can discuss if there needs to be any changes etc. I can have a committee chair meeting to discuss. I'm not really open to a suggestion box, I've had in the past and it turns into a bitch box. Professionals should be able to make suggestions, we're also reinstating leadership so they can bring them forward there.

8. The mission or purpose of my organization makes me feel my job is important.

- Mission is aligned to IB and we work with it – Suggestions (?)
- We do not have suggestions for this.
- We would just like this clarified whether it is referring to Jackson or APS as the organization.
- teachers felt that many educators in general are discouraged and aren't sure what could be done at a local level to address this (this applies to Q7 and Q8).

Jackson's mission statement

9. My associates or fellow employees are committed to doing quality work.

- How do teachers measure this?
- We see this within our team in how we work together, plan, help each other, etc. It is more difficult to see this outside of our own teams. For the school as a whole, it is more of a feeling based on people's personalities, word of mouth, brief interactions, etc. It is not possible to know how committed someone is without being in their classroom and seeing what they do day to day.
- Differentiation, communication, going above and beyond, consistency in student expectation (across grade levels)

There is a lot going on here and lack of respect that is an undercurrent. Pet names and slights to others. Lots of behind the back talking. My question is how do we address respect among ALL peers?

10. I have a best friend at work.

- Suggestions requested (?)
- Match new teachers with a mentor who is not on their grade level. The purpose is not so much to help with job-specific responsibilities, but someone who can be a personal connection.
- Come together more as a Jackson community.
- Individual thing – two way street.
- Possibly add more after school opportunities
- Opportunities for “island” positions – EIP, ESOL, SPED

Island teachers are an issue and I have no suggestions for that so I’m opened.

A mentor program is needed but i’m not really sure how to fix that. People have a lot going on and in the past it has devolved into “let me know if you need anything”. Suggestions would be great. Suggestions on the come togethers would also be great. In the past I’ve specifically planned to get togethers on a Tuesday where we are supposed to have meetings but people still didn’t come. Same with End of the year parties. Most do, but some never do and they are the ones who say they aren’t connected. One year I did have teachers come together and play games during our meetings. Stopped - too many complaints about it being a waste of time because they had better things to do....although most seemed to enjoy them when they were playing them with peers. Open to more suggestions.

11. In the last six months, someone at work has talked to me about my progress.

- We can begin temp checks again
- Can admin meet with each team to take a temperature check? Once a quarter (mid-quarter) No talk about data, but a chance to talk about what’s going well and what we need help with. A way to address overall issues, needs, concerns, of each team.
 - Mid-year conferences – that’s a weak example I know
 - Probably need to work on this, suggestion on how requested
- We want to add data meetings.
- Results could have been due time of the year
- Emails to let us know an evaluation has been done

We can absolutely meet with each team.

12. This last year, I have had opportunities at work to learn and grow.

- PLCs
- Trainings (Guided Reading, Culturally Responsive Practices, Trauma Informed Instruction, APS provided training, Geodes Training)

- If anyone finds and asks about trainings they always get to attend

Big takeaway – teachers were glad that admin was wanting to know how to address – but felt that the list of things the school does from Brent is true and accurate but it doesn't really change the frustration teachers have with teaching lately

-Overarching theme; these questions are NOT APS district (organization) and they are site based
-Come together as a school prior to taking the survey to discuss perspective and meaning of questions. Teachers get buried under work, deadlines, etc. and want to just "check the task off the list"