

Committee Input Results
National City Elem. Teachers Assoc.
12/12/2017

Our members put a lot of time and effort into committees on the district level. NCETA Exec. board would like to share our members' voices through the results of our Committee Input meeting on 12/4/17 where over 50 members attended & the following survey of 67 members.

What works the way NSD committees are currently structured?

There is a nominal opportunity for teacher input.

RCD

Teachers have the opportunity to provide input on curriculum and programs.

Not sure.

I was in one a few years ago and we had meetings during school hours. A sub was provided for us and that was good.

The RTI task force worked well over an extended period of time

TOTs, on the clock scheduling

Nothing. Our opinions mean nothing, so why waste our valuable time. That's why I personally stopped doing that several years ago.

Not sure

teachers are on them

Teachers are being asked to be part of the decision process.

Teacher input is valued

Committee participation is open to all teachers who want to participate. Participants are free to express their opinions and recommendations.

The committees that I am aware of have been in place for a while, meaning that extra/overlap committees are not being created. (That happened with Math and then RCD MATH, ELA and RCD ELA committees.)

You get to pick the committee you want to be in.

I find that the district directors listen to the ideas of the committee members.

I am always treated as a professional.

At this time, I don't feel anything works because the opinions of the committee members are ignored.

Collaboration among committee members themselves

Committees do address important issues, concerns, and decisions.

It helps give out and receive information

Using our own teachers as trainers

Trust between teachers. Collaboration between teachers

Does work cont'd

The district has been effective presenting committees in an attractive way making sure teachers want to participate, but the final outcomes most of the time has not been positive.

The committees are introduced in a positive way, but their purpose seems to fade the farther that you progress.

That you get to work with colleagues.

NSD committees begin with teachers involved but tend to morph into what the DO wants and end results differ from initial teacher input.

I like that the meeting are held every other month.

Teachers work together with goal to make a quality product for the benefit of all teachers and our students.

Working with peers from across district.

In the past they did take some of our input and seemed to value our feedback

It is helpful that they arrange subs for us.

I appreciate the reminders we receive before each meeting.

I appreciate that the facilitator always seems prepared.

Interacting with teachers at other sites

Ability to share thoughts and ideas with coworkers.

It attempts to be collaborative.

Teachers coming together to find solutions and give input.

We are given the opportunity to be on a committee

We are given choice about which committees we want to be on.

Outside consultants can sometimes help keep the process moving along and help keep the process moving forward.

They are pretty consistent and on schedule. They invite us to participate. We get compensated.

I don't think they are working.

They are after school and we get paid.

Unsure, mine has been inconsistent

There is a specified committee for each area of need.

They are focused on a specific subject area or educational topic.

They are structured with a goal in mind.

Nothing

Opportunities to share input at meetings

What DOESN't work the way NSD Committees are currently structured?

They don't result in effective action and classroom friendly implementation.

No subs

We are teachers, not curriculum writers. Why are we writing curriculum when curriculum is available and the district has the money to purchase resources for teachers to use?

They already have a predetermined outcome for what they want the committee to do, regardless of teacher input.

Not sure. I have not been on a committee in a few years.

The committee never really had closure and the committee never meet again to come to an agreement on the recommendations.

If we meet during the day, there isn't enough sub coverage. If we meet after school, not enough members can attend then work is not spread out evenly.

Communication is not good

They talk a good game and do what they want instead of what we suggest. Pilot no longer means Pilot. It means, you will use the program we already have purchased behind everyone's back in spite of being told it was not appropriate for certain grade levels. This only one of many examples.

no inclusion.. just representation

Too much extra work to plan and search

There doesn't seem to be enough teachers. When a decision is made by the teachers, they seem to be overruled by the district administration. Teacher input should be valued. We are the ones that are with the children the most.

Though teachers are being asked to be part of the decision process, things are not done the way things were agreed upon in the committee.

We are rewriting the wheel. We should just use CCSS aligned tests from Go Math. They are very similar to the CAASPP. Teacher time is not rewarded financially in comparison to neighboring districts.

There is a lack of teacher participation, yet at the same time extensive criticism of the work that has been done and the recommendations made by the committee members.

I can only really speak of the RCD units. I would like to hear from the people who actually designed and wrote the RCD units. They know why they wrote and did what they did. If they were able to speak about their work. Maybe we would have a better understanding of where to go with them. However it seems maybe those teachers are no longer in the district.

Teacher input is sometimes discarded, not recorded, which skews the district leadership in the wrong direction. For example, a statement was made that teachers who were doing the "trial" of scholastic online (storia) digital ELA materials loved the titles and liked the use. However, that was partial feedback from the actual committee. Primary grades did not like the Storia resources (Trade books not rigorous enough, path to getting online for primary students too complicated, etc.) but that was NOT shared.

There still appears to be an underlying agenda on many committees. Honest feedback, depending on the admin running the committee, is not always comfortable to give or welcome. Reasons may vary; comments I have heard relate to how SELD does not meet the new standards or framework. We want

more tangible curriculum materials, we need the "how" to teach the standards, not just the "what", we are so ingrained in an RCD mode that we developed backwards (should have been: materials first, then develop units and adapt/plug in materials) that the fact that it is total trial and error is not as big a concern as it should be.

What doesn't work cont'd

I usually don't learn much.

I don't feel Special Ed asks or takes our voice into consideration.

Committee members put in a lot of time and energy to come up recommendations. The district ignores the recommendations of the committee and put in place what they want anyway. For example, that is what happened when we adopted SELD. So as a committee member you feel you have wasted your time and energy because the district did not proceed with the recommendations of the committee.

Relevant-pertinent concerns, and questions that are brought up by committee members are not answered, or are tabled for a so-called "later" time that never happens.

The advice/work that the committee comes up with seems to rarely end up in the decision making process.

D.O. doesn't listen to teachers.

I have felt like my input or ideas have not been taken into consideration. I express my opinion and my ideas to the committee and the district decides to go a different way...

When it is all said and done, the input given by the committee members, is rarely considered when final decisions are made.

You meet, do a lot of work and then what you thought was going to happen doesn't. Then you are told those where only suggestions other at the DO make the decisions

We need more time to help teachers with their tech support work orders

Even though the teachers work hard for a quality product, our input and suggestions are ignored and it seems that all our work is not respected. Often everything we have created is thrown out or drastically changed making it work that we no longer support. We are also repeatedly told things, such as, the new curriculum and the new RCD assessments and ELEs will not be rolled out at the same time. However, it is then rolled out together and we are expected to stand in front of our peers and present it, implying that we support the simultaneous rollout..

They ask for our input but don't listen to our concerns.

When they act as though they are listening and then they do what they want.

I don't appreciate going through all the trouble to prepare lesson plans only to be told that I won't be attending the workshop after all.

My voice is not heard; no follow through

Sharing minute meetings and follow through.

The communication and/or implementation of anything new.

I don't always feel that our ideas are heard. Many times it seemed as though there was already a plan and we were just there so it could be said that ' teachers created/ came up with'

There is no real feedback as to what/why we are given the math or ELA materials we are given

The material that comes from the math and ELA RCD committee is poorly written, They not student

friendly, And for some strange reason it seems like the people on these committees are obsessed with either giving our students negative examples, or portraying them in a negative manner.

Not Working con'd

When subs fall through, the members can not attend.

District asks for teacher input but then don't follow through with what was agreed or discussed at meetings. They do not communicate what is happening at said meetings with the rest of the staff.

We have too many committees that aren't relevant and purposeful. Is there a committee who writes grants for schools, for example? Now that would be a purposeful committee.

There isn't always a big turnout of teachers so the consistency of attendance doesn't flow smoothly.

Inconsistency and lack of focused time

Teacher input isn't value. Teachers spend a lot of time that they aren't adequately compensated for and admin does what they want as far as decisions go. Committees seem to recreate the wheel every year so to speak. Every year they have a new focus... there is no follow through or long term goals, so the committee work is ineffective. All the teachers' hard work is finally ready by the end of the year and it restarts the next year with something new (ie instructional plans & sequences). Decisions don't seem to be made at/through committee meetings.

Teachers' opinions and time are not valued. Committees meet, but what's recommended by teachers is not actually what happens. The district seems to just do what they had already planned to do anyway.

Either that, or the same topics and discussions occur over and over without anything happening.

Teacher opinions are not valued or considered. It seems as the the committee is geared toward a preset goal set by the district.

They don't listen to us

Communication is poor. Sometimes I ask about what is happening on certain committees and no one seems to know - I've even had colleagues tell me they are unsure of the purpose of committees they have joined.

Input received not always considered in making decisions

Many of you have said you are not on as many district committees or you are selective about the district committees you are on. If this is your experience, please share why.

They do not listen to the feedback teachers give.

It seems a lot of committees lately have been on personal time. Due to personal situations, I do not have the time to put in after hours time.

Lack of time and I don't want to be absent too much during the school year.

Mostly because of the workload, and we are not compensated enough.

It's a waste of time when our opinions mean nothing.

I feel like my voice doesn't matter so I don't volunteer

Opinions are not respected; low pay

I'm not getting enough and prefer to spend time with my family.

Why aren't you on committees- cont'd

I no longer have the time because of my growing family. I no longer want to use my personal time to do committees. I would do sub days but I also hate to be out of the classroom.

I am less comfortable than I was on committees because I know that the admin in charge of many of them is selective in the feedback that she will share outside the committee meeting. Also, there doesn't seem to be any progress. We just keep spinning our wheels.

I don't feel they are organized well.

I don't have the schedule for them. However, after hearing the horror stories about them I wouldn't want to be on one.

I am selective about the district committees because it takes time to prepare my own lessons and complete tasks for my own class.

Two jobs and a family, I can't always attend meetings due to second job.

Because the district does what they want regardless of the opinions of the committee members.

A lot of time and work is invested in working on these committees for little to no recognition from the district

After working on committees, it became clear that the district had already formed a plan, and the committee was just a pretense...a way to appear to be giving attention to teachers' input/perspective. The work, and effort was all for "show".

Yes I am selective about what committees I'm on because I feel the admin. leading the meeting often has an agenda coming into the meeting. I have been brushed off when asking question when I am not following with the outcome they want.

It is the same teachers time after time. D.O. likes those who have volunteered before. D.O. doesn't reach out for new volunteers. Teachers who volunteer are those who know they can make more \$. They are on committee after committee. Year after year. Same names, same people.

I participate in many committees here in my school which does not allow me to have extra time for district committees, but since my experiences have not positive, I am very selective with which committees I want to participate.

I am careful about the district committees that I join. I am currently on most of the school site committees and I have a HW club after school. The outcome of the district committees that I have joined in years past have not been as productive as what I am doing at my school site.

For the reason that it really doesn't matter the DO already knows what they want it seems like they only form committees to meet a requirement and not really to get input.

I'm new to the district. I have not been on any committees

Too much time commitment from the class.

I feel that my work is not respected. I work hard to create work that is based on research and best practices, but then our work is not respected and we are not paid enough for this work.

does not apply to preschool

My voice is not heard; no follow through; Need time to prep beyond my contract to do overwhelming workload

Lack of publicity to join, I would join more, if I have the information in enough time to try and adjust my personal schedule to make it work.

Why are you not on or on as many committees cont'd

I don't have time right now

I stopped joining district committees because I now spend my 'extra time' trying to find resources that will be best for my students. The rest of the time, I spend with my family.

In my case: Not in any order of importance... Once the work was done there was no recognition of my participation. Once the work was finished and presented to the teachers- it had been changed- with no explanation as to why I thought working on different committees would be a stepping stone to career advancement, but it wasn't.

I'm not educated enough. I am not sure what being on a committee entails and honestly I like to have free time outside of work. I'm worried if I join a committee my entire life will be dedicated to work.

I am now in less committees because I just don't feel like my input is valuable. I think they just want me to think I have a voice without really listening to my concerns.

Haven't joined one because the feedback I hear from people who have been on them is that the district/administrators don't really implement what the committee members created or even suggested, so they feel unheard and unappreciated for all of their time and hard work. If the district does not listen because they have their own agenda, why bother?

I don't feel that my voice is heard. It feels like we are just going through the motions to have a "committee" even though the outcomes have already been determined by the district. The district makes decisions based on their own ideas and not based on the input and opinions of the teachers.

Take up too much time, too difficult to be an SLP and on committees due to meeting times

My work isn't valued. I am not paid well enough for my work and am already overworked as it is. I don't want to take on extra work that is useless.

I am already too overloaded with other work. I can't commit to meetings after school hours because of my own children's schedules, and it's too frustrating to join committees that meet during school hours because of the likelihood that I will do sub plans but my sub will be pulled.

It seems like wasted time to be on a committee if my opinions are not taken into consideration.

When I first came to NSD I was eager to join committees as a way to learn more about our district and get involved. I had several negative experiences on committees, for example being forced to create tests that were not standards aligned or being forced to present information to my peers that I did not believe in.

Not sure it would make a difference and lack of time with existing work responsibilities

Please give feedback on how well NSD communicates committee work recommendations/outcomes to the rest of the staff.

They put a lot of work on those teachers to roll out the information, and then the teachers from that committee are pushed to the front as if they were the sole creators. "This was made by your fellow NSD teachers." Ya, right...

Not sure. I know they send out info, but sometimes I just don't have the time to read the emails with everything else in our plates.

Not well. Most of us don't know who's on what Committee and what is the purpose of the committee, or the outcome.

Our admin/principal usually forwards the message/email

NSD communication of committee recommendations/outcomes cont'd

There is no communication that I know of until the District has implemented a program and then provide inadequate training and more so lack of curriculum and materials for us to use. WE STILL HAVE NO CURRICULUM.

I don't feel informed

minimal

I think they do a poor job in communicating to the rest of the staff. I haven't received any updates this year.

Things are communicated without plenty of time to process.

I'm often confused by the requirements of RCD, especially ELA.

The information is shared, but not enough time nor depth of input is given for the teachers to assimilate and create lesson plans the teachers feel comfortable and good about. In particular as it relates to RCD Units teachers still don't fully understand the concept behind their structures and reject what makes them feel uneasy and inadequate.

We now have bi weekly meetings in the morning to go over committee work. I think this is a result of the NCETA saying we are not informed. I actually preferred when did not have these meetings. My mornings are precious. I'd prefer an email.

Honestly, I think majority of staff are over it. Nothing has happened, regarding backbone for ELA units.

ELA units are unproven to be successful for kids yet we are ALL being told to use them, making our students all guinea pigs.

It seems that only the people attending the meetings get the information and it is not shared with the rest of us. So, only those that attend benefit.

From what I've heard, poor communication and increases workload

The district pours their recommendations on us at staff developments when we are not ready to process it. It adds a lot of stress and anxiety. For example, we will be going over RCD unit 3 Language arts in January and are asked to be prepared with the literature we want to use. I have JUST finished unit 1. I think the best way to digest and process the information is when it becomes relevant to you. Working with grade level teachers at your site is the best way to develop, process and understand the information. Administrators SHOULD be leaders in effective management and communications, too often their style is rushed and not well presented. They just want to cram stuff in to say that they did it.

The district does not communicate the recommendations of the committee to the rest of the staff.

I am not aware of the list of committees or who is participating.

What feedback? Any feedback that has been made available has been very limited. Usually we receive units, etc. that tell us the expected outcomes/requirements.

This is probably one of the biggest issues with the committee structure. There is NO communication plan. So we often get conflicting information.

No substantive communication exists.

My principal and a couple of emails here and there have been the way I receive information from committees ...

It is hard to say. Are there less committees than there were in the past? We do get information from the principal, and an occasional email, but that is about it.

NSD communication about committees cont'd

In the past some have been okay lately it has just gotten too complicated and messy as far as different info going to some and not others.

I haven't communicated with anyone about any committees.

I feel they all begin with good intentions but end results vary

It all seems so confusing. The district says one thing and then does another. Also, the district implies that we support the district's changes and position even though we were clear that we did not support those changes or plans. They also communicate to board members that we support the DO's position when the teachers, who are educational professionals do not agree with the district. I have heard from parents on the LCAP committee that they have had similar experiences where the district asks for their input, but then that input is not put into action.

Concerns are listened to but not really addressed resolved. It seems like we are just going through the motion and the district already knows what it wants regardless of teachers complaints or reality once things are put into motion.

They don't seem to communicate.

I would say not the best because many times teachers don't know about the committee's work unless a member mentions it.

Sporadic and limited

Recurring issues

The last few times one of my colleagues was communicating committee feedback to the staff, she seemed not to know exactly what she was doing- this was partly because she is our Reading Specialist and not on the committee she communicating to us about.

We do not know who is on the various committees

On my visits to other schools the question that I hear over and over again is,

"I wonder what other school sites are doing/using to teach math and ELA"?

We are given math and ELA RCD packets with no materials

Some things are communicated through email but a lot is not.

In one of my committees we are supposed to relay the information in a small meeting to the rest of the staff at each of our sites a week after we meet.

But in the other committee nothing.

So, there is no consistency. No pattern. Every committee has a different way of doing things.

I don't remember them ever communicating with the staff.

It is not communicated at all.

Not timely

Staff doesn't hear about what happens at committee meetings at all.

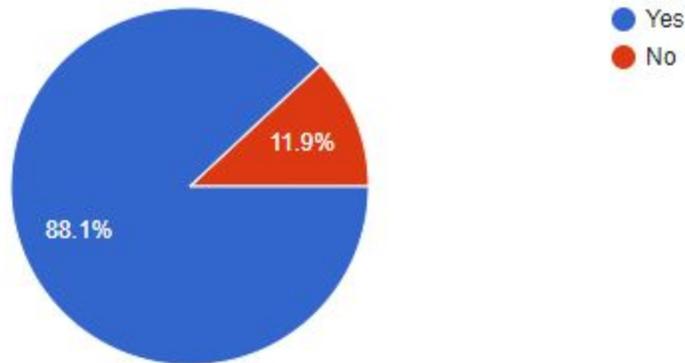
Not well. I don't even feel like I know what committees are even occurring at this time or who is on them, let alone what has been recommended.

There is no communication in regards to committee work. I'm not even sure which committees exist or who is on them.

I've never heard anything from NSD

Inadequately.

Would you be willing to boycott District level committees ? (NOT school site committees, LCAP committee, Curriculum Consultation Committee, or stipend committees like liaison committees) ^{67 responses}



Do you have any further input that you would like to share with NCETA & NSD leadership?

Just because I don't think it would apply necessary pressure doesn't mean I'm not in favor of it. I am. We should not have to fight like this every time a new contract comes up. It is disgraceful and completely disrespectful to all if if the hardworking teachers of NSD.

I feel that often the committees I have been on are just to support a decision that has already been made by the district rather than coming up with decisions of our own.

Our raise should be NO LOWER than 6% ON SCHEDULE.

UNITY in NUMBERS!!

Boycotting the committees only hurts both the teachers and the students. Teachers need more information and they need to give more input not less.

When I signed up for committees I understood what I signed up for. I feel I chose to sign up and I knew the conditioned when I did so. I no longer can because of my family. I am grateful for those that do. However, I feel like if you do sign up you should continue.

The ONLY reason I think the committee boycott would have an impact is because there is still ELA RCD work that is unfinished. Other than that, I think that the boycott will allow them to do what they want. It's a double edged sword.

Thank you for all that you are doing!

Additional Comments for NSD & NCETA leadership

The district's feeble attempt at bargaining has been insulting.

Boycott will work only if ALL teachers do it. No stragglers.

If the district and administrators were to value our opinions and ideas I would be part of more committees. At this point, I strongly feel that the district is not trustworthy and honest with their employees.

If teacher input was more valued I would be more likely to join a committee. Those of us who are utilized more at school are already spread pretty thin when the time comes to join a district committee.

Thanks you for all your hard work.

I think NCETA should have surveyed its members prior to the first negotiations. I feel we went in asking for too much and appear greedy. In this climate and this community it is difficult to get parent support for pay raises when our parents are scraping by. The medical benefits are more important to me at this time due to my dependents. Please be realistic. Not saying settle for off schedule or 1% however.

We are professionals and our input should affect the outcomes and decisions of the district.

I wonder if a boycott would just give the district an excuse to just make decisions that would benefit themselves only.

I feel like committees are simply a hoop for the district to jump through. Our voices are not truly heard or validated.

I don't feel comfortable asking questions or voicing my concerns at my school site. When I have done so in the past, I felt targeted and that I was wrong for asking anything. We ask the district to have open communication without retaliation, I would expect the same from our union.

I do not feel a boycott to District level committees will have an impact on bargaining. Many teachers have already stopped participating on committees- and look where we are now- myself included. My main concern is the class size and the fact that we have students in our classrooms that should not be in our classes. From my visits to other school sites I see all too often students in regular classes who would benefit from being in a smaller more specialized classroom- with teachers and aides who have the training and resources to work with children who have extreme learning needs. I am also concerned about students with extreme behaviors in regular classrooms. I know of several instances where behavior students disrupt the class all day long either through misbehaving to attacking students- and nothing is done about it. My job is to teach- not micro manage a child with extreme behavior issues who will not let me do my job, and who make the learning environment so bad that the rest of the students are not learning. Last thing: please do not bring pay and benefits up to the parents- our pay does not concern them- what happens in the classroom does.

No other job has words about levels of stress and amount of workload in their contracts. It's time to settle, with a 2% off schedule bonus.

It doesn't feel like the district is organized in their vision. It feels like things are put together last minute because they know they have to have a certain number of committee meetings. It doesn't feel productive or meaningful.

Just for NCETA: I will not stop my intervention class

Additional Comments cont'd

The morale in our district is the second lowest I've seen in my nearly 20 years in the district. It feels as though the same negative pattern keeps repeating itself. I don't feel teachers are valued in this district. It is frustrating that we have everything we need as a district to be successful: knowledgeable leadership, committed teachers, amazing students and a supportive families - yet we can't seem to pull it together and make it work. It's disappointing.