



# School Survey of Stakeholder Input

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*March 2015 Results*

*for*

*CENTRAL UTAH EDUCATIONAL SERVICES (CUES) REGION*

## **Response Numbers for CUES Districts**

	<b>Number of Student Responses</b>	<b>Number of Parent Responses</b>	<b>Number of Faculty/Staff Responses</b>
<b>Juab</b>	NA*	768	91
<b>North Sanpete</b>	1298	218	72
<b>Piute</b>	259	49	46
<b>Sevier</b>	3468	590	203
<b>South Sanpete</b>	2086	870	142
<b>Tintic</b>	189	51	30
<b>Wayne</b>	395	194	35

*\*The number of student respondents from Juab School District could not be determined due to irregular administration of student surveys*

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## Survey Overview

The Utah Education Policy Center (UEPC) developed the Stakeholder Surveys to collect and report input about schools and educators for the purposes of improvement. Stakeholder Surveys are available for administration to students, parents, and teachers.

This report contains an overview of district-level results. Results for each school, including teacher level results, are available in the school reports.

**Table 1. Survey Design: Respondents by Topics**

Respondents	About Schools	About the Administration	About Teachers
Students	<ul style="list-style-type: none"> <li>• School Climate</li> <li>• School Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Principal (general)</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional Support</li> <li>• Learning Support</li> <li>• Classroom Management</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• School Climate</li> <li>• School Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Principal (general)</li> </ul>	<ul style="list-style-type: none"> <li>• Conscientiousness</li> <li>• Learning Support</li> <li>• Communication</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Professional Environment</li> <li>• School Safety</li> <li>• Resources</li> <li>• Parental support</li> </ul>	<ul style="list-style-type: none"> <li>• Conscientiousness</li> <li>• Instructional Support</li> <li>• Communication</li> <li>• Assistant Principals</li> </ul>	

## Description of Scoring

The purpose of scoring these surveys was to reduce the data to manageable, meaningful information that can be used to identify areas of strength as well as areas in need of attention. Two types of scores are given: agreement percentages and topic scores.

**Agreement Percentages (Agreement):** Respondents could agree or disagree with any item on a four point scale. Agreement for each item was reported as the percent of respondents who selected “Agree” or “Somewhat Agree.” District-wide agreement for each item is presented in tables 4, 5, and 6.

**Topic Score Levels:** Each topic listed in the survey design (i.e. school climate, principal, or teacher emotional support, etc.) was measured using multiple items. We used agreement with all items within each topic to assign topic score levels, presented in tables 2 and 3, according to the following rubric:

- Level 4:** Average agreement of at least 90 percent across items
- Level 3:** Average agreement between 80 percent and 89 percent across items
- Level 2:** Average agreement between 70 percent and 79 percent across items
- Level 1:** Average agreement of 69 percent or less across item

## Topic Scores

Table 2. Average Topic Score Levels for CUES

		Elementary Schools	Secondary Schools
<b>Student Input</b>	School Climate	4	3
	School Safety	2	1
	Principal	4	3
	Teacher Emotional Support	4	3
	Teacher Learning Support	4	3
	Teacher Classroom Management	Not Applicable	3
<b>Parent Input</b>	School Climate	4	3
	School Safety	4	2
	Principal	3	3
	Teacher Emotional Support	4	3
	Teacher Learning Support	4	3
	Teacher Communication	4	3
<b>Faculty Input</b>	Professional Environment	4	4
	School Safety	4	3
	Resources	4	3
	Parental Support	4	2
	Principal Conscientiousness	4	3
	Principal Communication	4	3
	Principal Instructional Support	4	3
	Assistant Principal	Not Applicable	4

**Table 3. Average Topic Score Levels for Elementary Schools, by District**

		Juab	North Sanpete	Piute	Sevier	South Sanpete	Tintic	Wayne
<b>Student Input</b>	School Climate	4	3	4	4	4	4	3
	School Safety	2	1	3	2	2	1	1
	Principal	4	4	4	4	4	4	4
	Teacher Emotional Support	4	4	4	4	4	4	4
	Teacher Learning Support	4	4	3	4	4	4	4
<b>Parent Input</b>	School Climate	4	4	3	4	4	4	3
	School Safety	4	3	3	3	4	4	4
	Principal	4	4	2	4	4	4	3
	Teacher Emotional Support	4	4	1	4	4	4	4
	Teacher Learning Support	4	3	1	4	4	4	3
	Teacher Communication	4	4	2	4	4	4	3
<b>Faculty Input</b>	Professional Environment	4	4	3	4	4	4	3
	School Safety	4	4	4	4	4	4	4
	Resources	4	4	2	4	4	4	2
	Parental Support	4	3	4	3	4	4	3
	Principal Conscientiousness	4	4	3	4	4	4	4
	Principal Communication	3	4	3	4	4	3	4
	Principal Instructional Support	3	4	3	4	4	3	1

**Table 4. Average Topic Score Levels for Secondary Schools, by District**

		Juab	North Sanpete	Piute	Sevier	South Sanpete	Tintic	Wayne
<b>Student Input</b>	School Climate	3	3	3	3	3	3	3
	School Safety	2	1	2	1	1	1	2
	Principal	4	4	4	3	4	4	4
	Teacher Emotional Support	4	3	3	3	3	3	4
	Teacher Learning Support	3	3	3	3	3	3	3
	Classroom Management	3	3	3	3	3	3	3
<b>Parent Input</b>	School Climate	4	3	4	3	3	3	2
	School Safety	2	2	4	2	2	3	2
	Principal	3	4	4	3	3	4	3
	Teacher Emotional Support	4	3	3	3	3	3	3
	Teacher Learning Support	3	3	3	2	2	3	2
	Teacher Communication	4	3	4	3	3	3	2
<b>Faculty/Staff Input</b>	Professional Environment	4	4	3	3	4	4	4
	School Safety	3	3	3	2	3	4	3
	Resources	4	3	4	3	3	4	3
	Parental Support	3	1	4	2	3	2	2
	Principal Conscientiousness	4	4	4	3	3	4	3
	Principal Communication	4	4	4	3	3	4	3
	Principal Instructional Support	4	4	4	3	3	4	2
Assistant Principal	3	4	4	3	4	4	NA	

## Agreement

Table 5. Item-level Agreement from Elementary Students, by District

	Juab	No. Sanpete	Piute	Sevier	So. Sanpete	Tintic	Wayne
<b>SCHOOL CLIMATE</b>							
I like my school.	95%	90%	96%	94%	94%	96%	89%
I feel safe at my school.	95%	89%	98%	95%	96%	95%	93%
I feel like I fit in at my school.	89%	82%	91%	87%	91%	79%	80%
There is a lot to do at my school.	88%	85%	88%	88%	87%	89%	92%
<b>SCHOOL SAFETY</b>							
Kids are safe from bullies at my school.	80%	73%	82%	72%	75%	72%	63%
Kids at my school solve problems without fighting.	74%	61%	75%	68%	72%	59%	63%
My things are safe if I bring them to school.	79%	62%	84%	72%	73%	74%	62%
<b>PRINCIPAL</b>							
My principal cares about me.	99%	93%	96%	98%	98%	96%	95%
My principal looks out for all kids at our school.	98%	94%	97%	97%	98%	98%	94%
My principal is fair when dealing with kids.	97%	87%	88%	96%	95%	90%	89%
<b>TEACHER EMOTIONAL SUPPORT</b>							
My teacher cares about me.	98%	94%	97%	99%	99%	99%	97%
My teacher is nice to all the students in our class.	96%	90%	90%	94%	97%	96%	95%
My teacher is fair.	96%	91%	92%	96%	98%	94%	95%
My teacher will help me if I need help.	98%	94%	92%	98%	98%	96%	98%
<b>TEACHER LEARNING SUPPORT</b>							
My teacher makes me work hard every day.	94%	94%	83%	92%	93%	97%	89%
My teacher gives me a lot to think about during class.	91%	89%	82%	90%	90%	88%	89%
My teacher makes sure I take part in class.	96%	93%	96%	95%	98%	99%	98%
My teacher explains things so I understand.	97%	91%	94%	96%	98%	96%	95%

**Table 6. Item-Level Agreement from Secondary Students, by District**

	Juab	No. Sanpete	Piute	Sevier	So. Sanpete	Tintic	Wayne
<b>SCHOOL CLIMATE</b>							
I feel accepted at this school.	91%	90%	86%	88%	91%	88%	89%
There are many things about this school that I like.	88%	84%	89%	84%	85%	92%	87%
I think students from all backgrounds would feel welcome at this school.	88%	81%	87%	77%	81%	89%	84%
There are plenty of opportunities for me to be involved at this school.	82%	74%	79%	73%	79%	77%	81%
<b>SCHOOL SAFETY</b>							
My things will be safe if I bring them to school.	77%	68%	75%	59%	67%	72%	74%
Students are safe from bullying at this school.	73%	62%	80%	55%	63%	62%	69%
Students at this school resolve differences peacefully.	78%	64%	73%	58%	72%	68%	82%
<b>PRINCIPAL</b>							
My principal looks out for all of the students at this school.	91%	93%	94%	86%	91%	97%	94%
My principal is concerned about my well-being.	91%	93%	93%	88%	92%	95%	96%
My principal is fair when dealing with students.	89%	91%	94%	80%	88%	93%	93%
<b>TEACHER EMOTIONAL SUPPORT</b>							
This teacher cares about my well-being.	93%	86%	85%	89%	88%	89%	92%
This teacher shows respect for all the students in our class, no matter who they are.	92%	85%	82%	87%	86%	89%	90%
This teacher will help me if I need help.	93%	87%	85%	89%	90%	90%	94%
This teacher is fair when dealing with students.	91%	85%	83%	87%	87%	86%	91%
<b>TEACHER LEARNING SUPPORT</b>							
This teacher is good at holding my attention.	88%	81%	80%	83%	83%	85%	87%
I learn a lot in this teacher's class.	90%	82%	79%	85%	85%	86%	90%
This teacher involves me in class discussions or activities.	92%	88%	84%	87%	87%	90%	91%
This teacher is good at explaining things so that I understand.	89%	82%	82%	84%	85%	85%	89%
<b>TEACHER CLASSROOM MANAGEMENT</b>							
Students treat this teacher with respect.	89%	85%	84%	86%	85%	81%	90%
Students are well behaved in this teacher's classroom.	87%	79%	81%	83%	83%	79%	87%

**Table 7. Item-Level Agreement from Parents of Elementary School Students**

	Juab	No. Sanpete	Piute	Sevier	So. Sanpete	Tintic	Wayne
<b>SCHOOL CLIMATE</b>							
I feel welcome at this school.	99%	97%	86%	94%	98%	100%	90%
I think people from all different backgrounds would feel welcome at this school.	98%	96%	77%	96%	98%	94%	89%
There are plenty of opportunities for parents/guardians to be involved at this school.	97%	93%	73%	95%	95%	88%	86%
There are many things about this school that I like.	98%	94%	82%	95%	96%	100%	85%
<b>SCHOOL SAFETY</b>							
I think the students at this school resolve their differences peacefully.	95%	88%	82%	88%	94%	88%	92%
This school seems to do a good job of keeping kids safe from bullying.	93%	85%	77%	86%	90%	94%	86%
I think my child's personal belongings are safe at this school.	96%	92%	86%	90%	96%	94%	91%
<b>PRINCIPAL</b>							
This principal is good at running the school.	98%	92%	68%	92%	97%	100%	81%
I can rely on this principal to prioritize the learning needs of my child.	98%	95%	77%	92%	98%	100%	87%
This principal cares about my child's well-being.	98%	93%	68%	90%	94%	93%	79%
This principal is responsive to my concerns.	98%	88%	68%	88%	93%	93%	75%
This principal handles problems effectively.	98%	92%	68%	92%	97%	100%	81%
<b>TEACHER EMOTIONAL SUPPORT</b>							
This teacher treats my child fairly.	99%	93%	68%	96%	97%	93%	95%
This teacher will help my child if he or she needs help.	98%	93%	68%	96%	98%	96%	95%
This teacher is considerate of my child's feelings.	98%	93%	60%	95%	97%	93%	95%
This teacher is a good role model for the children.	98%	95%	63%	97%	98%	96%	93%
<b>TEACHER LEARNING SUPPORT</b>							
This teacher teaches so that my child understands.	99%	92%	72%	96%	98%	93%	94%
I am pleased with how much my child is learning in this teacher's class.	98%	88%	68%	96%	97%	89%	91%

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	Juab	No. Sanpete	Piute	Sevier	So. Sanpete	Tintic	Wayne
This teacher challenges my child academically.	99%	90%	73%	95%	97%	93%	93%
This teacher helps my child feel confident in his or her learning.	98%	88%	64%	96%	96%	89%	92%
<b>TEACHER COMMUNICATION</b>							
This teacher is responsive to my requests for communication.	97%	96%	75%	96%	98%	100%	95%
This teacher communicates important information in a timely manner.	97%	94%	73%	97%	96%	96%	91%
This teacher is clear and concise when communicating with me.	98%	90%	70%	98%	96%	100%	95%
I am satisfied with the methods this teacher uses to communicate with me (i.e. email, websites, notes, etc.).	98%	94%	73%	94%	96%	93%	92%
<b>PARENT SUPPORT</b>							
I am a partner in my child's education.	99%	100%	91%	99%	99%	100%	97%
I make sure my child completes homework assignments.	99%	97%	91%	99%	100%	100%	100%
I make sure my child attends school every day.	99%	99%	100%	99%	100%	100%	100%
I encourage my child to read (or I read to my young child).	99%	100%	95%	100%	100%	100%	100%
I often discuss college or career options with my child.	92%	92%	86%	92%	94%	100%	93%

**Table 8. Item-Level Agreement from Parents of Secondary School Students**

	Juab	No. Sanpete	Piute	Sevier	So. Sanpete	Tintic	Wayne
<b>SCHOOL CLIMATE</b>							
I feel welcome at this school.	93%	88%	92%	89%	90%	93%	85%
I think people from all different backgrounds would feel welcome at this school.	94%	91%	96%	91%	88%	87%	81%
There are plenty of opportunities for parents/guardians to be involved at this school.	91%	81%	88%	87%	82%	70%	74%
There are many things about this school that I like.	84%	75%	88%	80%	81%	87%	72%
<b>SCHOOL SAFETY</b>							
I think students at this school resolve their differences peacefully.	81%	80%	96%	85%	80%	90%	74%
This school seems to do a good job keeping kids safe from bullying.	77%	75%	96%	76%	76%	86%	72%
I think my child's personal belonging are safe at the school.	72%	65%	88%	76%	77%	72%	76%
<b>PRINCIPAL</b>							
This principal is good at running the school.	91%	87%	92%	88%	84%	95%	85%
I can rely on this principal to prioritize the learning needs of my child.	92%	92%	96%	90%	86%	100%	86%
This principal cares about my child's well-being.	88%	91%	92%	87%	82%	95%	82%
This principal is responsive to my concerns.	84%	88%	92%	85%	78%	100%	82%
This principal handles problems effectively.	91%	87%	92%	88%	84%	95%	85%
<b>TEACHER EMOTIONAL SUPPORT</b>							
This teacher treats my child fairly.	92%	89%	92%	82%	85%	91%	82%
This teacher will help my child if he or she needs help.	89%	85%	89%	80%	81%	89%	80%
This teacher is considerate of my child's feelings.	88%	86%	89%	78%	81%	84%	76%
This teacher is a good role model for the children.	89%	85%	86%	79%	80%	89%	81%
<b>TEACHER LEARNING SUPPORT</b>							
This teacher teaches so that my child understands.	91%	83%	89%	79%	79%	87%	78%
I am pleased with how much my child is learning in this teacher's class.	88%	84%	83%	75%	76%	85%	76%

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	Juab	No. Sanpete	Piute	Sevier	So. Sanpete	Tintic	Wayne
This teacher challenges my child academically.	89%	87%	83%	80%	80%	89%	82%
This teacher helps my child feel confident in his or her learning.	87%	82%	86%	74%	75%	87%	74%
<b>TEACHER COMMUNICATION</b>							
This teacher is responsive to my requests for communication.	93%	87%	92%	84%	86%	91%	83%
This teacher communicates important information in a timely manner.	90%	85%	92%	78%	81%	82%	75%
This teacher is clear and concise when communicating with me.	91%	87%	89%	80%	82%	78%	76%
I am satisfied with the methods this teacher uses to communicate with me (i.e. email, websites, notes, etc.).	91%	83%	92%	78%	80%	79%	73%
<b>PARENT SUPPORT</b>							
I am a partner in my child's education.	93%	98%	96%	99%	97%	100%	95%
I make sure my child completes homework assignments.	92%	99%	96%	97%	96%	92%	96%
I make sure my child attends school every day.	98%	100%	96%	99%	99%	100%	97%
I encourage my child to read (or I read to my young child).	94%	99%	100%	97%	96%	100%	94%
I often discuss college or career options with my child.	92%	98%	96%	96%	96%	92%	94%

**Table 9. Item-Level Agreement from Elementary Teachers**

	Juab	No. San pete	Piute	Sevier	So. San pete	Tintic	Wayne
<b>PROFESSIONAL ENVIRONMENT</b>							
I coordinate my instruction with other teachers.	98%	97%	92%	99%	100%	100%	80%
I have regular opportunities to collaborate with other teachers.	96%	100%	82%	96%	100%	92%	83%
I participate in professional development that supports my teaching of Utah Core Standards.	95%	97%	92%	100%	100%	90%	80%
Professional development generally aligns with school-wide goals.	93%	97%	82%	99%	100%	100%	100%
<b>SCHOOL SAFETY</b>							
Students at this school solve problems without fighting.	93%	89%	87%	97%	97%	100%	83%
Personal belongings are safe at this school.	98%	97%	93%	99%	94%	100%	100%
Students at this school are safe from bullying.	95%	100%	90%	91%	94%	100%	100%
<b>RESOURCES</b>							
I have access to the resources I need to do my job effectively.	95%	94%	73%	97%	97%	87%	83%
The resources at this school are well-managed.	93%	94%	80%	99%	97%	93%	67%
I have the training necessary to use the resources available to me.	93%	97%	83%	91%	99%	100%	67%
I am able to provide my students adequate resources to support their learning.	95%	94%	77%	96%	99%	91%	80%
<b>PARENTAL SUPPORT</b>							
In general, parents/guardians are responsive when I request communication.	94%	91%	90%	96%	96%	100%	100%
In general, parents/guardians work with me to support student learning.	89%	91%	92%	94%	93%	100%	50%
I believe the parents/guardians of my students have high academic expectations for their children.	91%	74%	93%	76%	85%	83%	100%
<b>PRINCIPAL CONSCIENTIOUSNESS</b>							
My principal is fair when dealing with teachers.	95%	100%	76%	99%	94%	86%	100%
My principal is concerned about my well-being.	97%	100%	76%	97%	94%	93%	100%
My principal shows respect toward all people at our school.	95%	97%	76%	99%	97%	93%	100%
My principal is an effective leader for this school.	90%	100%	72%	100%	96%	93%	100%

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	Juab	No. San pete	Piute	Sevier	So. San pete	Tintic	Wayne
<b>PRINCIPAL COMMUNICATION</b>							
My principal is an effective communicator.	81%	100%	73%	96%	97%	87%	100%
My principal is responsive to my communication attempts.	91%	100%	77%	97%	97%	93%	100%
My principal communicates important information to me in a timely manner.	81%	100%	70%	99%	99%	80%	100%
<b>PRINCIPAL INSTRUCTIONAL SUPPORT</b>							
My principal provides useful guidance on effective instruction.	89%	100%	68%	100%	99%	85%	80%
My principal observes my class and gives me useful feedback about my teaching.	86%	100%	68%	98%	96%	80%	40%
My principal and I discuss topics related to my progress as a teacher in a productive	88%	100%	73%	98%	96%	90%	60%

**Table 10. Item-Level Agreement from Secondary Teachers**

	Juab	No. San pete	Piute	Sevier	So. San pete	Tintic	Wayne
<b>PROFESSIONAL ENVIRONMENT</b>							
I coordinate my instruction with other teachers.	90%	94%	85%	88%	94%	90%	79%
I have regular opportunities to collaborate with other teachers.	97%	94%	85%	88%	91%	83%	83%
I participate in professional development that supports my teaching of Utah Core Standards.	100%	97%	83%	91%	95%	100%	100%
Professional development generally aligns with school-wide goals.	97%	97%	93%	91%	91%	100%	96%
<b>SCHOOL SAFETY</b>							
Students at this school solve problems without fighting.	97%	97%	100%	88%	89%	100%	93%
Personal belongings are safe at this school.	87%	69%	88%	77%	89%	93%	86%
Students at this school are safe from bullying.	77%	72%	69%	72%	76%	87%	66%
<b>RESOURCES</b>							
I have access to the resources I need to do my job effectively.	100%	86%	94%	80%	88%	93%	89%
The resources at this school are well-managed.	97%	81%	100%	82%	88%	86%	82%
I have the training necessary to use the resources available to me.	94%	78%	94%	79%	86%	86%	86%
I am able to provide my students adequate resources to support their learning.	97%	83%	100%	80%	90%	100%	88%
<b>PARENTAL SUPPORT</b>							
In general, parents/guardians are responsive when I request communication.	87%	86%	100%	90%	90%	93%	86%
In general, parents/guardians work with me to support student learning.	87%	64%	100%	85%	82%	86%	79%
I believe the parents/guardians of my students have high academic expectations for their children.	83%	50%	80%	58%	80%	57%	72%
<b>PRINCIPAL CONSCIENTIOUSNESS</b>							
My principal is fair when dealing with teachers.	97%	100%	100%	90%	81%	100%	89%
My principal is concerned about my well-being.	97%	100%	100%	90%	82%	100%	86%
My principal shows respect toward all people at our school.	86%	100%	100%	92%	81%	93%	82%
My principal is an effective leader for this school.	97%	100%	100%	84%	78%	100%	86%

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	Juab	No. San pete	Piute	Sevier	So. San pete	Tintic	Wayne
<b>PRINCIPAL COMMUNICATION</b>							
My principal is an effective communicator.	93%	100%	100%	82%	82%	93%	82%
My principal is responsive to my communication attempts.	93%	100%	100%	89%	80%	93%	86%
My principal communicates important information to me in a timely manner.	97%	100%	100%	86%	80%	92%	86%
<b>PRINCIPAL INSTRUCTIONAL SUPPORT</b>							
My principal provides useful guidance on effective instruction.	96%	97%	94%	84%	82%	100%	88%
My principal observes my class and gives me useful feedback about my teaching.	93%	91%	93%	85%	89%	100%	71%
My principal and I discuss topics related to my progress as a teacher in a productive way.	100%	94%	93%	85%	83%	100%	75%
<b>ASSISTANT PRINCIPAL</b>							
Our assistant principal effectively assists in providing leadership for our school.	85%	100%	100%	90%	87%	100%	NA
Our assistant principal has a positive influence on the learning environment at our school.	92%	100%	100%	88%	90%	100%	NA
Our assistant principal has a positive rapport with teachers.	85%	100%	100%	84%	99%	100%	NA
Our assistant principal has a positive rapport with students.	92%	100%	100%	86%	99%	100%	NA

## Feedback to the School Districts and Boards from Faculty

### Responses from Juab Faculty

- We need more time. If we are expected to use the resources that we have effectively, we need more time. There isn't enough time in the day to "exceed the expectation" like I want to. I don't have the time to create like I would like. Sometimes we feel like we are scrapping by, and it's because there isn't enough time. We don't have an hour of prep time like the high school and middle school every day. We work with about 3.5 hours of prep time a week.
- We need more support with Special Education. We are extremely limited on our resources and the need is so great!
- We have been exposed to a variety of new technology but we need time to implement what we have learned about.
- We appreciate all they do. I feel like we're on the same team and not against each other. I know they try their best to provide the funds to ensure a great education for our students. It's a partnership that needs to stay strong if the district is to be strong.
- Too much work, too little time. I realize that much of our increase load is coming from the state level. But it would be nice to have more professional development, more preparation days, more time, so we are not working evenings, weekends, and early mornings to prepare for the students.
- The school board needs to seriously address the class sizes of the younger grades throughout our district.
- Thank you for supporting me as an educator and really listening. I think the district and the board are great listeners.
- Teachers are overwhelmed with the requirements of the evaluation process. This takes away precious time to plan and prepare for students as well as time to respond to student needs.
- Please allow us more time for professional development and recognize our need for time to grade and give feedback on student work as well as preparing lessons. It would be nice to have some compensation for the time we spend outside of contract hours grading and preparing for class.
- Our district/school board has done a lot to help provide us with lots of technologies to increase student learning. But with this we have not received adequate training or time to fully implement the technologies into our classrooms. We have also been given technologies that have not been completely ready for implementation such as Canvas. The SLO as well is creating a lot of time that we as teachers already do not have. I know I usually spend 20 or more hours of my own time each week just trying to stay caught up. That is after leaving after 4:30pm almost everyday of the week. This is not so that I can get ahead. I know that I am not the only one who has put in this much extra time. I work very closely with two other teachers that spend just as much time if not more than me outside of class. We as teachers already have too much extra stuff on our plate that actually detracts from our ability to effectively teach our students to the best of our abilities.
- It's just important that they are realistic about the demands that are placed on us. Sometimes it feels like they have forgotten what it is like to be a teacher. It gets to be slightly overwhelming. I know that overall they are on our side.
- It would be nice to be able to feel the joy of teaching again instead of always feeling like being on the edge of the seat in anticipation of someone walking in and not finding all things going perfectly. Also

**Responses from Juab Faculty (continued)**

elementary kids do need to do some fun things in the classroom and this is not comfortable to do at times.

- In most circumstances, I feel the district and/or school board does everything it can to support me as an educator. I would just like to emphasize that our school has some of the largest class sizes in our district. The size of a class increases the teacher's workload on a daily basis. Even just a few extra students can mean 30 or more extra minutes of grading papers each night, communicating with parents and the extra responsibility of reaching those students daily. I hope our district/school board will continue to do everything possible to hire extra teachers for all grade levels and financially support extra help in the classrooms as needed.
- I would so appreciate time in my classroom to implement the things that I have learned at professional development opportunities. It is hard to use the wonderful things the district provides for me, because all of our time is filled up with other demand. I need time to focus on providing the best education possible for my students. I would also love to have a leader in the RTI community come to our district and speak to/work on RTI with us as a district to get us all on the same page. Someone who could get our staff district wide passionate about RTI. I think it is such an important and crucial area that we must focus more attention on.
- I would like the school board to look more closely at class sizes in the kindergarten and first grade.
- I think our school board and district do their best to support education. I do wish there was a stronger policy for students that are consistently absent. We as teachers are held accountable for their learning, yet they can miss school a lot and never have any consequences. Other school districts have stronger policies on truancy.
- I know I can approach any board member about issues or questions I may have. They respond quickly to my questions and needs. If it was a perfect world I would have more planning time throughout the week. I would love for more prep time without taking away from instructional time. I am against longer breaks (winter and spring break). The longer students are gone from school the longer it seems to get them caught back up. I appreciate so much time and effort the board puts into supporting teachers and students!
- I feel in the past several years that teaching has become less enjoyable. I still love the students and enjoy being in the classroom and working with the kids. I think throughout the district the teachers are feeling overwhelmed with the pressure that has been put on us to make changes that sometimes have not benefited students. Additional paperwork adds to that pressure. It sometimes feels like the students no longer have the responsibility to work and earn grades, but rather the teacher is responsible for student failure even when the student makes no effort.
- I am frustrated by the lack of compensation, including insurance, for a job that sets the standard so high it feels unattainable. It is impossible to be perfect at everything. Each year, more and more expectations are added to our workload. It is hard to love teaching the students, but every day feeling that I want to quit because I can't handle the stress anymore. I feel unappreciated in my job.
- Each school board member seems to have their own pet projects. Everyone needs to remember what we do - teach students- and make sure that the testing and teacher evaluation doesn't get in the way of that.

**Responses from Juab Faculty (continued)**

- As I have viewed the district/school board, I have been disappointed to observe many individuals simply filling personal agendas, rather than looking to see the needs. To better support me as an educator, I need the school board to look at the need of having a principal who is helping me become a better educator. I currently do not have any confidence in the current building principal helping me with this. The school board/district should be appointing people as building principals based on capability. The principal should have more experience than the people they are responsible in leading.
- As far as professional development, I think we need to start sending grade level teams to things like PLC conferences. I think this would help get a better implementation and a common understanding of what should be happening. I think our district needs to find a way to give teachers time to work on the PD we've received, without adding anything else to our plates. We know A LOT of good things, we just need some time to implement it now. I hope that in making the decision whether or not to retain Principa Pay, teacher input will be sought. I think he is doing a good job given the situation, but to get faculty buy in, give us a chance to give input.
- 1--Several of us have great concern about the block schedule. We don't feel that teacher's concerns have been heard or addressed by the Board or Superintendent. Upon entering junior high, our student's mental and social development aligns more closely with students in the elementary grades, NOT the high school. 2--The amount of time it is going to take to develop new elective courses is again, "one more thing" that we will have to do on our own time without compensation. We will do it because it's what is expected of us. But it certainly seems very unfair.