

NBU, TEVAL, EVALUATION Survey
(Note: some comments modified to preserve anonymity)

To clarify, NBU for STEAM has been very good. However, I hear about lots of problems/lack of direction/dissatisfaction among classroom teachers across the district, which I did not expect to happen.

STEAM should be a special area not 3 - 4 hours on some days and 2 - 2 1/2 on other days

I do like that the students do not have all of those half days and that they are spending more time in school. I think a STEAM program is important for students. I do not think it should be at the cost of reading interventionists and resource teachers. RTI is impossible to do effectively with just the classroom teacher. I like the idea of coaches but feel that in a district like ours people in those positions would better serve the students by taking on a classroom or interventionist roll. Teacher instruction and development is equally important and can be addressed by fewer adults. Sitting in a room with 3 adults while 1 presents and 2 check things off and click to the next slide, does not seem like an efficient use of our resources. That is a better ratio than some of our pre-K and K classrooms.

I recently transferred to NBHS. Despite all of the issues related to scheduling, behavior, and attendance, I love working in the team setting at the school! Our team is tightly knit and the use the principles in NBU to improve instruction. Damon is working very closely with his staff to improve the climate and culture and teaching abilities of the teachers for an improved NBHS.

I am supportive of STEAM, and the vision. However, taking away reading support, library, and making teachers do a position that they did not want to do is causing problems. We need more support for emotionally disturbed/troubled students, more than just in school counseling. I believe everyone should receive STEAM, but if students are showing they truly cannot handle it, maybe they need an alternate extension activity so the rest of the class can excel. NBU has not been very helpful in my teaching. We have spent too much time "unwrapping" the standards that we already know. Time would have been more effective planning and looking at student work. Turn and talk strategies and discussion and discourse in the classroom has been effective and helpful, so I do believe that has helped give ideas and focus to implementing that in the classroom. However, there was a huge amount of time dedicated to that, and things can move at a faster pace to make our time there worthwhile. I do believe the facilitators have the best intentions.

Since I am a STEAM teacher, many of these questions do not pertain to me. Our NBU time is extremely valuable and worthwhile. Jenn Wright does an amazing job scheduling our activities and our time there. I know that is not the case for classroom teachers.

Many students are in need of systematic intervention, and not just in Reading. Most of my class is reading 2 years below grade level. The students need additional support that is systematic from teachers that hold the appropriate certifications to deliver such intervention. Can classroom teachers deliver the STEAM units during their Science time?

Tevals untethered from sound measurement instruments are either useless or detrimental to teacher effectiveness

Do we visit other places that are working to change or do we design without visiting working/improving districts?

Year 1 of NBU all PD has been prescriptive and planned. If we want teachers to strengthen their practice teachers should be part of planning their own PD. When people choose what they are working on, we get better return on our investment. One size fits all model doesn't work, but drive by PD doesn't work either.

NBU is a failure. The redesign and schedule at NBHS is a failure, just as the mindset academy was. There is NO thought process in these plans, logistics are never figured before implementation. A call for no confidence is in order for the superintendent.

STEAM NBU is very different from Classroom NBU, so answers might be skewed. STEAM NBU has been valuable EVERY session. There is never a "down time" with nothing to do. Every minute is spent working towards making STEAM successful. Jenn has planned very meaningful agendas every two weeks. SEL support has been integrated along with curriculum. From what I hear, STEAM NBU has been a very different experience from the other one. I hope this is conveyed and understood moving forward. I would be very concerned if our portion of NBU was changed. Thanks for everything the union does!

As an 11-12 teacher, I am feeling the brunt of the scheduling and resource issues that have resulted from the redesign. The district did not hire the adequate staff needed to pull off such an ambitious move. My classes and study halls are large and my students have too many study halls with little opportunity to schedule the courses they need.

I feel my students have not fully received the STEAM experience. They have had multiple substitute teachers. It's very difficult to come back to the students in the afternoon and teach core academics. They are young and I think it would be developmentally appropriate to have STEAM in the afternoon. It feels like I lose a whole day of teaching especially when they haven't had a steady STEAM teacher.

It is not the fault of the STEAM teachers, but returning the day after always results in chaos; I would suggest having STEAM spend more time in the classrooms at the beginning of the year before they begin their classes.

With so many of our students requiring Tier intervention, our Reading Teachers should be brought back, not used for Steam. One very needed area should not be sacrificed for something new.

The new schedule has really limited student ability to get the classes that they want, which is very unfortunate

I would like the district to start treating us like the professionals that we are and not recalcitrant children. We are the experts in what we teach, yet there is no dialogue, just top down edicts that only prove how long the administrators have been out of the classroom.

As a unified arts teacher, I feel that my curriculum is not being met. There is no year-long growth. The students need an active weekly physical education program especially in the winter months.

In my opinion, for a redesign to work it should have taken a year to organize and then roll out. We were told we would be creating Tier 1 instruction which we are not. A curriculum needs to be in place (not a reading or math program) for a teacher to differentiate and create math/reading groups. Additionally, the only way we will succeed is through organization from the top down.

IF STEAM continues it should be a part of unified arts. The transitions (room to room) lead by these highly competent teachers has been horrible and very disruptive to the rest of the building. The schedule flow is inconsistent (lunch/recess/specials change on different letter days). Trying to plan special events 'around' letter days is very difficult as well. There are students who move from building to building who 'miss' a trimester of a subject because that is not considered in their new placement. There is less 'buy in' to be involved in special events or extra activities because there is less time to plan/execute these types of things. I am scheduled from start to finish and used as a 'check in' and dismissal person at days start and end. Trimester scheduling saves a buck and is a disservice to the students.

The problems is not that we need to be willing to change...the problem is that we are forever changing.

We would like more time to collaborate with our colleagues in order to plan, review student work, and analyze data to drive instruction and improve best practices.

How many observations should a proficient teacher have??



I support STEAM 100%. The difficulty as a pupil services staff member is that the change to A-J days, paired with PPT days that don't change, has made scheduling all the special education hours next to impossible. I am needing to rewrite my schedule on a daily basis at this point. Its confusing teachers and tracking hours is extremely difficult.



TEVAL helps keep teachers focused on personal growth. Observations can be stressful so I am not complaining that I have only 1 in total, but when admin says they go to every classroom, they are not being truthful. Also, when NEASC was here and the Better Schools, their reports of speaking to every teacher was also false, as some of us were never seen by them at all. I do not think that some departments are able to reach 4 on the TEVAL rubric given the nature of our students in our discipline.



Regarding evaluations and administrative support, I feel that administration could be supportive by focusing on student behavior and learning. For example, if there is an observation being done on a veteran teacher it may be more effective for administrators to focus on the students actions such as on task, headphones, sitting down with a student and helping etc...and actually being a support in the classroom than sitting and watching how a veteran teacher will address some issue. "All hands on deck" approach. They can help and observe at the same time. As teachers, we do every day. Regarding NBU, there are so many issues with scheduling that good students are having difficulty signing up for classes that they want but can't. There is difficulty in switching kids from one level to another because of the teaming.



I think the thoughts behind the redesign are all good and valid however the execution and redesign itself was done too quickly and extremely and not everything was well thought out.



The redesign is a disaster. Our students and staff are suffering for it.



New schedule design is difficult for elective teachers, especially if you have a block period once a week with students. It is tough to teach that way.



We have too many expectations, but little to no support. We have higher class sizes, less para help, and less focus on the students. We continue to try to go miles long and nowhere near a mile deep. There are too many changes, too many initiatives, and too many things that are burning out good teachers in this district. If you really want to make a change, change the things that teachers ask for to really help the kids.



Administrators need to listen to teachers who are IN the classroom and not base decisions on things they haven't experienced.

Redesign at the HS is a disaster. Kids rule the school. Minimal and inconsistent discipline. Worst year of my career. If you don't teach with your door locked, kids will open it, throw thing into your room, yell, make noises, etc.

Let's have teachers tutor after school with pay at least 3 days a week. Teachers can do push in with the steam teachers

* STEAM is not what was expected... * We need reading tutors to help 4/5th graders who are reading at a 2nd grade level * Administrators who have never been/taught in a classroom should not be evaluating teachers * We need more support! Teachers CAN NOT do everything by themselves * So many groups to target and move like: RTI group, Focus group, etc, etc. AND we say we should not worry about academics because our students are in trauma- this is contradicting * We need consequences for students' choices * We need to have parents' be more accountable * Administrators need to stop attacking people- they need to support NOT make things worse * Teaching should be an uplifting job...

I really enjoy NBU, and see its worth. However, there are major issues with classroom coverage as a result, and many teachers cover other teachers rooms very frequently and lose out on valuable plan time. Also, if there could be a way to have common plan time without team that would be great. As of now, we have no way to get parents in where we all can meet.

Unfortunately the students view the STEAM teachers as substitutes and there is no respect from students. The materials/supplies for STEAM are not going to last all year, or for more years to come. NBU should be used to plan with our grade levels and across schools as promised.

All of the building administration are providing NBU at the building level causing the school to be left without available admins. Seems unsupportive to staff on a regular Basis as nobody is available to handle Behaviors for teachers in the classroom

School is in worse shape than it was last year. At no point during my employment in NB have I felt the evaluation system was easy to navigate, a positive professional growth experience, and valuable. It has become a nuisance and a waste of my time. I feel as though I have not developed as a teacher at all. Scheduling at the high school is atrocious with no regard for electives. Administration does not trust teacher's inputs or views in the trenches and all teachers are not an all fit one mold idea. All departments are not represented with department chairs leaving departments underrepresented and with no input. Administration is nowhere to be found and unresponsive when it comes to guidance for SLOs and TEVAL.

Concerning SLO's... it is my understanding that we are supposed to be able to write our own SLO's. However, this is not always the practice. Teachers are pretty much told what assessments we need to use and what percentages we need to have based on the school wide goal versus the children who are sitting in our classrooms. It has also been noted that in some schools they had

only 1 academic SLO within one area (literacy or math) with 2 assessments. In other schools they had to do 1 academic SLO with both literacy and math and 4 assessments. There is no consistency within the district. It seems that teacher evaluation should be consistent throughout. Concerning STEAM/NBU: With the redesign we have lost valuable interventionists. Students in 3-5 receive no intervention. Grades 1 and 2 have received inconsistent support and k has had to choose between students attending STEAM or receiving services. When scheduling NBU for next year K should have STEAM in the afternoon so that the students may receive their services uninterrupted and not miss either STEAM or time with the reading tutor or special education teacher. Teachers have close to 25 students in their classes at such varied instructional levels that it is no longer differentiation but a separate curriculum. In 2nd grade there are students below a kindergarten level and above a 2nd grade level but little to no support. It also seems a bit excessive that K teachers needed to be with STEAM teachers the entire first semester. It is curious that STEAM teachers received all of that support at the beginning of the year however, the K teachers do not nor do the special area teachers.

Have not learned anything new at NBU.

We were told that NBU was going to be used for planning with grade level through the district. Unfortunately, it has not been used for that. Also, is it necessary to have 2 Admins and 2 coaches in 1 room? I mean literally one of the task for the admin was to click the button for the power point slides. Another issue I have is if we are incorporating Imagineering to the first grade curriculum, why are we not planning as a district? We don't have a curriculum in place. Is it our jobs as teachers to make up the curriculum? If so, instead of having on site NBU, why are we not meeting district wide as a grade level to put together a curriculum with the help of the coaches. Yes we are given a focus but we have to find our own resources. With the on-site NBU, we now have instructional coaches walking around the building covering the principal while the principal is in NBU with the grade levels. These coaches are getting paid just as much as the teachers. However, teachers have planning to do, lesson plans to write/type, assessments to give and grade, report cards to complete, we are observed by admins, we have to provide intervention to the Tier 3 students in our classrooms. I can go on and on. But what are the responsibilities of the Instructional coaches besides presenting at NBU 2 times a month? We would love to see reading interventionist back!

little or no student consequences; discipline protocol such as PIC room after CTC refusal followed by PIC room, then email for restorative conference not followed

Although well intended, the scheduling at NBHS has created many more unintended negative consequences. It was worth a try, but we should take the positives and apply them to the previous system. We are looking for what is best for all our students and no one system can address the varied and often competing goals/strategies/needs. In my opinion, as a district we stop focusing on rank on standardized tests. Instead, we should focus on being number one (in the state) for offerings the maximum number of courses practical real life skills that are immediately applicable. Meet our (high school) students where they are and offer meaningful opportunities that are realistic to their future opportunities.

NBU is not sustainable at the High school, and thank goodness there will be a redesign of the redesign already! The claim that we would have no more study halls with this redesign was a FALSE promise that was made to us last year....the problem is worse this year. Mr. Pearce is trying to fix the mess, but he needs more support from other administrators here and downtown. I just hope he gets it because he is realistic about what needs to happen. NBU would be better if we could collaborate more and be given new ideas for teaching activities and projects....not talk and turn for 8 weeks! Learning a bunch of new learning strategies would be more effective, and this way we could have multiple new strategies to try with our kids!!

Before the implementation of NBU we were told NBU would be common planning/meeting time with our grade level. Teachers need time to plan and prepare play centers in K and 1st. K and 1 also do not get the additional planning/RTI time that the other grades get because there is no Spanish instruction for K and 1. We are not getting what we really need.

Please provide some content-specific PD

I believe that in a district which has a proficient reading rate of 13%, it has been a huge mistake to eliminate reading specialists and media specialists. Research has proven that both disciplines are extremely beneficial to reading development, especially media centers (which are in total disarray presently). Students use the media centers for research, classroom projects, reading for assignments and reading for pleasure and presently they are not available. Additionally since we don't have media specialists the media computers don't function properly. Please restore both areas.

STEAM is NOT effective in Kindergarten. NBU is a waste of time, especially for veteran teachers. STEAM can be taught by K teachers. We have always integrated science, social studies, math, technology and the arts in our curriculum. Having lengthy units of study such as honeybees, forces of motion, & organic farming is unnecessary... more beneficial would be support during our literacy centers and/or more interventionists to assist in Kinders learning basic skills. With STEAM we have lost a whole day of teaching. After returning from NBU on STEAM days... the rest of the day is recuperating and regrouping from the STEAM experience. We are being set up for failure as it is hard enough to reach year end goals in 5 days, now we're down to 4 days. I am very displeased with how this year has gone. The children are the ones getting short changed. As far as NBU, we don't need 2 facilitators in each session. This is a better ratio than we have in our own classrooms (teacher/student). Most of the teachers have Master's degrees and beyond, the information we are given at NBU is not helpful. We feel as if we are being spoon fed and treated as morons instead of the educated/experienced professionals that we are!

I am in a self-contained classroom so the effects of much of the change, redesign and NBU has not had a great impact on me. I feel being allowed to create this special education program (FAAR) was very valuable for our students. I absolutely love teaching this program. While I do not go to NBU, I do have STEAM teachers come in and together we teach and learn and it has been very successful for us here in our class.

TEVAL should limit the number of formal observations in a teacher's room to a finite number. Many people have seen as many as 6 walk-throughs already when we used to have 1-2 formal observations and only several brief walkthroughs for proficient teachers. This is unnecessary and needs to return to its prior form especially for proficient teachers with tenured status.

We expected to have more collaboration between the STEAM teachers and reg ed teachers this year. Although the STEAM teachers do a nice job, I feel we lost some excellent classroom teachers to the STEAM positions. The only benefit to that that I see, is that they have good control of the behaviors, but the skills taught can be taught by anyone. It also seems they have a great deal of push in time which is distributed unevenly and to their own discretion.

By putting 9th and 10th graders in Teams it made it very difficult for many students to get individualized help like a reading class or a life skill math class. Other students were placed in all honor classes when they could only handle honors math or honors English not both. In the Mid-term schedule 9th/10th grade students did not have a make-up day. This made it difficult for special ed students who require extra time or students who had been absent.

Lack of a formal RTI process and unclear guidelines on how to help students who need further evaluation regarding their academic learning abilities is frustrating.

No comment

Several of these do not apply to adult education and therefore I did not fill them out.

I feel as if the redesign has been not effective in any way. Personally, I am not teaching two grades that I have never taught before. I find this extremely challenging because I am learning two completely new curriculums. I also am finding that NBU is not very helpful. On my fifth year of teaching, I feel as if a lot of the strategies are things I already know or have learned at some point from other PDs. I also find that it takes away from content time because I have very little time to work with other teachers who teach the same subject as me. I feel as if this year has been extremely tough on me and I feel as if I am not making progress professionally or with my students.

Benchmark tests and reduced NWEA has left inconsistencies with non-standard data to use towards SLO this year

None

Communication between all who are running NBU and building administration still doesn't seem to be very effective and timely. Administration at Gaffney is as hands off as they can possibly be this year. They do not seem interested in supporting teachers and only seem to have positive relationships with staff that do not seek their support this year.

Students in grades 9-10 have lost 20% of their curriculum due to this restructured design. The assessments and curricula have not changed to reflect this. How are students supposed to be as successful when they are losing out on their instructional time? On many teams there are numerous students who don't have labs because they opted for elective classes. The labs don't have curricula, so it is even more difficult to do well. Additionally, administrators continue to conduct observations when it is clear there is a test/quiz/benchmark or other independent assessment occurring. Is the observation of this activity truly a reflection of my teaching?

NBU Is a waste of time.

This design has taken away too much time from the 9th and 10th graders. Schedule makes the weeks to choppy and not conducive to learning. Also I could not imagine sitting through nearly 3 hours of a class even as an adult. Additionally, this schedule sucks the life out of 9th and 10th grade teachers. Unless you are in the schedule, you do not understand how exhausting it is. Additionally, the planning for how to coordinate our classes with our Math/Science or English/Government should have been worked out prior to the start of this program. I think this design set us back and that we are going to be even lower in our ERG. It is not at all beneficial for the students.

STEAM is a great idea. I love the hands on activities. NBU has been a giant waste of time. I would love to learn new approaches to teaching the curriculum, get a chance to learn from other teachers across the district, maybe do a make it and take it workshop. Spending 6 months discussing the norms and pointing out the focus standards has not made me a better teacher.

There needs to be a lot of changes in order to make STEAM work. However, Jenn Wright has been phenomenal as the lead Steam teacher and has supported every step of the way.

My class has not had PE, and will not until the 3rd Trimester - I have not heard one complaint from any of them about missing it. I do feel NBU is taking our feedback and adjusting accordingly, to the extent they are able and still meet their goals for the program.

I like that they are now allowing NBU to take place every other week at the school. However, it would be more beneficial to be given that time to review student work and plan together, rather than what is being given to us to do. It seems that the "at home school" days are still exactly what we would be doing at NBU instead of using that time to look deeper into our student work.

We have lost all assistance for reading intervention in the elementary school. This alone makes it hardly worth it. Watching two to three teachers teach a group of 20 teachers is maddening. Having 27-30 kids in a class without any support and going to NBU and seeing a plethora of excess is disheartening. Put those teachers in classrooms immediately. Watching them decide as a group of three where to move a desk, shaking my head...

I think it is important for the students to have culinary. Having it once every 10 days is not effective. Also, the students do not view the STEAM teachers/classes as "real" teachers/classes. Too much time at NBU was spent on 1 strategy, especially a strategy that could be learned in 10 min, not 5 NBU sessions. The time to problem solve ways to assist our VERY needy students or learn an arsenal of strategies that address academic and behavioral concerns would have been more effective use of our time.



I am a PLUS teacher and classroom management is tough considering we do not have the ability to establish routines and relationships as well with students. Students do not retain information for two weeks to take from lesson to lesson because of the length of time between sessions. Students treat their STEAM day as if it is a fun and easy day with no academic ties at all.



We tried it. It didn't work. Let's go back to something similar to before. But, this time, let's listen to the people in the trenches, the teachers. They know what needs to be done.



Perhaps we are at a point in this District where we need all hands on deck in the classroom. We hear year after year about budget constraints and how we may need to lay off teachers year after year. We don't have the luxury of having sooooo many coaches - we need more bodies in the classroom - that is where they should be at this point. The classroom teacher is on the front lines every day - these coaches need to be there too. We don't have the fiscal room anymore for coaches helping out (clicking the mouse) Administrators with a presentation - have them work in the classroom and help pull the cart.



I feel as though I am lucky to be on a really strong team this year for the redesign... if that was not the case, this year would be brutal. The flex periods are just extra work.



...specialized programs not included in NBU and a second thought of for STEAM classes.



As a special education teacher, it is not a practical or valuable use of my time to go with a grade level. What has been extremely helpful is when there is a pupil services NBU session, as that is where I feel I have gained professional development. I think that having NBU time out of the building was a scheduling nightmare, but that aside, it has not been the most efficient use of our time there. It feels as though it is teaching 101, as opposed to actual professional development. I do not feel as though I have learned a single new topic that will help my practice, with the exception of the pupil services NBU sessions. Unfortunately, those are once every couple months, and I find myself craving actual professional development.



Too many students getting studies due to lack of available classes. 3 period classes too long for many sped (and reg ed) students. Upper class men do not have access to required classes for graduation. Not a continuum of sped services available.



STEAM can't be STEAM without the A. Where are the ARTS?

Haven't learned much at NBU at all. Doesn't seem like the instructors are all on the same page. Time would be more effective if we were allowed to plan, discuss students, and our plan of action to help students.

Administrator spends too much time observing/evaluating and not enough time concentrating on getting students into classrooms; controlling student behavior; making NBHS a safer environment. What is the purpose of evaluating staff 8-10 times? Is there no trust in our doing our job well? Not all of the evaluations were written up.

NA

I believe Administrators should be seen more in the hallways to prevent class cuts and gather up students who are cutting class. To evaluate a teacher whom they know is doing a good job is not effective. What would be effective is being in the Hallways when the bell rings to move students along to class and help Security with gathering up students who are skipping class.

I am unclear what the "observation cycle" means, so I answered them in regards to my observations over the year.

Academic Arts schedule needs to be addressed. Students need to have all specials each cycle. STEAM and library need to be added to specials rotation.

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N/A

I do not feel that we were given an accurate description of what NBU would be. I thought it would be time to collaborate across schools. It has not. And now we are going half time back to the buildings, but that meeting time is structured as well. No collaboration.

I want to support NBU, but I am not sure if the benefits outweigh the issues.

N/a

Social Emotional Learning with our needy students need to be a priority!!! Their behaviors are affecting learning in classrooms. We need reading tutors/teachers to help with reading progress. Teachers alone can't do this job. NBU is good. We need to plan lessons to bring to the classroom. Concerns with strategies learned in NBU to be observed by administrators as they're not in the NBU sessions. Example: turn and talk strategies and expectations. No observation/evaluation is non evaluative. We know everything is evaluative for some administrators. TEVAL is okay as we know teachers have to be accountable somehow. Less

writing is good. Having the flexibility to write your own SLOs is good too. Parents need to be more accountable for their children's learning. We need to stop enabling parents because of poverty, trauma, and all the excuses we/they use for their lack of support and involvement.

very stressed out.

We all want to be held accountable but the general feeling is you must perform for whichever domain they decide on that cycle.... basing someone's evaluation on just one domain isn't fair when some of the times they pop in may not feature that said domain during their snapshot visit we are constantly explaining & proving ourselves . If only the parents had to bear this much responsibility and be under constant scrutiny. We love our students and want them to be successful but this whole thing has taken a lot of joy out of teaching.

NBU has been somewhat productive and I have definitely taken back some great strategies and switched up my teaching practice. New learning has happened and I think that is great for everyone, teachers and students. My conflict comes with STEAM. Out of my 24 students 2 are reading on grade level. 2!! This number is outrageous and I feel like STEAM is not supporting this academic emergency. As a classroom teacher I am open to new ideas and welcome them because I want to do my best. However with 8 special Ed students, 13 open RTI files I am exhausted and feel completely unsupported. Instead of having help of a certified reading interventionist I am alone doing my best to bring these students to their full potential. I know science is important but we cannot ignore the fact that our students are significantly below in reading across the board. Let's solve this issue first before diving into science. Make reading a science based focus point to support both academic areas. Building an ear model, learning where a bee's stinger is does not support this. I am sorry but we need support for these students. I cannot be the tier 1, 2, and 3 interventionist when only 2 of my students are reading on grade level. HELP! And if your solution is to make steam teachers reading interventionist well that's just an insult to people who went back to school to get certified in this area.

Our STEAM teachers are doing a great job and students benefit with science curriculum. However staff experience at NBU has not been the teamwork and planning as promised.

I believe our TIER III students need researched based literacy interventions. In addition, teachers need reading interventionists in the school to provide coaching to classroom teachers to strengthen the core and provide strategies for classroom teachers to target TIER II students during small group instruction. Furthermore, I believe the district needed to think about RTI and how STEAM was going to impact our RTI process. I believe STEAM has some good aspects but to replace reading with STEAM was not thought out completely.

Love the steam part of the redesign, however we have lost lots of valuable time for reading and writing in our schedules. This year's schedule is so tight that there is no way to fit everything in. Can the steam be part of the specials schedule? Or worked in so we have more time dedicated to reading/writing. Also kids do not like going to the same special every day and then never going back to the previous special. Some positive changes have been having time to work with other colleagues and look at data.

The redesign/STEAM did not take into consideration Special education services and the development of our schedules. Teachers had schedules created for them, while Pupil services sat at a loss of how to create service schedules based on letter days, steam times, etc. The loss of amazing Reading Interventionists has also had a negative impact.

N/A

Flex period should be available to middle school as well so that loss of class time is further limited so that chorus, band/string lessons, meetings for activities and assemblies like SOM can have their own time.

It is difficult to answer a question not separating STEAM from NBU. 2 completely different things. There would be more value in STEAM had it followed closely or taken over the current science curriculum coupled with Imagineering at my grade level. Students are actively engaged in both. However, I am shorted hours of ELA/Math instruction with my students due to NBU and Imagineering. Going forward, combining STEAM/Imagineering makes sense. Having STEAM as a special also makes sense. I am unclear as to the real purpose of NBU. It looks as though it is changing at this time so we can collaborate now with our own school grade level twice a month. Going forward, it would be beneficial to pull students in need of more one to one or small group instruction during this time. Also, NBU topics would be great for a district PD day. Also, students need gym, music, art throughout the entire year. Thank you for allowing me to share some ideas.

I think the actual STEAM classes and the best use and preparation of its teachers needs to be the biggest fix for next year, as well as working the student schedule so that they don't have to be in the same group of students all day.

It is too early to tell if STEAM and everything associated with it will work out. What I definitely don't like is the extended recess and how much time is taken away from instruction. Elective offerings at the high school must be expanded and not just associated with one of the "academies" programs

10 day cycle at the middle school level creates a lack of consistency which takes away any value of the STEAM/ PLUS classes they are receiving. If they could be on a 5 day cycle it would be more effective and the students wouldn't be so dysregulated.

Students need reading intervention at middle school level. Cutting read 180 was a real loss for students. We have a few reading interventionists who work with a very limited number of students. No shared criterion for enrolling students in reading intervention. We need tier 2 and 3 programs for student now. Great barriers are in place which prevent students from gaining access to the supports they require. Plan time is not respected. Loss of plan time twice this week for 2 field trips-NBHS and YWCA-without any compensation. I was not part of team that planned

trips, but required to chaperone. Trips proved valuable for students but there was no consideration of teacher plan time.



1. The trimester of the same special is a huge issue for our students especially those who need movement or have sensory issues. 2. The lack of tier 3 academic interventions is a major concern especially when we move to PPT 1 and have no intervention data available to move forward. We can't ethically move forward to testing without true reading or math intervention data or progress monitoring. 3. We can't expect our teachers to do explicit tier 3 instruction with classrooms that have 25+ students.



Return to 8 periods at NBHS; work on cellphone - free zones at NBHS; have PD's that teach grant writing in all departments; encourage superintendent and mayor to create and support a message of expectations for our students; bring back practical arts and hands on courses in middle school and high school; let teachers evaluate administrators; encourage master teachers who retire to return and teach one course in their mastered area; have administrators teach one class a semester in their qualified area. Thank you.



During NBU I would love to collaborate with colleagues to enhance teaching toward our focus standards. Working together to differentiate will lessen the countless hours individual teachers spend to meet the needs of their diverse students.



I feel like STEAM is what the kids need to move forward in the world. I feel like NBU is good for teachers who don't already look at data and adjust their practice accordingly. I think sometimes it is a waste of time because my admin already had us do the assignment. Maybe admin needs to stop doing that. Also, staff meetings are annoying now because they have nothing for us to do so they micromanage us. Micromanage those who need it, not all of us lumped together. It is insulting. Our admin needs to recognize that morale is LOW. Let us go if there is nothing for us to do. We stay in our rooms anyway until 6:00 most nights anyway!



Question #16 was difficult to answer because I have not been given a rating at all yet this year to know if it was fair or not. I had a 1 minute walkthrough by my evaluator (and only because I invited her) and it was not documented in Teval.



Scheduling was very challenging with the new schedules.



I do believe STEAM is a value to our children, but it doesn't address the mental health needs of some of our children. Our teachers are under a tremendous amount of stress trying to be mental health professionals while an administrator is coming in to their classroom with a laptop looking for higher order questions. Also, our administrator has no classroom teaching experience, so how can she "judge." We are required to keep binders on all of our students, but the data we are required to put in each individual binder is then useless because it is "filed away." Benchmark tests were a requirement of the binder, but then benchmark tests were to be brought to NBU. Are we supposed to carry 24 binders to NBU or to a meeting in our building? This is just one example of "time wasting." The schedule is impossible and class size is ridiculous. We have 24

students in kindergarten classrooms. I am not afraid of change, but I like plan out change. I feel like we jumped, but do not look.

No

Although I agree with the spirit of STEAM and I appreciate the professional development time at NBU: the lack of regular/daily communication with my team, the inconsistent scheduling the students experience, the inability to make important student changes due to scheduling, and the increased dis-regulation of students make the current schedule a terrible experience. Students' needs are not being met. The students who are ready to learn are not feeling safe in school due to the increased volatility of those not able to handle STEAM schedule. Teachers are spread thin but their concerns are minimized, ignored, or they are blamed for not being on board with the new initiative. The district states we are using Restorative Practices yet those students who are most challenging have not been given restorative consequences. These students never "make things right" and continue to not only break rules but push the boundaries of safety. Without a serious multi-pronged approach that includes more staff and support, STEAM does not seem to be a good way to move forward. I am concerned about my career and about the students' future.

Tier 2 and 3 instruction has lost out because of the loss of reading interventionists. The loss of library media specialists is a tragedy to our student population. STEAM could be valuable but those teachers are spending so much of their own time outside of their prep time getting ready for their classes and their curriculum is going to change next year. Those teachers are going through a lot and it will be a huge burden again next year! Classroom teachers have a huge workload and the amount of time spent at NBU has not been quality instructional planning time, as promised. I don't think the redesign has worked this far and our student population will be benefitting when so many are struggling to read and are significantly below grade level in both reading and math. We need specialized classrooms for students who can't read and write and aren't on grade level. STEAM is an extension, could it be an academic art so kids have exposure but not at the cost of reading instruction and librarians!

STEAM is fun for the students. However, I have personally experienced misery and depression

I don't feel the involuntary transfers were fair. Some were able to fight them while others were unsuccessful in any change in the decision. I don't feel teachers were treated fairly especially veteran teachers who have devoted so many years to CSDNB.

Class sizes went up this year and classroom teachers are left with little support. STEAM teacher have all this push in time to help support classroom teachers, however we are constantly getting emails about reasons why steam teachers won't be in during push in hours. The overall plan doesn't have a clear focus at this point, and while I was a big advocate for it, I don't see any positive effects.

I believe that a lot of thought and planning has gone into NBU, and I think that the STEAM experience is very valuable for the students. I do find the A-J schedule to be confusing for

students, parents, and staff. I would like for us to be able to spend more time collaborating with our grade level partners on issues/lessons that are important to us.

The Flex (block) schedule for ninth graders has been a disaster -- for students as well as for teachers.

When central office can get honest about what we as a district are faced with, and the damage that has been done for years by other administrations (and continues with this one), only then can we start the extremely slow process of improving. We are so far in the hole let's not pretend that we can make leaps and bounds with this sweeping redesign. If you put lipstick on a pig, it's still a pig.

As an arts teacher NBU is insulting. It seems nearly every other department attends NBU once during the 10 day cycle, while the Arts have only been twice since the start of the year. This tells me what I do as an arts teacher does not matter.

We have provided the district with our thoughts, concerns, some solutions, etc to the new schedule, NBU, and STEAM, and it really does not seem to be heard. STEAM should be an Academic Art, and should not impede into our own classroom time.

The redesign and scheduling for this year has not allowed students any flexibility to take courses they want. Many courses were offered as single sections offered at the same time causing students to choose. Also student leveling of classes has been an issue. Not enough levels for the students to be properly placed. The honors and AP students have been very upset that they cannot take the courses they want because of the way the schedule was created this year. Next year more attention needs to be given to the single course offerings and alignment of courses so that all students can maximize their learning potential as students in the New Britain School system. If this issue does not get corrected, these students will be going to other schools at the expense of New Britain.

I do believe STEAM/NBU can be improved going forward but we need to be transparent about what needs to be fixed in order for everyone to get something valuable out of it.

My 2018 TEVAL observations thus far submitted by Principal Alejandro Ortiz and Interim Assistant Principal Lori Butterfield have been poor in honesty and validity. What was written by these administrators and what really occurred during their observations in my classroom varies. Despite what Ortiz and Butterfield write on TEVAL, I know that I am an exemplary teacher because my student data yields the results. Furthermore, parents provide me with positive feedback. Finally, almost always, my students are focused, motivated to learn and participate in my planned classroom lessons and activities. I feel as though our teacher observation system needs to change to better capture true classroom happenings. I deserve honest feedback by administrators to best support my professional learning.

□

Union needs to advocate about general lack of resources, main problem in this district is there are not enough teachers to students. The redesign cannot address this fundamental issue, only hiring more teachers and reducing class sizes will have a major positive impact on student achievement here.

□

I would like to see NBU time put to better use. It would be beneficial for classroom teachers to have the time to plan for upcoming academic units.

□

Getting rid of reading teachers is a big mistake. RTI is not being done in schools. Also, why are there 3 people running the NBU sessions? Is that necessary. All this "talent" and people are just standing around in one room. This district is too top heavy. Need more resources/teachers that DIRECTLY work with students.

□

I think calling the collaboration for a half day each week at the high school NBU is an insult. I have a Master's degree+. Calling it NBU sends the message the superintendent does not value our knowledge and expertise. I do not understand why K and grade 1 have STEAM and are required to teach/allot time for Purposeful Play/ Imagineering. Shouldn't the STEAM teachers be responsible for this content? STEAM and Play/Imagineering are the same. Why aren't STEAM teachers responsible for teaching to the standards, science curriculum, and assessments including the performance task? Classroom teachers have a half day a week less time now to teach the same amount of content we have previously taught in 5 days per week. And we have had minimal training and no curriculum for imagineering. We are making it up as we go along. Not a good way to teach. We have resources available to us from Kushman in google docs, but no scope and sequence for teaching it. There is no guarantee that the activities listed in Google docs will lead to positive outcomes on the performance task. What are the basic objectives that need to be taught for students to be able to meet expectations on the performance task? Why aren't we discussing state standards when CIT people discuss Play/imagineering? The performance tasks for grade 1 are not appropriate to the grade level. I have seen similar performance tasks in my online research for grades 5 and 7! The performance tasks in the grade 1 Science Fusion text (the science text) are much more basic and grade level appropriate. The performance task is not appropriate for an ELA grade. The ELA grade should be related to the Reading and Language Arts curriculum and assessments. What are the STEAM teachers accountable for? We are still required to teach science, math, tech, and administer all the assessments for these subjects. STEAM teachers do activities with students and give pre and post-tests that consist of drawing a picture and writing a word or two. What are they being evaluated on? I did not think the district would be able to sustain the teachers going to the high school once a week and it seems they are already running out of material. We have already been told to bring extra work to NBU because the lesson won't take up the whole time, we have been told the administrators need to work in their offices and won't be facilitating NBU anymore, and now we are told we are staying in our buildings 2 of the 4 NBU days each month. Things seem to be unraveling. We all know that when teachers stay in their buildings to collaborate, they get pulled for a multitude of reasons. Some teachers already have had to cover their own class in the building when a STEAM teacher is absent. Why wouldn't they split the class between the remaining STEAM teachers like they do for regular classroom teachers? I think eventually once it becomes clear that this redesign was

implemented before it was well planned and thought through, STEAM teachers will be sent back to the classroom and classroom teachers will be required to take on yet another role (STEAM) in addition to everything else they do. Perhaps instead of investing so much money and time in rolling out STEAM and NBU before any curriculum was created, we could have spent time and money on more support for our students with SEL issues and more support for classroom teachers. We are in need of consistent appropriate support for our students who have behavior issues so learning is not interrupted for those who come to school every day ready to learn.

We are getting rid of the crazy schedule at the high school that the superintendent fought to push so we could have STEAM and humanities lab. Where are those next school year? Gone? She has no clue how to lead at the high school level. The hallways and students are out of control. No one to blame but superintendent.

Pros *Great to be able to discuss with other teachers what is happening in their buildings *Some students like STEAM Cons *Lack of heat in NBU classrooms *Have NOT learned one new thing at NBU *Leaders of NBU - two least respected and trusted people in the district *Told to bring items to NBU, never ever use them *Reviewing data that is weeks old to drive our instruction = waste of time *Teacher to teacher ratio at NBU; 3 admins./coaches to 20 adult teachers *So many coaches at NBU literally just clicking the mouse button for the next screen on the computer for the presenter. Put them back in the classroom. Lastly, in general, the overall feeling amongst teachers is extremely concerning. We've moved from aggravated to angry. We feel attacked, blamed, and disrespected. The ship is quickly sinking

Na

STEAM is a program that works well with a few of our population. They lack the basics in reading and writing, many several grades below reading and math levels. The NWEA is now optional to non-existent in New Britain (of course, we have lost our reading specialists and little time to teach basic addition and subtraction to 4th and 5th graders and to appropriately address our special education students and their proper instruction/without cutting corners or sugar coating an IEP). Making such a big transition needed extensive input from those that are actually in the classroom. Teacher frustration is leading to retirement and student academic frustration is leading to emotional physical aggression.

I currently have 29 students in my class due to dropping this year from 4 to 3 teachers in the grade level. This was an odd change because they came from 4 classes and the number of students actually increased from last year. I have found the presenters at NBU to be underprepared, unaware of where each session has left off, inconsistent and quite stand offish. Not a single of my questions has been answered. Not a single NBU session has been useful to me. I think what the students are doing has some merit, but I do not like that the plane is being built mid air. I do not support the changes in testing or accountability. I do not support a district wide administrative team that is unresponsive to needs. I do not understand why my NBU time has 2 or 3 facilitators each week for 15 teachers while I work to meet the needs of 29 students. I do not support that several district administrators received raises this year to make up for the loss of Mr. Salina, and yet despite her public comments to the contrary, Mrs. Sarra hired a

replacement. My administrator is overworked and underappreciated. The demands of the district are unreasonable for year 1. This has been poorly planned, poorly implemented and has come at a great cost to the students I serve each day. You can show this statement to the administration verbatim if you would like.



The implementation of STEAM is a great opportunity for our students. That being said, it has caused so many issues as noted in this survey that it's unfortunate. The idea of NBU is a great one -gathering district teachers together to collaborate. That's what we all thought it was going to be. But there has been about 10% collaboration this far. Teachers are frustrated that they are not talking about student data in an authentic way nor able to plan their instruction around this data. We are mostly being talked to which is wasting valuable time to collaborate and plan meaningful instruction for our kids. I would like more time to actually hear what other teachers are doing in their classrooms to move their kids forward. So far, this has not happened.



Our building is unraveling day by day and does not have the proper support or space to function. There is no behavior support or consequences for students. I have not been observed formally or informally in 2 years.



Only had 1 observation, not even from my evaluator. SLO development, no real guidance especially with a school full of newer teachers. There still has been no deadline for submission communicated. No goal setting conferences, not sure how will have mid-year conferences when SLOs still haven't been approved and some haven't even submitted yet. The process is not good. It doesn't seem like SLOs are a priority here.



My NBU experiences as a STEAM teacher are much different from classroom teachers. Jenn Wright is doing an amazing job to make our NBU worthwhile and productive. So my answers for #12-14 are in regards to my STEAM NBU experience. I don't hear the same from classroom teachers. I think the STEAM schedule needs to be revamped so that the STEAM teachers can also teach in their area of expertise, be it reading, math, technology or enrichment, ie: STEAM in the morning, and intervention or enrichment in the afternoon. It is extremely challenging to implement the STEAM curriculum with 2 grade levels in one day. I would also like to see STEAM in grades 2-5 and a heavy concentration of reading/math instruction in K and 1, considering that K and 1 have purposeful and play and imagineering. Those programs should meet their needs with regards to problem solving/critical thinking skills. Additionally, we need to have reading teachers in the primary grades in order to provide the instruction that so many of our students need. Tutors are NOT reading teachers and do not have the same knowledge base or expertise as reading teachers. It is insulting to think that they can replace reading teachers. Some classroom teachers rely on the expertise of reading teachers when planning for small group instruction or determining the needs of struggling readers.



Taking away librarians and reading tutors is a BIG mistake. We work at a district where students need to be reinforced about the love for reading and books. We don't have any reading tutors for our grade levels, and they expect teachers to make miracles happen. The majority of the STEAM teachers don't like their jobs. Most were forced there making it hard to feel positive about it.

Behaviors have increased because of all the inconsistency. Maybe it's just the beginning, but I don't see it positively impacting our district. NBU has been a good opportunity to learn from other schools, and learning has been productive, but I know we also want to plan more effective lessons to bring to the classroom. My worry is that administrators are always looking for ways to evaluate what we learn. Some abuse it as they don't really know how to provide positive feedback, example: turn and talk strategies. Teachers should be able to learn strategies without feeling the pressure that now they're going to be observed and evaluated on them.... There is no such a thing as non-evaluative- at least NOT at my school. TEVAL is better now as I know we need to have a way to be evaluated. Having the freedom to choose our SLO is okay too. We need more support with students who are not ready to learn because of trauma or other needs. These students need other services that teachers in classrooms can't give as we have many responsibilities. These students prevent others from learning. Every year we are getting more and more of these very needy students and nothing is happening. They're in our classrooms, we know they're not ready to learn, but we-teachers - are still accountable to move them and increase our data. This is absurd and unrealistic!!!

As an elementary teacher, I absolutely see the benefits of all children being able to work hands on with group based projects. Unfortunately, Science is always one thing that goes by the wayside in our day to day lesson plans...never enough time to get to it all. So yes. I do think that STEAM is of value. There are scheduling issues such as going to the same special daily that are difficult for some students-hoping that admin will look and listen to teachers about where the challenges are, and have the ability to adjust some of these moving into the next year.

It's unfortunate that this district feels as if they can behave like a start-up. Implementing widespread change without a lot of planning and make changes quickly if needed. However, schools can't be run like a start-up. Without thoughtful implementation of change you wind up with the mess we find ourselves in now. With all of the social/emotional issues going on we should have stuck to the "Love Wins" model! God forbid being negative either. You are labeled a passionless dissident. Just keep your head down and drink the Kool Aid.

The flex period has been a complete disaster. We have less time with the kids and not being to teach in that window makes it a useless period.

We are on the Titanic. Grab your life jacket!

STEAM never should have replaced our highly qualified reading teachers. Jefferson was doing very well and now I am confident that our scores will go down, and this is frustrating and sad. STEAM could have been in ADDITION TO what we had, but taking our best teachers (our reading teachers) and putting them on carts to teach subjects they know nothing about was not the answer. Now we have people trying to teach WILSON reading who have had quick 2-3 days of training on it and are doing it wrong, when our reading teachers were masters at delivering that instruction. WE NEED OUR READING TEACHERS BACK!! STEAM was not the answer to our district's problems. Classroom teachers cannot deliver high quality instruction to students reading at levels k-5 (all in one room.) We are only one person. Also, we need more ELL support (once again, not from untrained tutors/quick fixes.) We need highly qualified, knowledgeable

SPED, ELD, and READING teachers who can support students both inside and outside of their regular ed. classrooms (push in/co-teaching would be nice!!!) and be experienced, respected, supports to teachers (like our reading teachers were.) I feel sad for our dyslexic students who are NOT getting the reading instruction they need and deserve and for our ELD students. Also, the district has NO RTI process or plan for identifying students with special needs. We are doing a disservice to our sped, ELD students (who we have more and more of than ever) and to our gifted students by not having Gifted and Talented anymore. I feel like the district took steps BACK this year and NBU was very poorly implemented. Every week is completely different than what we were told the week before that it would be. It has been a mess and I think pulling teachers out of their classrooms to go "back to school" and be given worksheets to read and highlight is insulting to professional educators.

The behavioral issues we have this year are far greater than ever before. So much so that much has to be ignored to address more serious issues. The unmonitored halls and negative treatment of staff by students is atrocious.

I think STEAM is a great program. My students are really enjoying it. However, they learned one topic (Honeybees) for a whole trimester. NBU needs to be revised. There is very little value in what is being presented.

* STEAM/NBU created a scheduling nightmare at our elementary school. We continue to address students' difficulties with transitions, but have placed them in an environment that has very little consistency from day to day. Ex. Today recess in indoors before lunch (due to scheduling), tomorrow it is outdoors after lunch (due to scheduling), the next day it is 10 minutes indoors before lunch and 20 minutes outdoors after lunch (due to scheduling). Also, because STEAM, Library, etc. are on an "A/F" day, and not "Monday", students are often heard asking "Is today a STEAM day?"... "Aren't we supposed to go to Library today?". We have removed the structure and consistency from a population that craves and, quite frankly, NEEDS it. * NBU has been an incredible waste of time, unfortunately. It was delivered to us as "common plan time" and has proven to be anything but that. We've now spent 3 months on, to be quite honest, beginner teacher strategies. I am a professional teacher with almost 20 years of experience walking around the NBU classroom waiting for the music to stop so I can "find a partner" to "share out"?!? It's insulting. * THREE professional educators in an NBU room?!? THIS is how the district is mindfully using its money and resources?? Are we really paying professional educators in our district \$80k+ to click a mouse?? And make copies?? But we have oversized classrooms and we can't "afford" literacy workbooks for our students. Got it. * Here's an idea to save money. Cut the pomp and circumstance of student orientation. Scheduling and loading 10 elementary schools of 3-5th graders onto buses to go to the high school to sit and listen to 45 minutes of expectations that, quite honestly, they've forgotten before they even get back on the bus is ridiculous. We all have technology in our schools and classrooms. Make a video and send a link. * Back to NBU. Now we are being told that we will only be going to NBU two days per month and the other two days will be spent at our schools completing tasks as directed by our administrators. While this new schedule was delivered to us as a "we listened to you"... we all know what it really is - the powers that be have no idea how to maintain NBU on a weekly basis and have yet to come up with anything that would purposefully use that time. NBU didn't pass the 90 day trial period. Failure to launch. Whatever you want to call it. That said, how will the

time of the professional educators who are currently facilitating NBU be utilized? Will they be assisting with RTI? Administering DRA's? Providing support and/or enrichment to our students?

Overall, if I had to choose between NBU and the previous year's professional development, I'd choose NBU. I'm happy to see that we are meeting every other week now and will have time to collaborate with our teammates. I'm hoping that like with anything new, as time passes, the whole NBU/STEAM philosophy will improve and we won't just kick it to the curb like we do with many other initiatives. I do not agree with the teacher reassignments however on many levels. It was not a good choice for our students and was not made with students in mind specifically with getting rid of Reading Teachers and placing all the responsibility on the classroom teachers. None of our students are receiving RTI services and that is a disgrace.

The district has taken away so many valuable resources in order to run STEAM. STEAM which does not cover any focus of academia. It has taken teachers out of the classroom for 8 hours over a 10 day cycle. We are expected to cover the same amount of curriculum in shorter time. I understand the basis behind STEAM but I do not agree in the loss of intervention that has occurred because of it. STEAM could have been added as a special area, in place of MEDIA. NBU has not lived up to the expectations teachers were led to believe when this was rolled out. We were told this time would be used for planning. So far we have sat in a room and have spent our time going over turn and talk which had already been covered last year during the coaching cycles. It is very unsettling that the district does not trust their staff to use their time for planning. Instead of planning as promised we are being given additional work to complete. We do not have enough time to complete the daily work that is already a part of our job. I am not impressed by any of the changes that the district has put forth. I also think taking PE away from students daily is an atrocity. Our students do not need to be doubled up in a gym class so that the district can squeeze in the PE requirement. The new initiative needs to be revisited. Teachers should be left in the classroom, not pulled out to sit in a room.

Central Administration fails to effectively plan and implement changes in the system. Professional development programs are poorly planned and do not account for the individual needs of the teachers...instead is a "one size fits all" approach. The changes to the system this year had an adverse effect, denying the students instruction in their core academics due to using one day a week to attend NBU

Less new PD, more time to implement and work as a team. Not enough time given to teams to collaborate.

I'm still not convinced that getting rid of our support for our lowest students who have not yet been identified as Special Education by eliminating the reading resource Tier 3 help was a well-planned decision. These children desperately need the help. I wish that also the teachers could be having more say in selecting their own professional development as they saw fit instead of it being given to them. I haven't taught the full curriculum in 10 years and don't know many of the programs that have been implemented so it would have been more helpful to be given PD on programs that I'm not familiar with.

Music, art and PE should NOT be only 12 weeks a year for elementary students. Many students will miss a special if they transfer to another school as SO many do. Some might have art first trimester in one grade and then last trimester the following year. That's a year and 1/2 with out art, or any of the specials. Should not occur in elem. school. Also, one class per week must lost a music class in order for the music teacher to teach chorus. And the list goes on and on.

It was implemented too quickly. More study should have been done.

I haven't had any observations, the behaviors in my school are out of control and our assistant principal is overcome with them. Our principal sits in her office and doesn't do anything. There is no communication about push in and is creating a negative, gossiping climate at the school. No one is held accountable and there are teachers that have extremely chaotic classrooms, which creates a lack of consistency in expectations for the school, especially when it comes to teaching STEAM. We need a new principal and more support for the needs of our school. How many times do we need to say this before there is change?

It is time for a no confidence vote on the superintendent. The district is going in the wrong direction, her vision is flawed

Due to teaching VERY low functioning students, I feel my opportunity to be part of the NBU practice has been compromised, as I have not the opportunity to be part of it. Also, based on my student's low functioning abilities, I feel that even though I meet and surpass my SLO goals, my evaluations are only able to reach the proficient level, due to the fact that my students are not and will not become independent learners

The trimester academic arts schedule at the elementary level is NOT working. It's a long time for students to go without physical education, and when students are transferred from other buildings, or from classroom to classroom, they often miss an entire academic art for the year. There are also increasing behavior issues for students that don't have a particular interest in a certain area but they're assigned to that special for the full trimester with no breaks. Not sure how effective STEAM has been. I'm pleased with the efforts of my school's STEAM team, however I don't feel the teacher evaluation process is necessarily equal between classroom teachers and STEAM teachers. Also, I feel that the number of districtwide "coaches" and new administrators is unnecessary. We need literacy interventionists in the elementary schools, not coaches that are rarely seen. We also need BEHAVIOR SUPPORT ASSOCIATES. NBU could be much more beneficial if we could discuss actual curriculum and SEE Best Practices in action. It has become very redundant and a waste of valuable planning time. The decision to make it building based every other week was an excellent decision.

N/A

I feel STEAM teachers may have a much more favorable opinion to the questions regarding the redesign. The STEAM NBU times have been extremely helpful, efficient, fun and worthwhile. We all leave with relevant new ideas and information.

Due to being in a specialized program I don't feel like all of these changes have affected me as they have other people around the district.

In regards to NBU, I like the time to collaborate with my team, but the Professional Learning has been hit or miss. I have liked seeing what my colleagues are doing, but there are times it feels like we're meeting just to meet and not for any substantive purpose. As for T-EVAL, this push to give fewer 4's is demoralizing. I just got a great review in writing from my evaluator, and then a 3 rating. That's not encouraging.

Regarding NBU, I acquired most to all of the strategies in my undergrad. I don't feel it has been useful up until this week. Regarding SLOS's I was not given any direction from my principal or any support being a first year teacher. My team, mentor, and Assistant Principal have been the most supportive regarding what is expected and how to write SLO's. Regarding STEAM, I feel my students are going to suffer in testing concerning DRA, Math Fluency, NWEA, Lexia, and overall academically due to the lack of instruction they are receiving. Therefore, I am nervous I will not meet my SLO's/be proficient by the end of the year. I feel there is no way to test strategies students are learning in STEAM. I feel students are having more fun versus academic learning, improving test scores, etc. ****Answers are not reflected upon ALL administrators****

Until we get students and parents to take education seriously, our student's scores will continue to decline regardless of what initiatives we try. We need to stop enabling students who don't want to meet CSDNB's expectations. We also need to stop capitulating to parents who make demands that are not going to help their children. We as educators are told to raise the standards so students will meet them, but our district keeps accepting standards of behavior that only make our students' academics and behavior decline. Teachers are blamed for not doing everything possible to help students, but students will only succeed when parents and students work with the teachers/schools instead of butting heads with us.

I really like the STEAM aspect of the redesign. I find that this is a great opportunity for students to perform experiments, find solutions to problems and actually have fun with science and technology. This is a great addition to the curriculum as long STEAM teachers have the time to plan and prepare for exciting science lessons and are provided with the needed materials. I also feel that more ELD teachers need to be hired as there are many ELs in the district who need much support. There are too many EL students for one teacher to effectively help students

I feel that the SLO/TEVAL observation process is only effective when the evaluator has extensive knowledge of pedagogy and can work with teachers of any level, not simply suggest rudimentary ideas for improvement. Having been a former BEST portfolio scorer and a consultant out of district, I frequently find feedback to contradict itself or to be a simple placeholder on the TEVAL screen rather than to be constructive or useful. In addition, a

tremendous flaw exists in the way observations are done. My evaluator comes in at random looking for a specific domain on the CCT during small increments of time. That makes absolutely no sense! A quality teacher needs to adjust to what is appropriate, so all domains should be evaluated every single time an evaluator walks in my door. However, this current situation does make it more difficult to score exemplary at the end of the year, which is clearly something downtown wishes to see. This is just another demoralizing facet of the way teachers are accorded little to no respect in this district. This disrespect is further evidenced in the changes made during the restructure. The teacher input was negligible. Considering the size of the high school, had anyone actually listened to the majority, many of this year's problems could have been avoided. Many were discussed among staff and were easily anticipated. My colleagues in NBU even feel unheard in there...that turn and talk study for a half year is ludicrous and elementary. Their requests to move on have been ignored. Finally, I'd like to comment on the restorative justice aspect of the restructure. There is plenty of research to show it doesn't work, and has failed in many districts. It seems to be well on its way to failure here. There are too many fights and teachers are treated abusively by students. This has to stop! It is an impediment in creating a learning environment. The way students act here is not socially acceptable. They may need to be taught what is socially acceptable for myriad reasons, but it has to be done in such a way so that the behaviors stop. Finally, I must say, whether appropriate here or not: any constructive criticism that comes from teachers seems to be viewed as mere complaint. I take issue with the superintendent's response to the middle school teacher, telling him/her to take up the "challenge" instead of expressing his/her concerns. Every day a teacher walks into this environment (arguably unsafe), which has worsened greatly over the past 5-6 years, that teacher IS taking on the challenge and IS part of the solution just by choosing to be here. If this were acknowledged by those in charge, it would go a long way to improving morale, but more importantly, legitimate discourse among teachers and all levels of administration.



I support the redesign process. I think that the STEAM initiative is invaluable to our students and guarantees that ALL students receive rigorous STEAM curriculum. I enjoy attending NBU. It allows me to collaborate with my team, as well as other grade 3 teachers from different buildings. The facilitators of my NBU (Dr. Sanders and Chris Morrell) are always well prepared for a meaningful discussion that really enhances learning. We are able to dig deeper and think beyond our current practice, which I believe will help us with meeting the needs of all our students. It is a professional environment and I would love to see it continue.



The first 3-5 years of any new program, especially one at this level, will take time to get the kinks out. I also feel that compared to the past (i.e. half days weekly, then half days bimonthly) we are giving the students enrichment and they are mostly excited about steam. But, whether they are excited or not, they could use the extra half day of enrichment and they really need the practice; collaboration and working with people you like and don't like, effective communication, critical thinking and problem solving, failing and showing resiliency to try again, asking questions/curiosity, and being able to plan out a project. They need to learn to plan out a project without the teacher telling them what to do. When you see first-hand the deficiencies in many of these areas, it is an eye-opening experience. Also, when you see students who are sped and are lower level succeeding and doing better than peers who are normally higher level academically than they are, you see how awesome this program is.

The times for steam seem to overlap. One grade level finishes and the other is supposed to start. It is not physically possible for the steam teacher to get to their next assignment on time. I enjoy the time to plan with my team, however, constantly going over norms has become redundant and takes up too much time that could be used to plan. Also, having the same special every day is really challenging. That needs to change for next year.

I feel the new programming and initiatives has had its good points and bad points. All of the studies at the end of the day has been nothing but headaches. With that said this has been my best year so far. I'm getting a lot out of NBU Days and I feel that for me the new schedule works. I think we bit off more than we could chew as a district and did a little too much too fast, but overall we had to start somewhere. There are a lot of positives to what is going on in the district. It is too bad it is being overshadowed by all the negative. I like the Superintendent's message of be part of the solution instead of picking out all of the problems.

NBU has been an educational worthwhile experience. At times they are over killing topics but still I feel like a better educator because of it. Being at the middle school we have experienced many changes in our schedule that have caused many issues. The daily schedule of our students needs to be adjusted to look more like the past few years mainly. We also need more supervisor in the cafe and during passing times.

The struggle district wide seems to be behavior. Aggressive behavior and vulgarity seem to be the norm. Administration does not seem to want to deal with it, lack follow through, and do not seem to be engaging parents.

The dis-regulation that the specials and change in schedule creates in many students impacts the ability to provide support and services too many others.

Not reflective of all administrators in our building.

We are constantly under a microscope to do more and improve our practice - often with limited to no additional resources provided or appropriately relegated time to do so in. With the current state of the high school and the blatant disrespect/disregard/apathy shown by an increasingly astounding number of our student body I wonder: How much impact can we have, even as we are trying so hard to constantly be better, if we have limited to no control over the other factors at play? The environment is, many times, total chaos. Staff well-being is an afterthought or completely ignored. People are burning out and feeling abused/ignored. A new schedule didn't fix the problems this year and shouldn't be the sole focus for next year. Students have gone through our system not having to really earn anything - society reinforces this. We are pushed to make sure kids know we "like them" and how "great" they are - before they've ever shown any respect or done anything to earn an accolade. Now we see students who are lazy, entitled and apathetic. THAT issue needs to be tackled at home and in the community before we'll see any major improvement here in the schools.

With regards to the redesign, I understand fully the goal that we are trying to reach. However, the planning was awfully done and teachers were thrown in a position where we had to learn as we go. How, then, is that beneficial for the student body? With regards to academic rigor and STEAM, my viewpoint is this: yes, students should be challenged. Yes, students should be held to a higher standard than they're currently being held to by some teachers. The message has been received: our students are not excelling and something needs to change. With that being said, the ways in which the STEAM teachers are being utilized (subs, hallway patrol or mentors for a more restorative approach) has been without an academic focus. I had a fantastic teacher assigned to my room for push in. He would have been such an incredible addition to help tackle the ever mounting literacy issues that arise in class...we have not seen him as he's being pulled in a hundred different directions when he is not teaching his STEAM classes. Additionally, our NBU is predominantly about Turn & Talk...what about the underlying issue? Our efforts in remodeling the district, providing students with inquiry opportunities, and offering them the exposure to new curriculum, while also trying to teach them LLC's and going through the restorative process is being COMPLETELY undermined by the times they are not in school. What NBU should do is try and tackle that issue - community outreach, meeting with parents in a neutral location, trying to create that connection between the parent and school is KEY...instead...we've listened to WEEKS of Turn and Talk. I don't think that teachers feel validated in their concerns about the status of the district, their lack of ability to reach the hard to reach kids due to issues out of our their control, nor do they feel validated when we are concerned with the safety of both the student body as well as themselves. While something needed to be done about our district, there needed to be more foresight. And now that we know what ISN'T working, as the staff has been more than honest about it - it's time for LEADERSHIP to own up to the fact that their plan isn't as great as they say it is and that it needs to be revised in a more proactive way, as opposed to reactive.

Don't have STEAM/NBU for my position

Having one administrator doing most or all of the work due to multiple absences of the other administrator creates a gap in the process for teachers and students. It doesn't seem like the slo process is being followed through properly

The 14 day rotation at the middle school level is a real concern.

NBU feels like a college course. We are already educated, it would be nice to work on our areas of weakness rather than told what to work on. It would be beneficial if NBU was more time to plan with other schools- create more unit of study and evaluate student work that way. Also- it would be nice if classroom teachers were involved in the assessment development and make the assessments more meaningful and follow the curriculum for each semester.

X

I think this district has really low reading scores and we're focusing on the wrong things.

We need to give this time to work, with a willingness to adapt the schedule, NBU, etc to become better each year. We have a history of trying things and throwing them away too quickly. However, morale, class size, schedules all need to be addressed and improved if this is going to work.

N/a

The concepts being taught at NBU are not new. If they are not seeing best practices in the classroom, they need to hold those people accountable and not require the entire staff to attend.