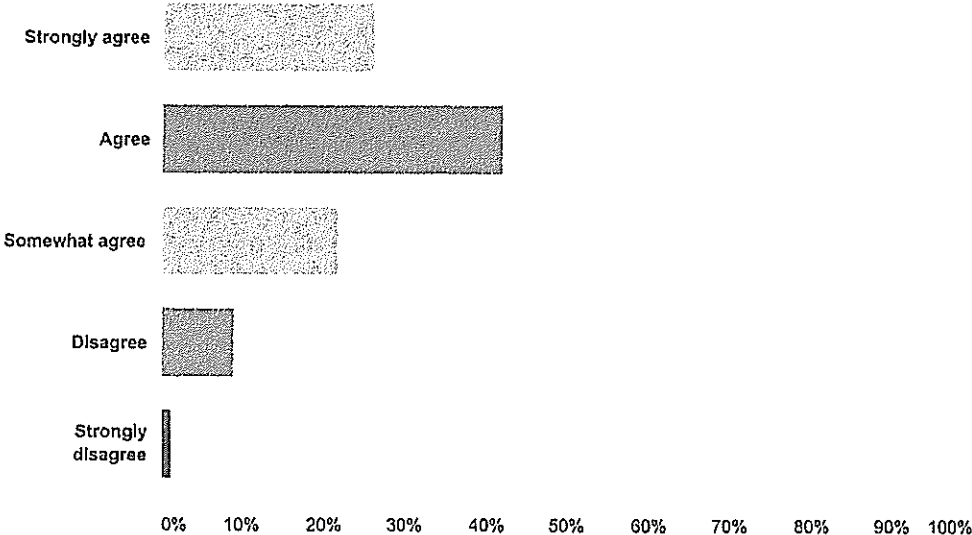


**Q1 The quality of my work is well known by my principal and supervisor.**

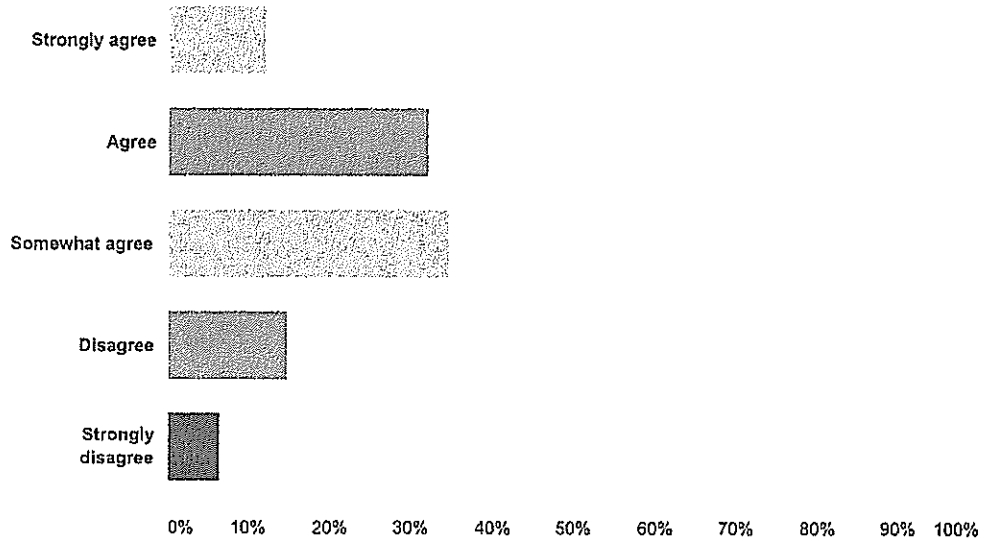
Answered: 157 Skipped: 1



Answer Choices	Responses	
Strongly agree	26.11%	41
Agree	42.04%	66
Somewhat agree	21.66%	34
Disagree	8.92%	14
Strongly disagree	1.27%	2
<b>Total</b>		<b>157</b>

**Q2 Ideas and input are solicited and valued.**

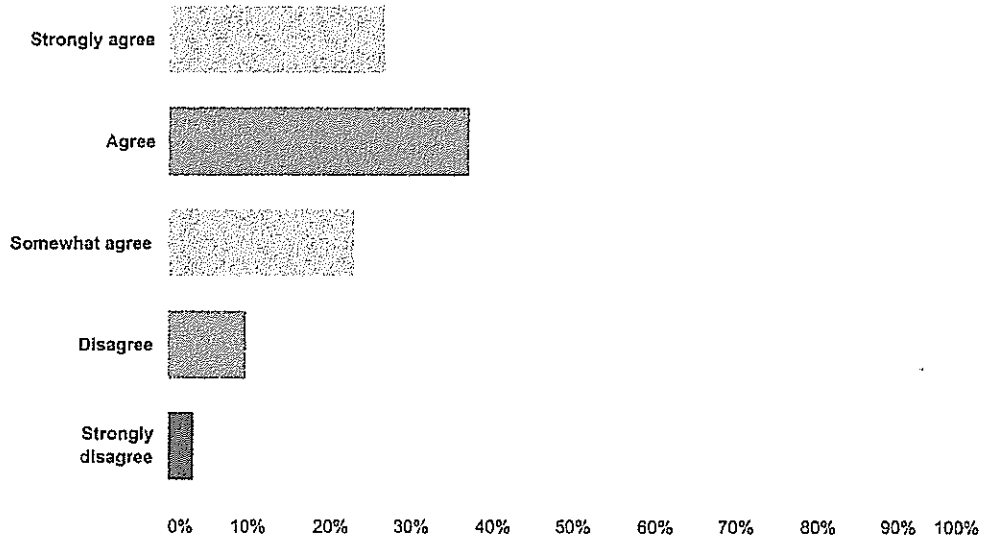
Answered: 156 Skipped: 2



Answer Choices	Responses	
Strongly agree	12.18%	19
Agree	32.05%	50
Somewhat agree	34.62%	54
Disagree	14.74%	23
Strongly disagree	6.41%	10
<b>Total</b>		<b>156</b>

**Q3 Faculty members have a major role in the design of assessments of student progress.**

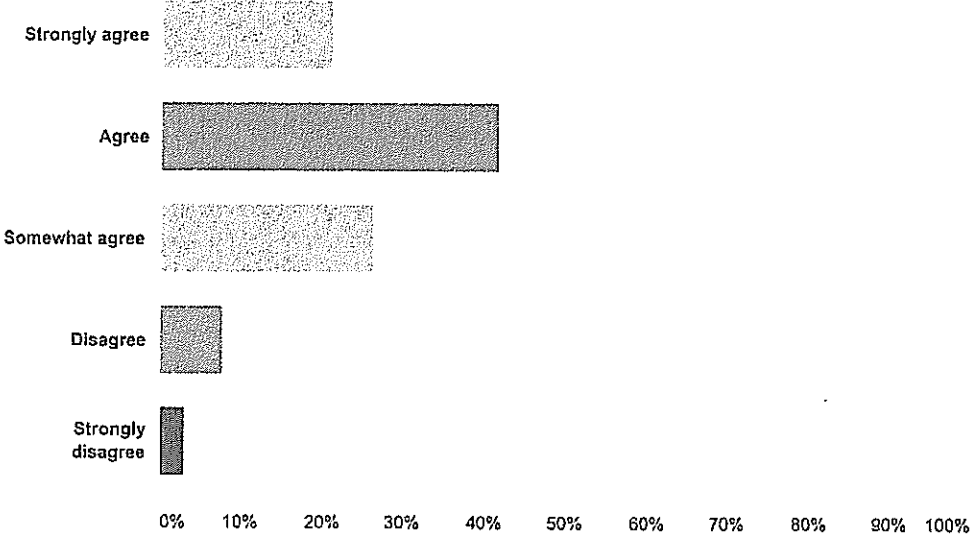
Answered: 153 Skipped: 5



Answer Choices	Responses	
Strongly agree	26.80%	41
Agree	37.25%	57
Somewhat agree	22.88%	35
Disagree	9.80%	15
Strongly disagree	3.27%	5
<b>Total</b>		<b>153</b>

**Q4 Faculty members have a role in curriculum and program design.**

Answered: 156 Skipped: 2

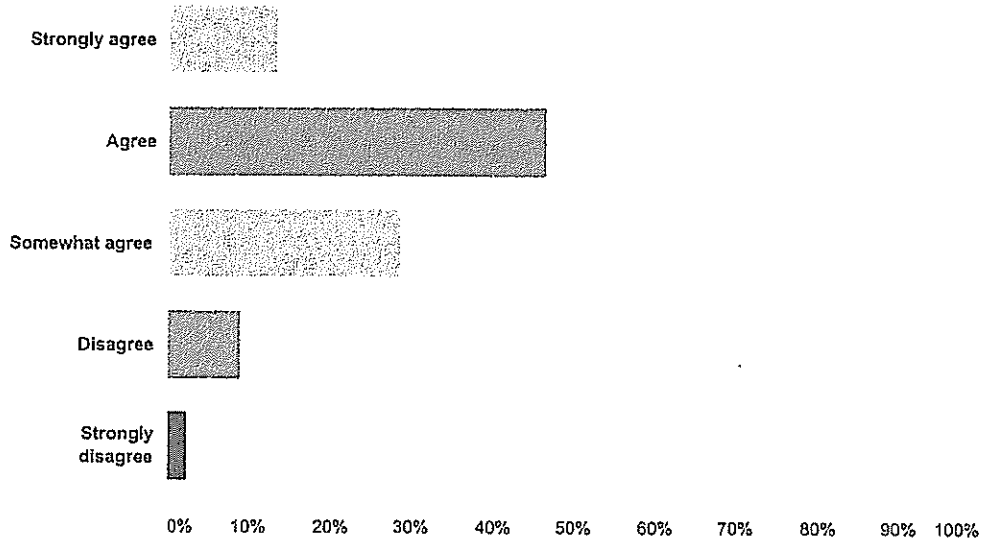


Answer Choices	Responses	
Strongly agree	21.15%	33
Agree	41.67%	65
Somewhat agree	26.28%	41
Disagree	7.69%	12
Strongly disagree	3.21%	5
<b>Total</b>		<b>156</b>

West Windsor-Plainsboro Regional School District: 6-12 Faculty Survey

**Q5 There is a common standard of program and instructional excellence within and across the academic departments.**

Answered: 157 Skipped: 1

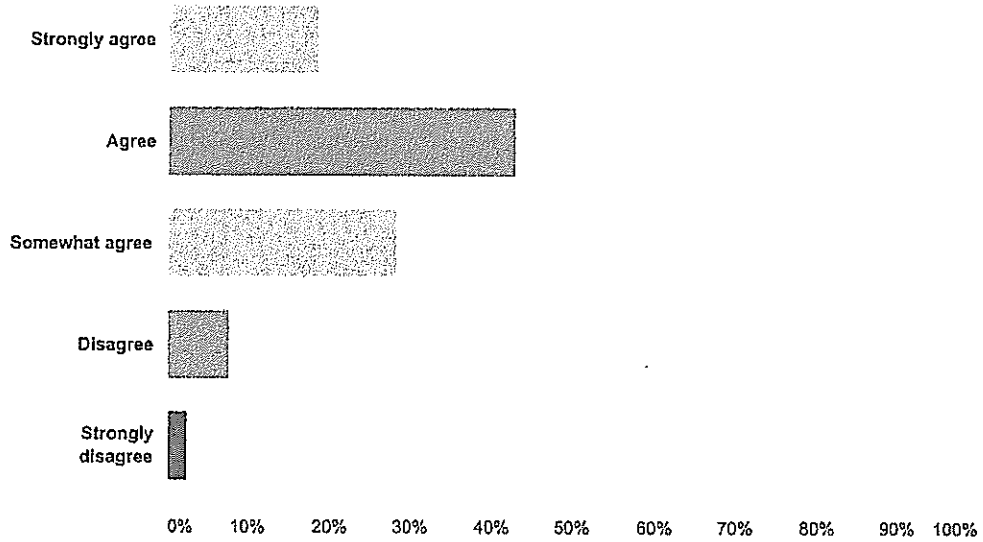


Answer Choices	Responses	
Strongly agree	13.38%	21
Agree	46.50%	73
Somewhat agree	28.66%	45
Disagree	8.92%	14
Strongly disagree	2.55%	4
<b>Total</b>		<b>157</b>

West Windsor-Plainsboro Regional School District: 6-12 Faculty Survey

**Q6 WW-P is focused on the social and emotional well-being and academic achievement of students.**

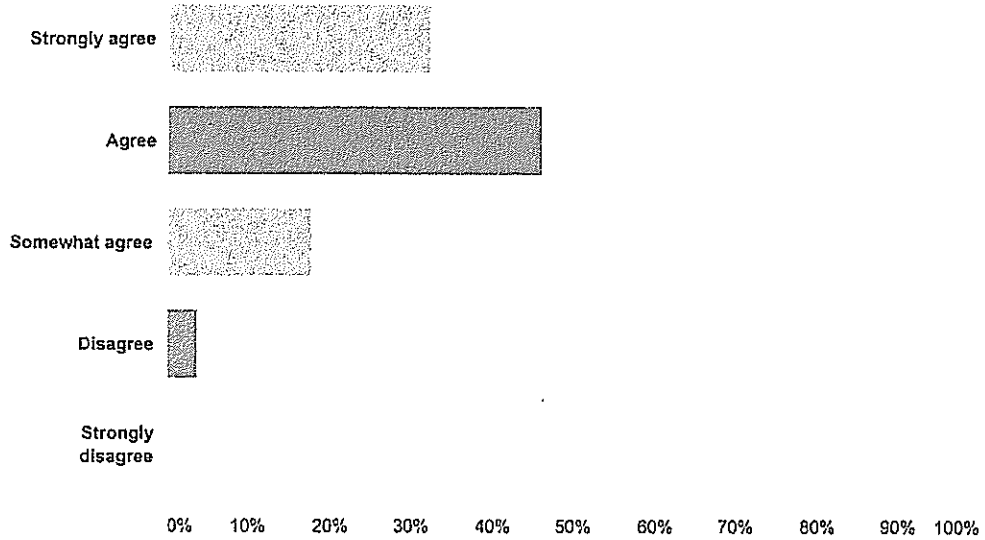
Answered: 156 Skipped: 2



Answer Choices	Responses	
Strongly agree	18.59%	29
Agree	42.95%	67
Somewhat agree	28.21%	44
Disagree	7.69%	12
Strongly disagree	2.56%	4
<b>Total</b>		<b>156</b>

**Q7 The co-curricular opportunities for students are rich, deep, varied, and current.**

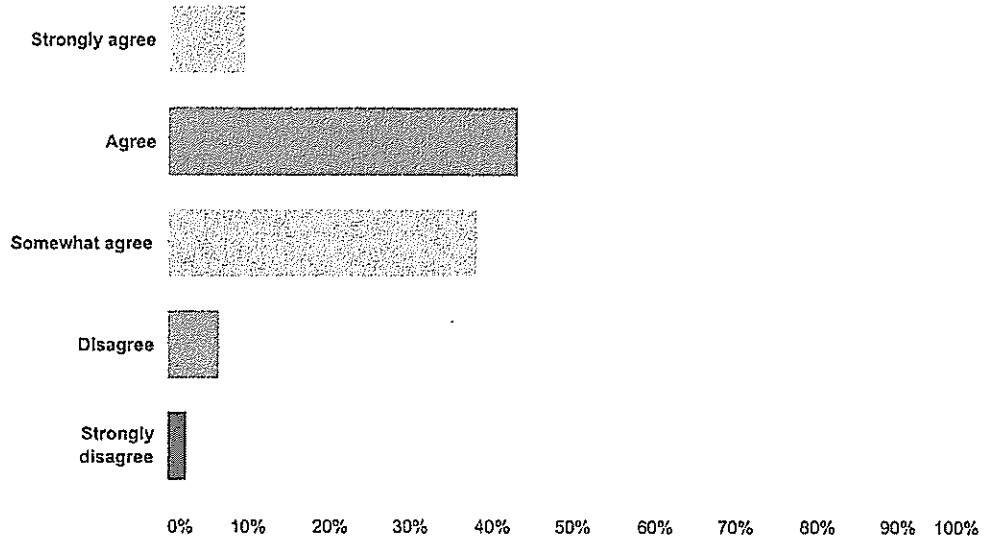
Answered: 158 Skipped: 0



Answer Choices	Responses	
Strongly agree	32.28%	51
Agree	46.20%	73
Somewhat agree	17.72%	28
Disagree	3.80%	6
Strongly disagree	0.00%	0
<b>Total</b>		<b>158</b>

**Q8 My school reports student progress using multiple measures and keeps a balanced perspective on standardized testing.**

Answered: 157 Skipped: 1

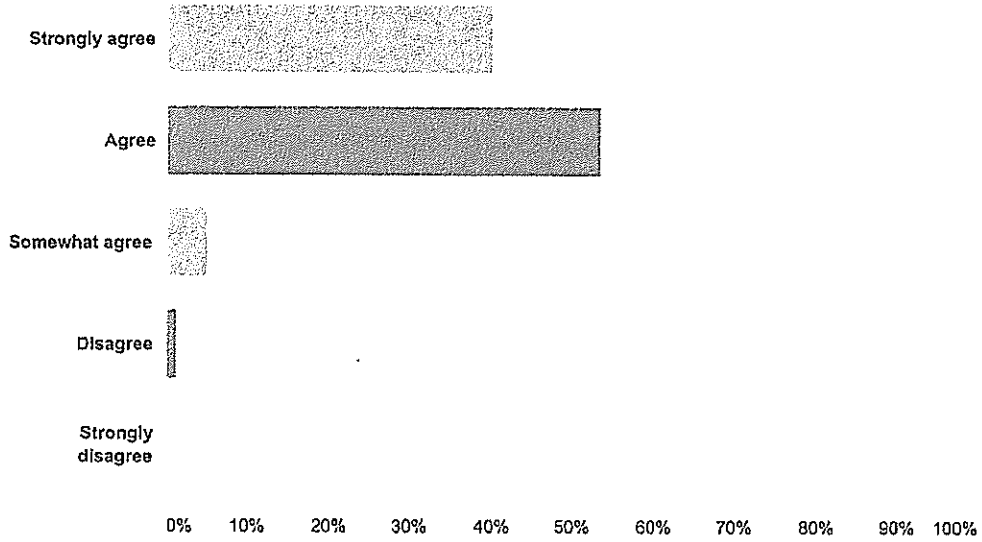


Answer Choices	Responses	
Strongly agree	9.55%	15
Agree	43.31%	68
Somewhat agree	38.22%	60
Disagree	6.37%	10
Strongly disagree	2.55%	4
<b>Total</b>		<b>157</b>



**Q9 Families of our students are treated with respect and warmly included in the activities of the school.**

Answered: 157 Skipped: 1

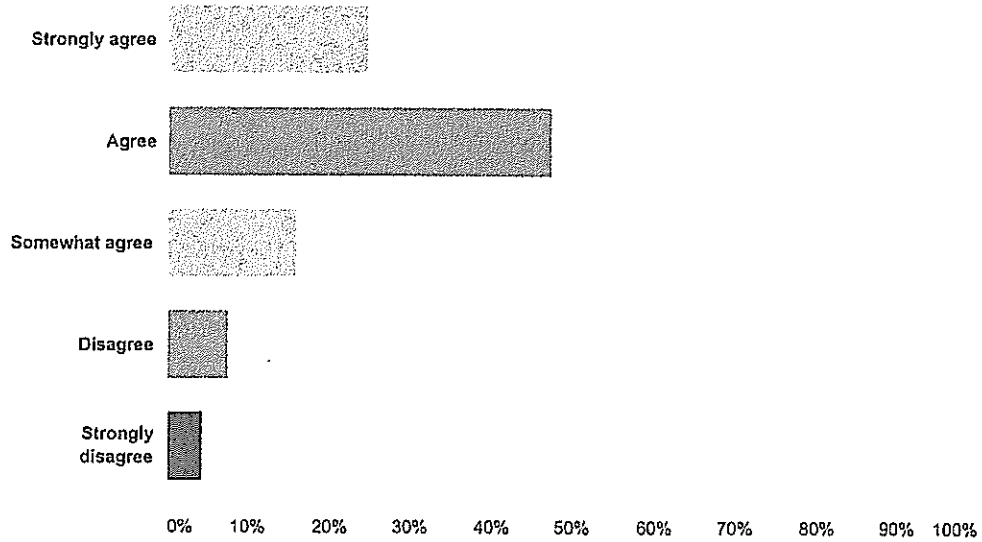


Answer Choices	Responses	Count
Strongly agree	40.13%	63
Agree	53.50%	84
Somewhat agree	5.10%	8
Disagree	1.27%	2
Strongly disagree	0.00%	0
<b>Total</b>		<b>157</b>

West Windsor-Plainsboro Regional School District: 6-12 Faculty Survey

**Q10 Students with special needs are well served in a highly inclusive learning environment.**

Answered: 158 Skipped: 0

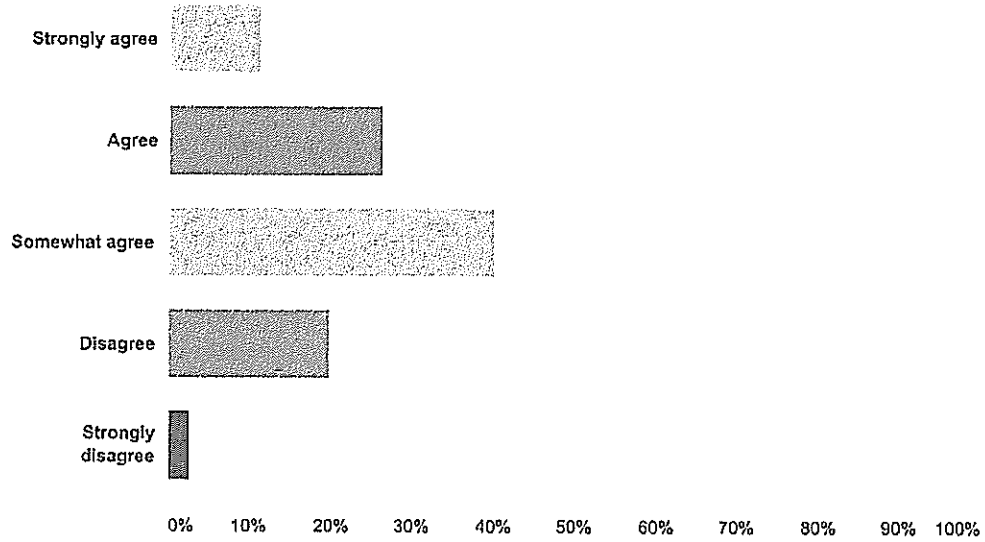


Answer Choices	Responses	
Strongly agree	24.68%	39
Agree	47.47%	75
Somewhat agree	15.82%	25
Disagree	7.59%	12
Strongly disagree	4.43%	7
<b>Total</b>		<b>158</b>

West Windsor-Plainsboro Regional School District: 6-12 Faculty Survey

**Q11 WW-P builds strong community partnerships with agencies, corporations and regional institutions.**

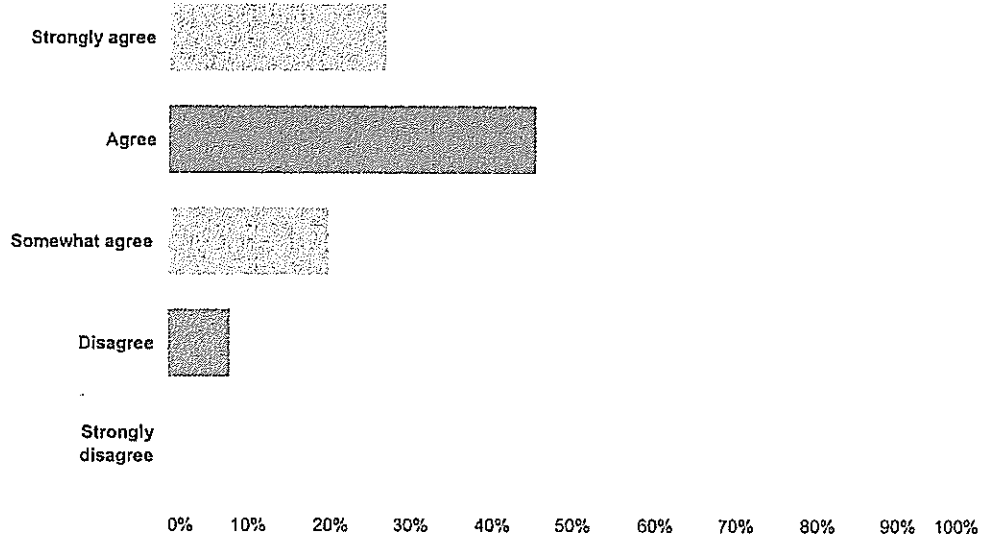
Answered: 152 Skipped: 6



Answer Choices	Responses	
Strongly agree	11.18%	17
Agree	26.32%	40
Somewhat agree	40.13%	61
Disagree	19.74%	30
Strongly disagree	2.63%	4
<b>Total</b>		<b>152</b>

**Q12 All students are encouraged to take the most challenging courses possible.**

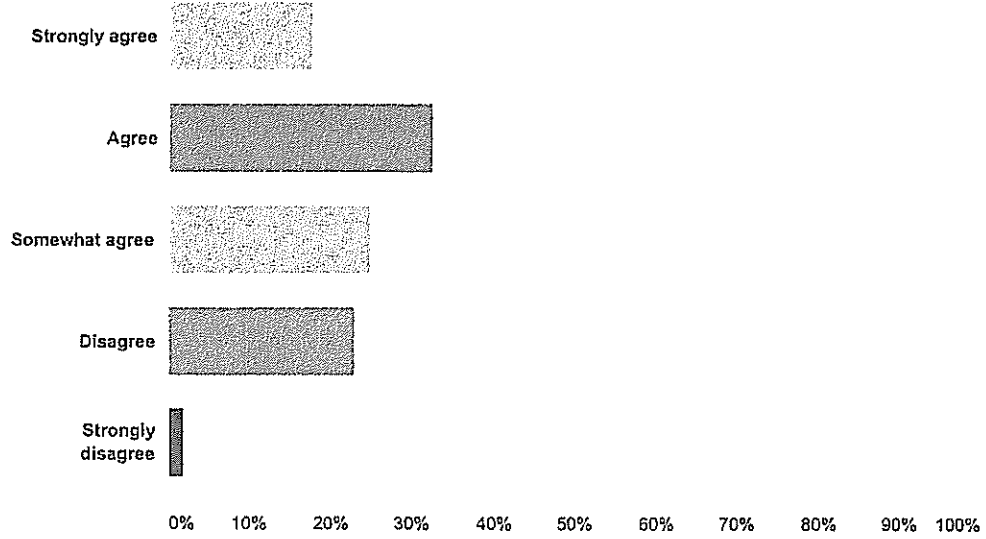
Answered: 156 Skipped: 2



Answer Choices	Responses	
Strongly agree	26.92%	42
Agree	45.51%	71
Somewhat agree	19.87%	31
Disagree	7.69%	12
Strongly disagree	0.00%	0
<b>Total</b>		<b>156</b>

**Q13 The faculty has a common understanding of rigor.**

Answered: 157 Skipped: 1

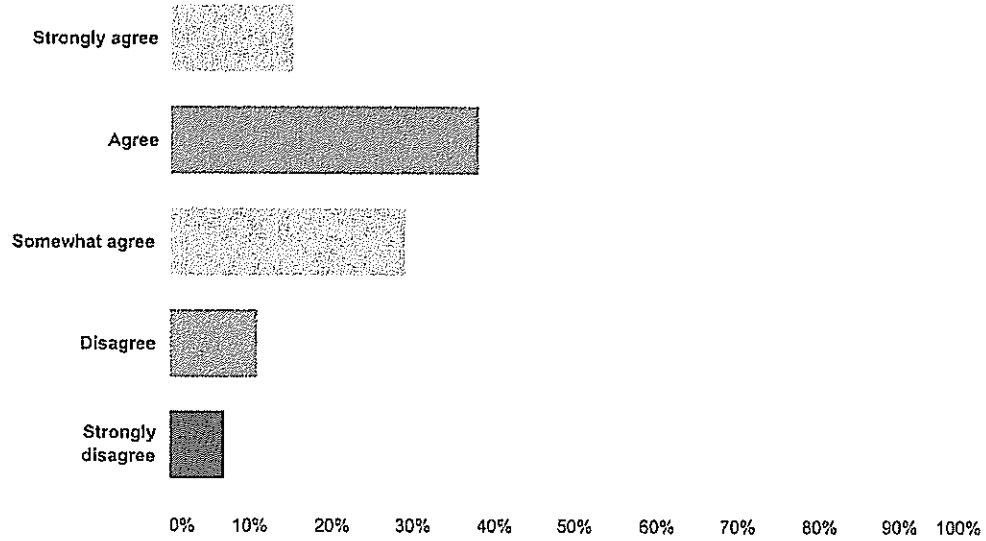


Answer Choices	Responses	
Strongly agree	17.83%	28
Agree	32.48%	51
Somewhat agree	24.84%	39
Disagree	22.93%	36
Strongly disagree	1.91%	3
<b>Total</b>		<b>157</b>

West Windsor-Plainsboro Regional School District: 6-12 Faculty Survey

**Q14 I have the classroom/professional resources necessary to do my job well.**

Answered: 158 Skipped: 0

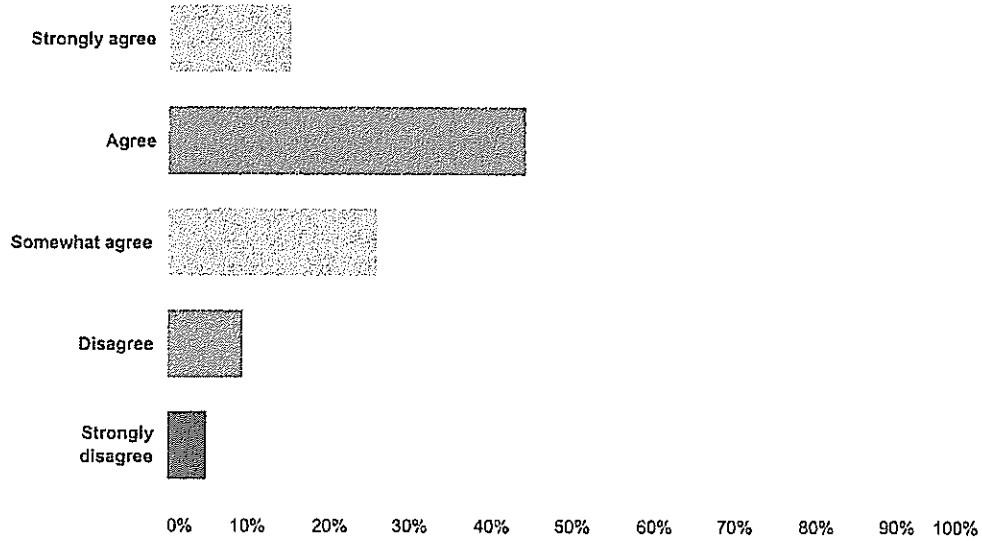


Answer Choices	Responses	
Strongly agree	15.19%	24
Agree	37.97%	60
Somewhat agree	29.11%	46
Disagree	10.76%	17
Strongly disagree	6.96%	11
<b>Total</b>		<b>158</b>

West Windsor-Plainsboro Regional School District: 6-12 Faculty Survey

**Q15 I have confidence in the decision-making processes of my principal and supervisor.**

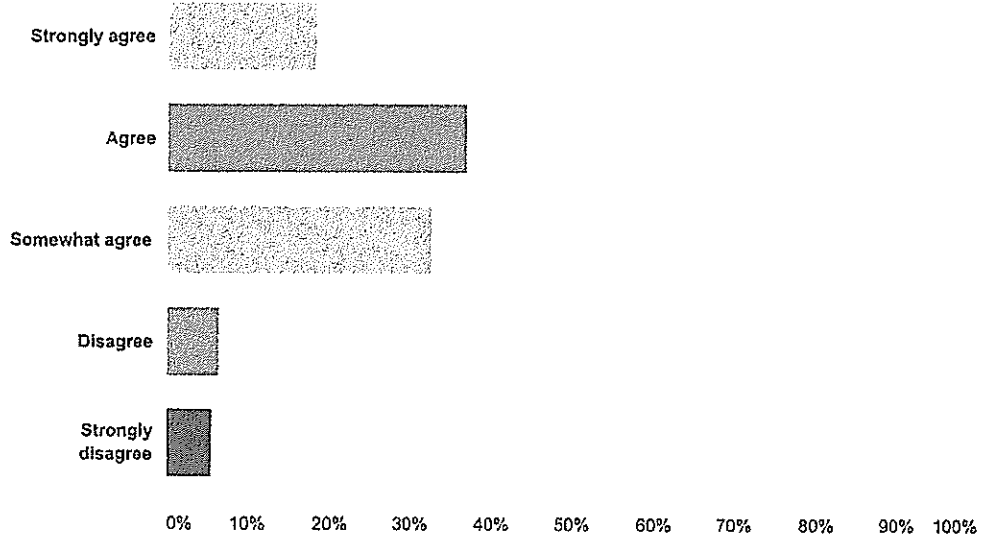
Answered: 158 Skipped: 0



Answer Choices	Responses	
Strongly agree	15.19%	24
Agree	44.30%	70
Somewhat agree	25.95%	41
Disagree	9.49%	15
Strongly disagree	5.06%	8
<b>Total</b>		<b>158</b>

**Q16 I have confidence in the decision - making processes of my superintendent.**

Answered: 157 Skipped: 1



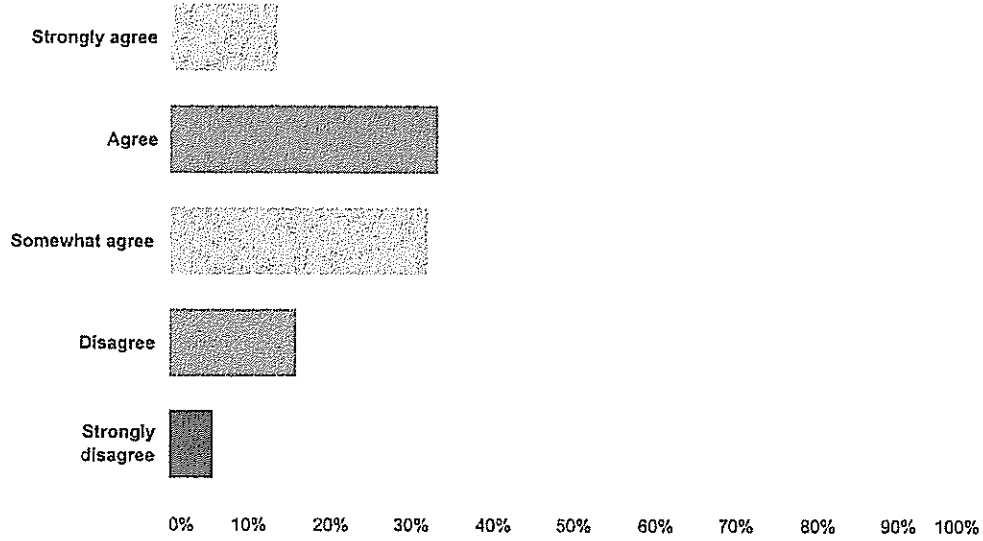
Answer Choices	Responses	
Strongly agree	18.47%	29
Agree	36.94%	58
Somewhat agree	32.48%	51
Disagree	6.37%	10
Strongly disagree	5.73%	9
<b>Total</b>		<b>157</b>



West Windsor-Plainsboro Regional School District: 6-12 Faculty Survey

**Q17 Internal, school-wide communication is a strength.**

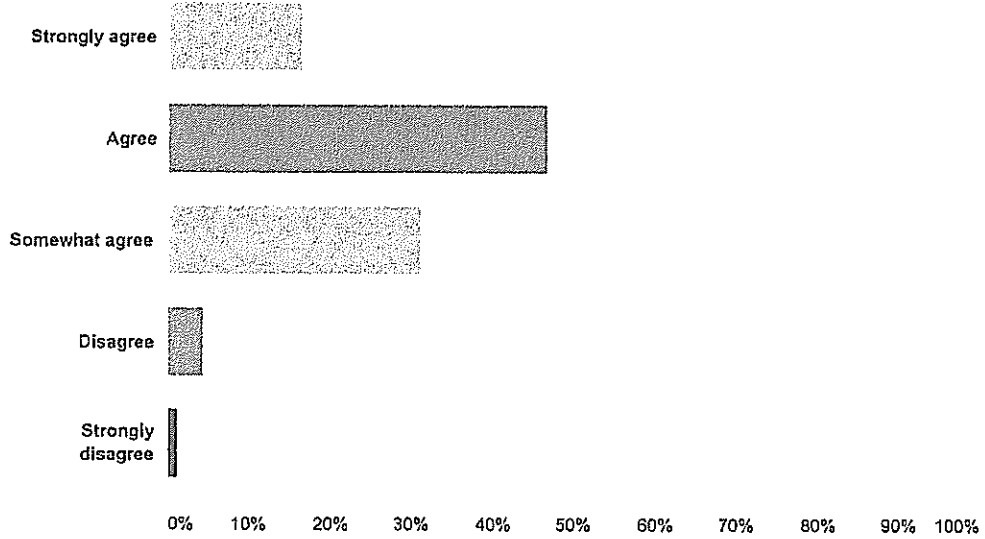
Answered: 157 Skipped: 1



Answer Choices	Responses	
Strongly agree	13.38%	21
Agree	33.12%	52
Somewhat agree	31.85%	50
Disagree	15.92%	25
Strongly disagree	5.73%	9
<b>Total</b>		<b>157</b>

**Q18 Communication with parents is a strength of our school.**

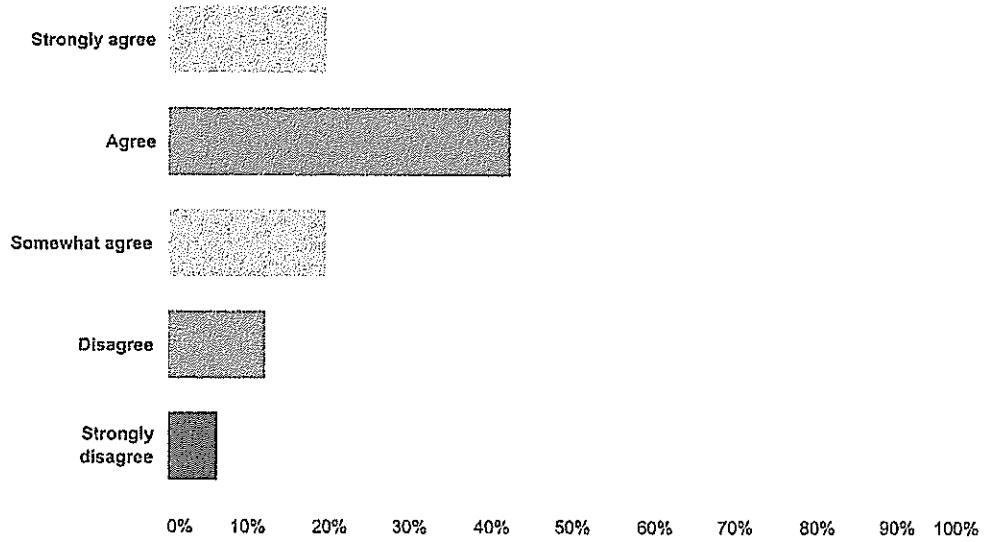
Answered: 158 Skipped: 0



Answer Choices	Responses	
Strongly agree	16.46%	26
Agree	46.84%	74
Somewhat agree	31.01%	49
Disagree	4.43%	7
Strongly disagree	1.27%	2
<b>Total</b>		<b>158</b>

**Q19 My professional opinions and suggestions are welcomed and respected by my supervisor.**

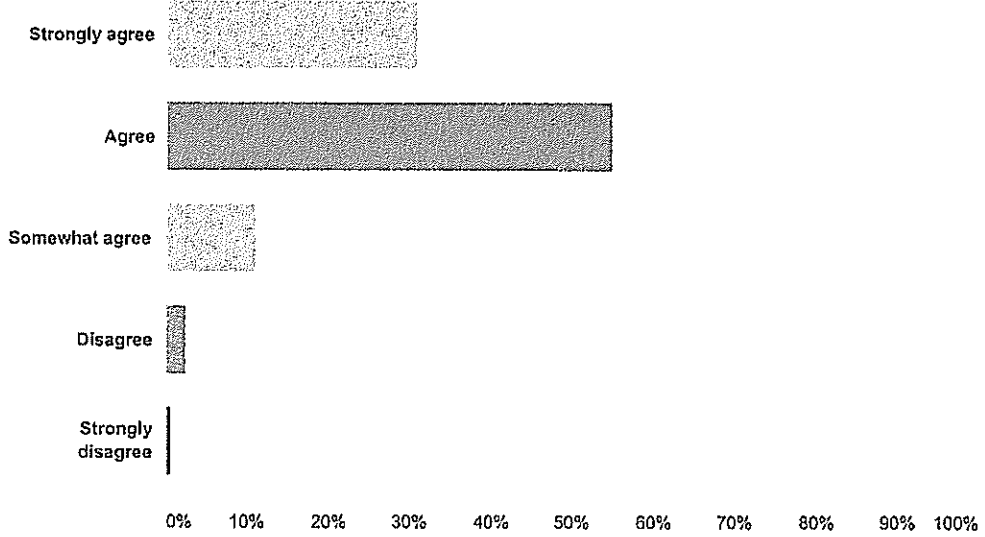
Answered: 158 Skipped: 0



Answer Choices	Responses	
Strongly agree	19.62%	31
Agree	42.41%	67
Somewhat agree	19.62%	31
Disagree	12.03%	19
Strongly disagree	6.33%	10
<b>Total</b>		<b>158</b>

**Q20 High-quality learning experiences are a pillar of our professional work.**

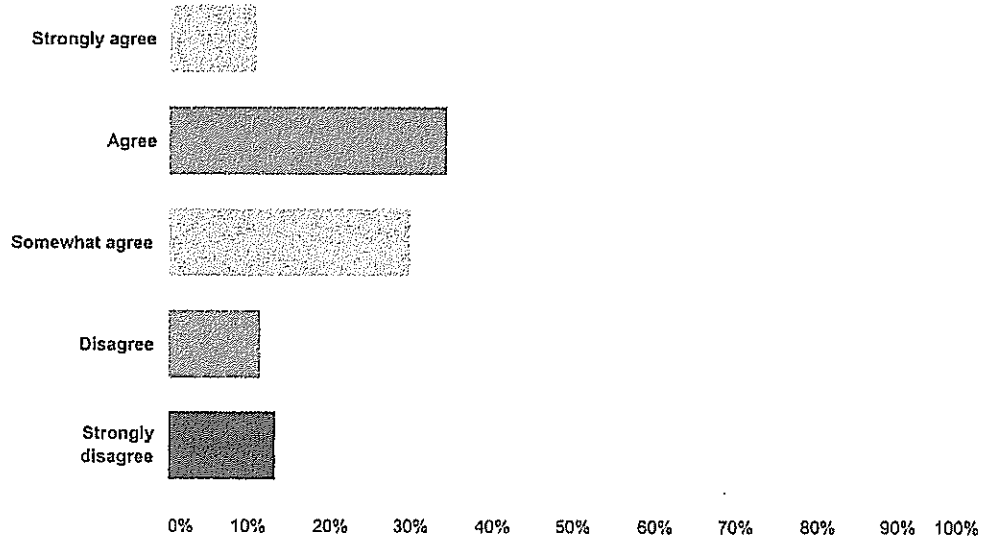
Answered: 155 Skipped: 3



Answer Choices	Responses	Count
Strongly agree	30.97%	48
Agree	54.84%	85
Somewhat agree	10.97%	17
Disagree	2.58%	4
Strongly disagree	0.65%	1
<b>Total</b>		<b>155</b>

**Q21 Technology for my professional use is current and meets my professional needs.**

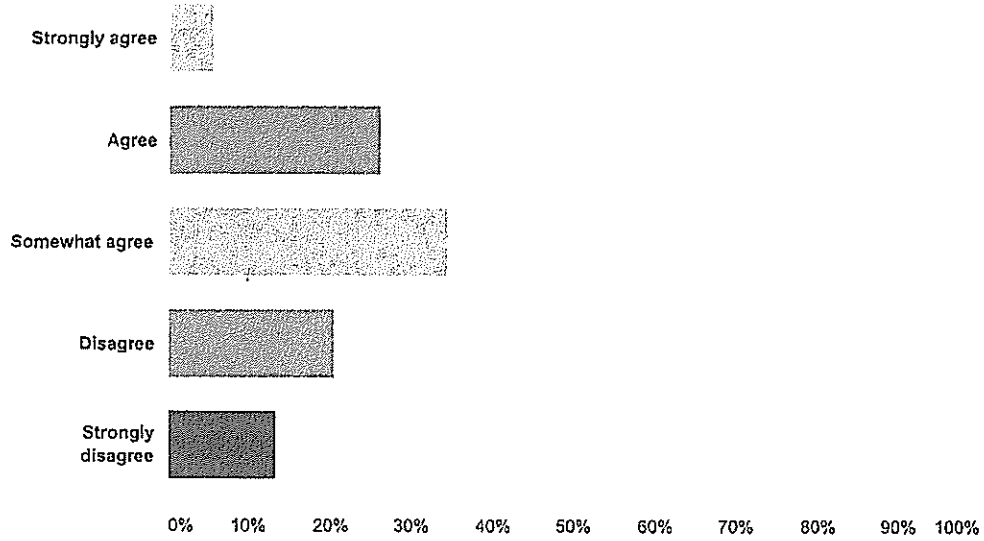
Answered: 157 Skipped: 1



Answer Choices	Responses	
Strongly agree	10.83%	17
Agree	34.39%	54
Somewhat agree	29.94%	47
Disagree	11.46%	18
Strongly disagree	13.38%	21
<b>Total</b>		<b>157</b>

**Q22 Technology for educators is available and dependable.**

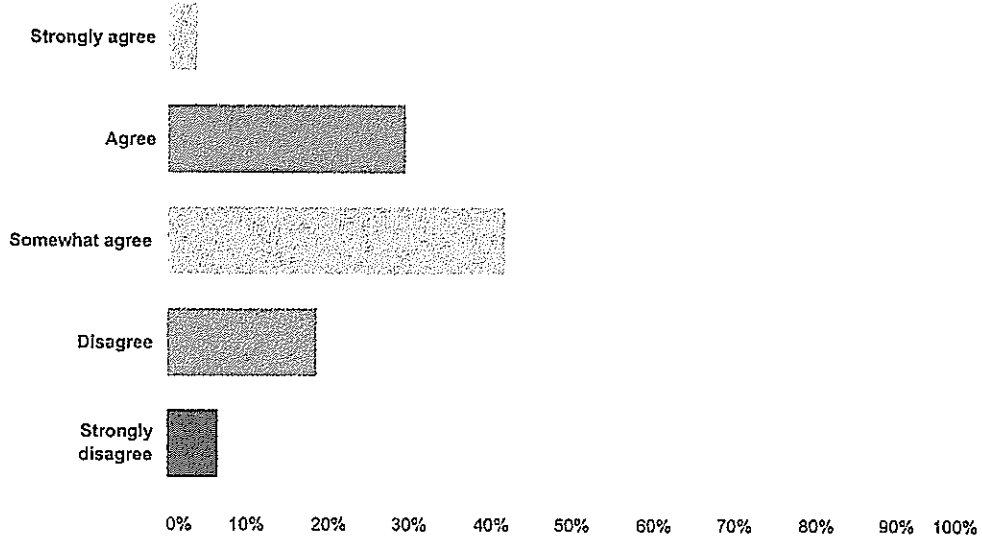
Answered: 157 Skipped: 1



Answer Choices	Responses	
Strongly agree	5.73%	9
Agree	26.11%	41
Somewhat agree	34.39%	54
Disagree	20.38%	32
Strongly disagree	13.38%	21
<b>Total</b>		<b>157</b>

**Q23 Technology for students is dependable and available.**

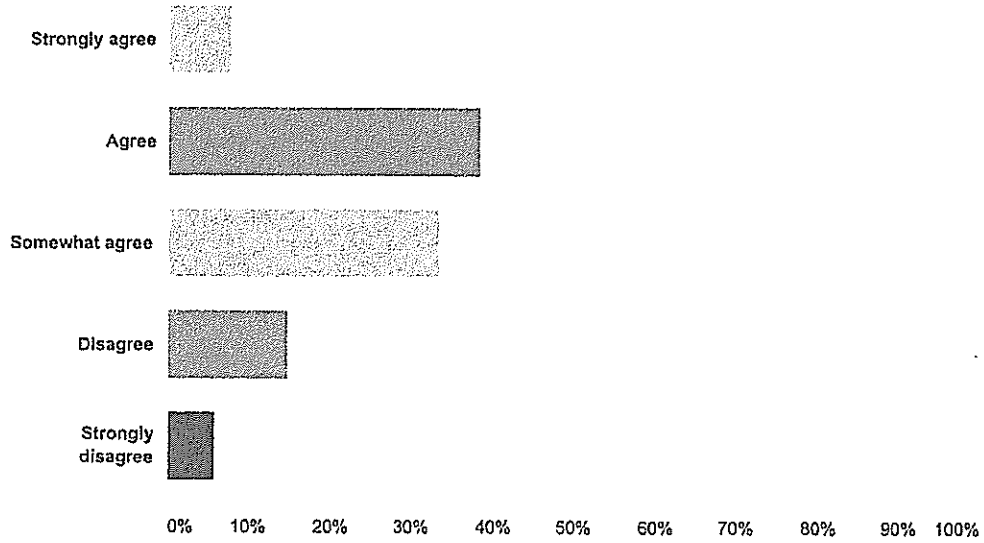
Answered: 155 Skipped: 2



Answer Choices	Responses	Count
Strongly agree	3.85%	6
Agree	29.49%	46
Somewhat agree	41.67%	65
Disagree	18.59%	29
Strongly disagree	6.41%	10
<b>Total</b>		<b>156</b>

**Q24 The technology for my students is current and meets their instructional/academic needs.**

Answered: 156 Skipped: 2



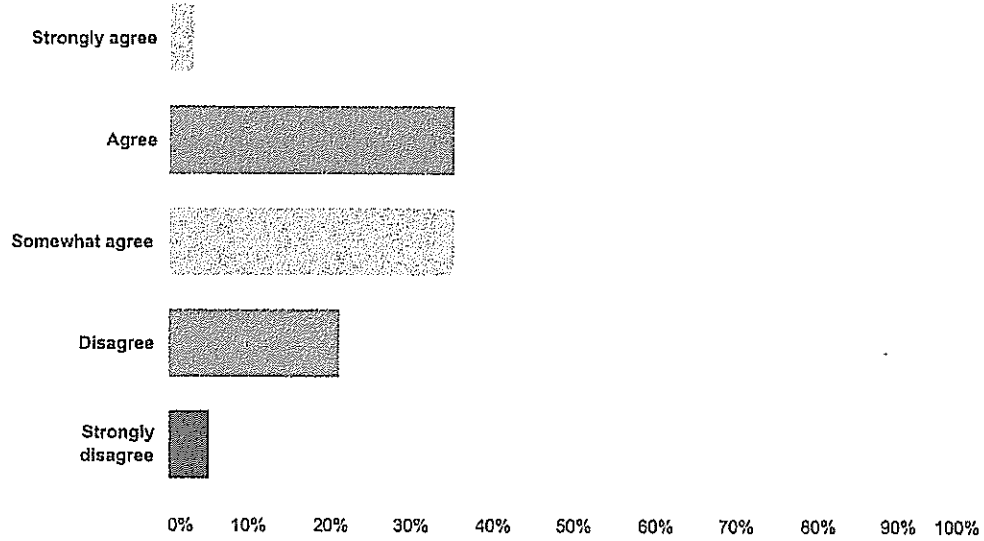
Answer Choices	Responses	
Strongly agree	7.69%	12
Agree	38.46%	60
Somewhat agree	33.33%	52
Disagree	14.74%	23
Strongly disagree	5.77%	9
<b>Total</b>		<b>156</b>



West Windsor-Plainsboro Regional School District: 6-12 Faculty Survey

**Q25 We use data effectively to inform decisions about program effectiveness, student needs, and goal setting.**

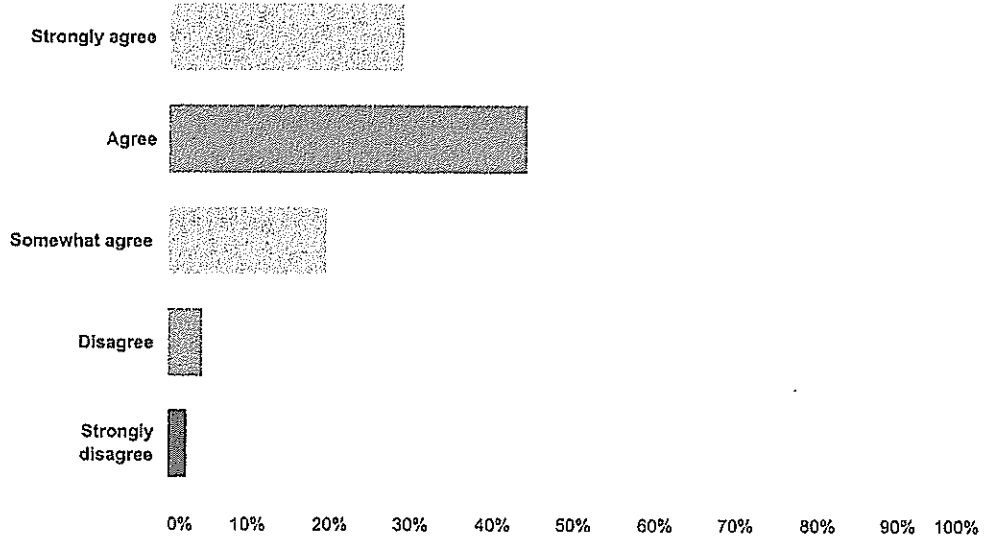
Answered: 156 Skipped: 2



Answer Choices	Responses	
Strongly agree	3.21%	5
Agree	35.26%	55
Somewhat agree	35.26%	55
Disagree	21.15%	33
Strongly disagree	5.13%	8
<b>Total</b>		<b>156</b>

**Q26 Working at WW-P is professionally satisfying.**

Answered: 158 Skipped: 0

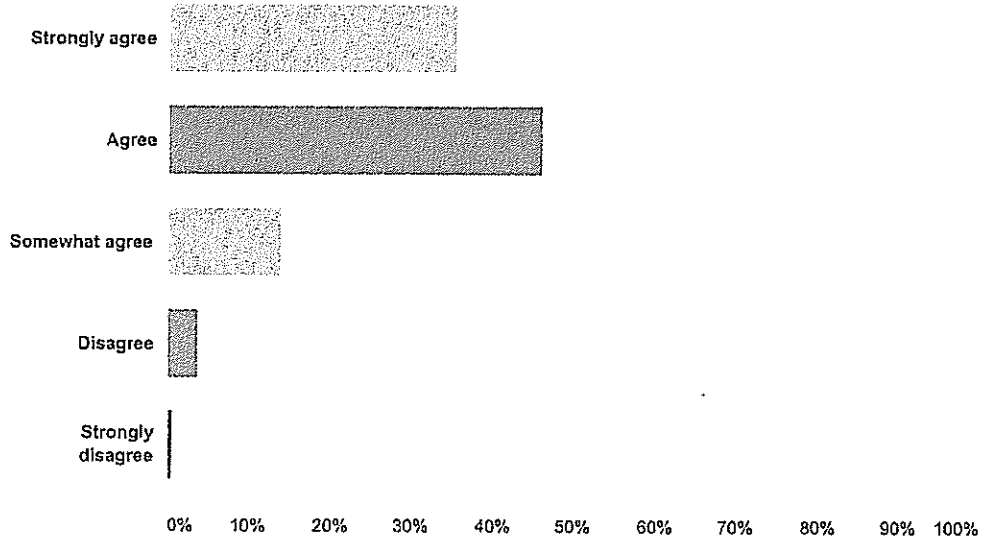


Answer Choices	Responses	Count
Strongly agree	29.11%	46
Agree	44.30%	70
Somewhat agree	19.62%	31
Disagree	4.43%	7
Strongly disagree	2.53%	4
<b>Total</b>		<b>158</b>

West Windsor-Plainsboro Regional School District: 6-12 Faculty Survey

**Q27 At WW-P, we hold high expectations for all students' achievement and growth.**

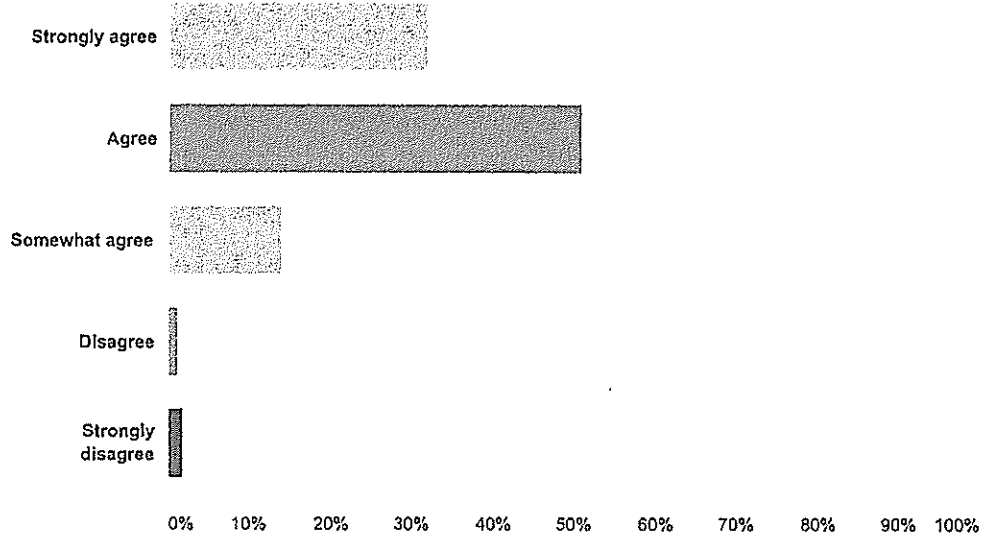
Answered: 158 Skipped: 0



Answer Choices	Responses	
Strongly agree	35.44%	56
Agree	46.20%	73
Somewhat agree	13.92%	22
Disagree	3.80%	6
Strongly disagree	0.63%	1
<b>Total</b>		<b>158</b>

**Q28 My school's faculty and staff form strong networks of support for students.**

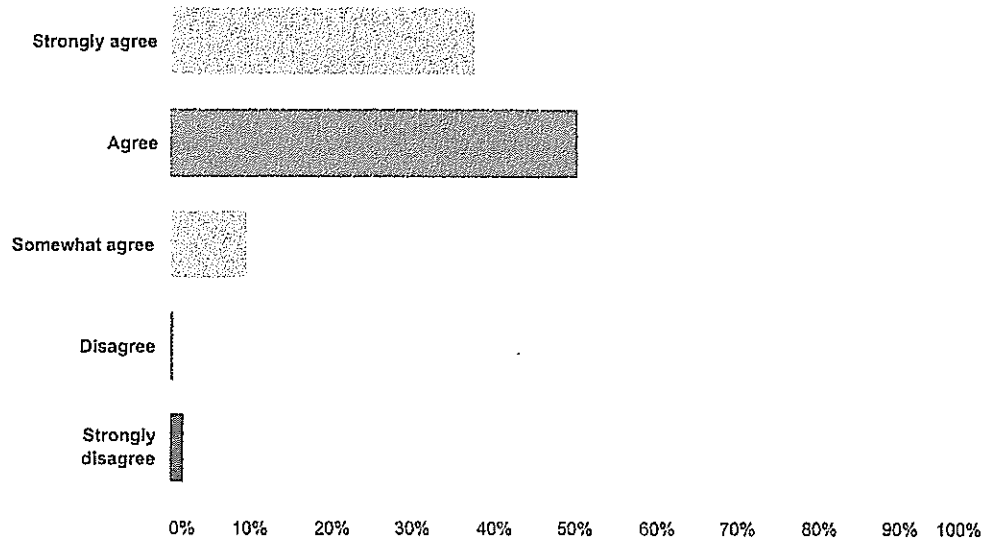
Answered: 157 Skipped: 1



Answer Choices	Responses	
Strongly agree	31.85%	50
Agree	50.96%	80
Somewhat agree	14.01%	22
Disagree	1.27%	2
Strongly disagree	1.91%	3
<b>Total</b>		<b>157</b>

**Q29 The culture and climate of my school promote positive adult-student relationships.**

Answered: 157 Skipped: 1

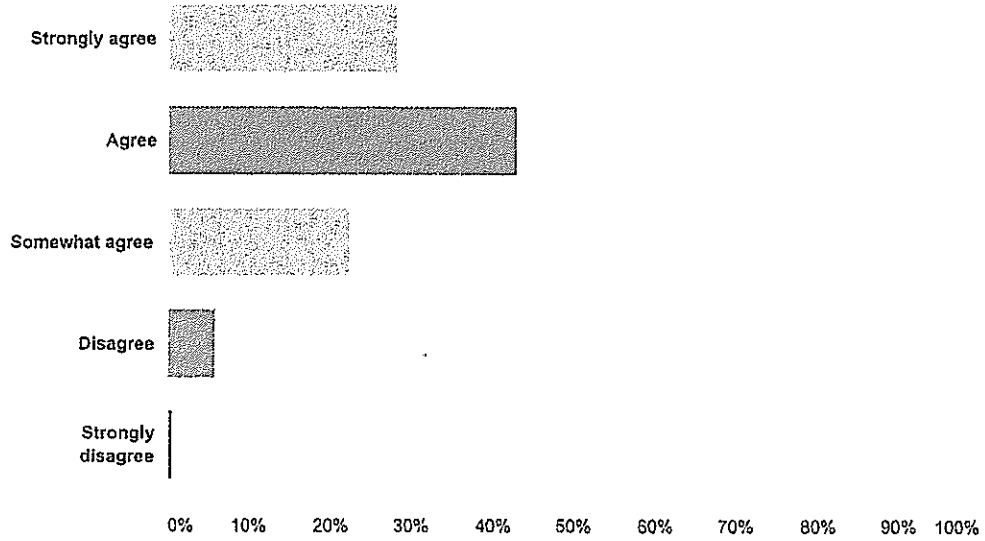


Answer Choices	Responses	
Strongly agree	37.58%	59
Agree	50.32%	79
Somewhat agree	9.55%	15
Disagree	0.64%	1
Strongly disagree	1.91%	3
<b>Total</b>		<b>157</b>

West Windsor-Plainsboro Regional School District: 6-12 Faculty Survey

**Q30 I have been well trained in emergency preparation and emergency response protocols.**

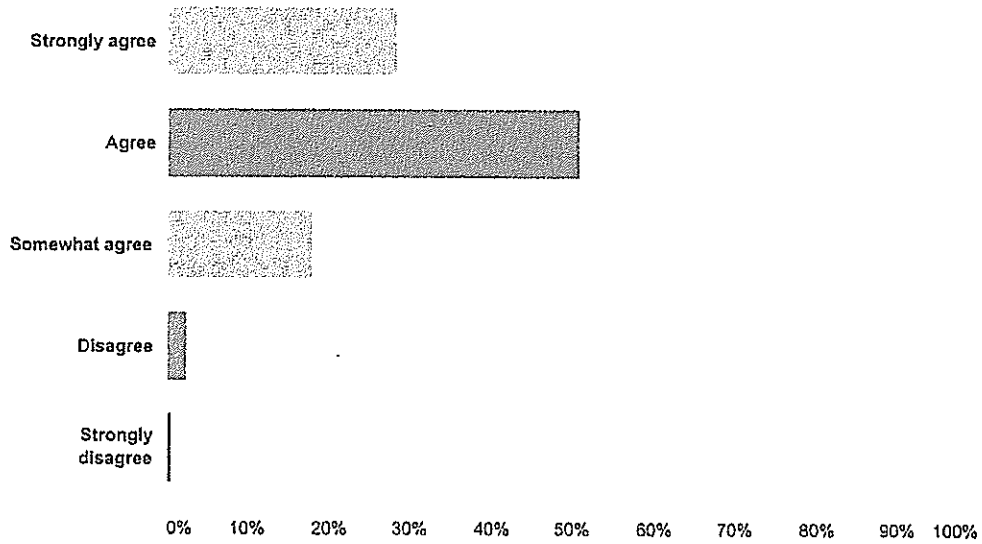
Answered: 156 Skipped: 2



Answer Choices	Responses	
Strongly agree	28.21%	44
Agree	42.95%	67
Somewhat agree	22.44%	35
Disagree	5.77%	9
Strongly disagree	0.64%	1
<b>Total</b>		<b>156</b>

**Q31 WW-P is highly inclusive and the adults model true appreciation and understanding of the diverse needs of students.**

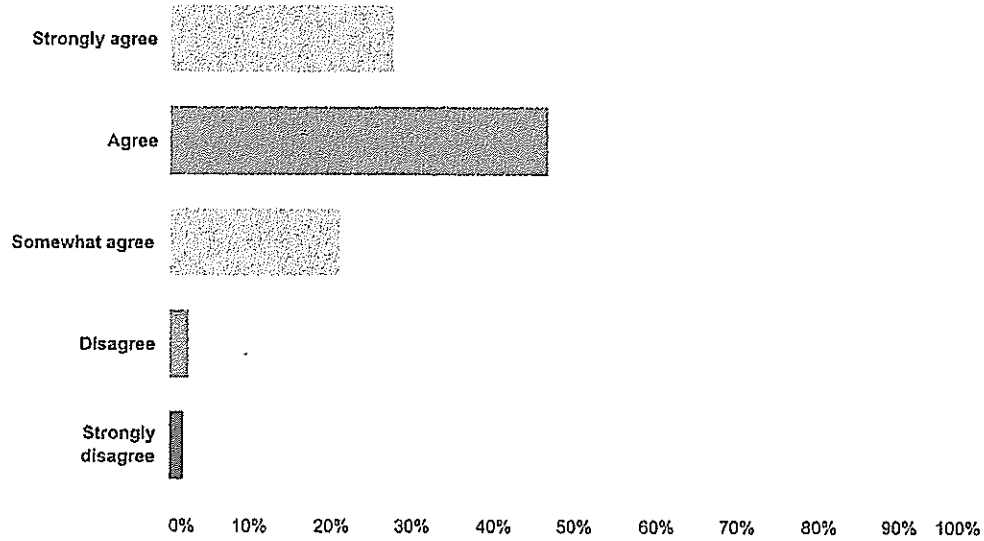
Answered: 156 Skipped: 2



Answer Choices	Responses	
Strongly agree	28.21%	44
Agree	50.64%	79
Somewhat agree	17.95%	28
Disagree	2.56%	4
Strongly disagree	0.64%	1
<b>Total</b>		<b>156</b>

**Q32 My principal and supervisor fully support continued professional growth in specific and meaningful ways.**

Answered: 156 Skipped: 2

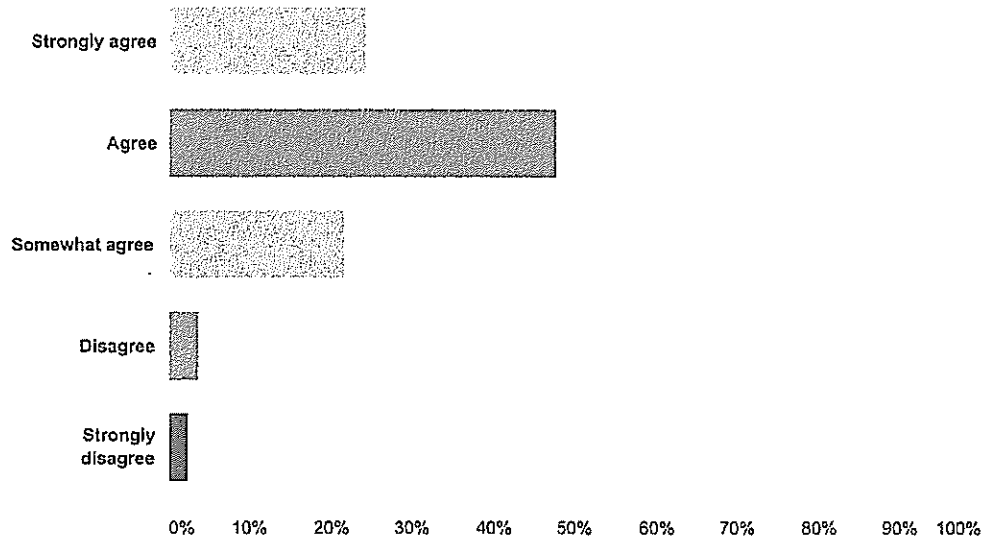


Answer Choices	Responses	Count
Strongly agree	27.56%	43
Agree	46.79%	73
Somewhat agree	21.15%	33
Disagree	2.56%	4
Strongly disagree	1.92%	3
<b>Total</b>		<b>156</b>



**Q33 My principal clearly and regularly expresses the district and school goals, shares her/his vision for school improvement, and monitors progress closely.**

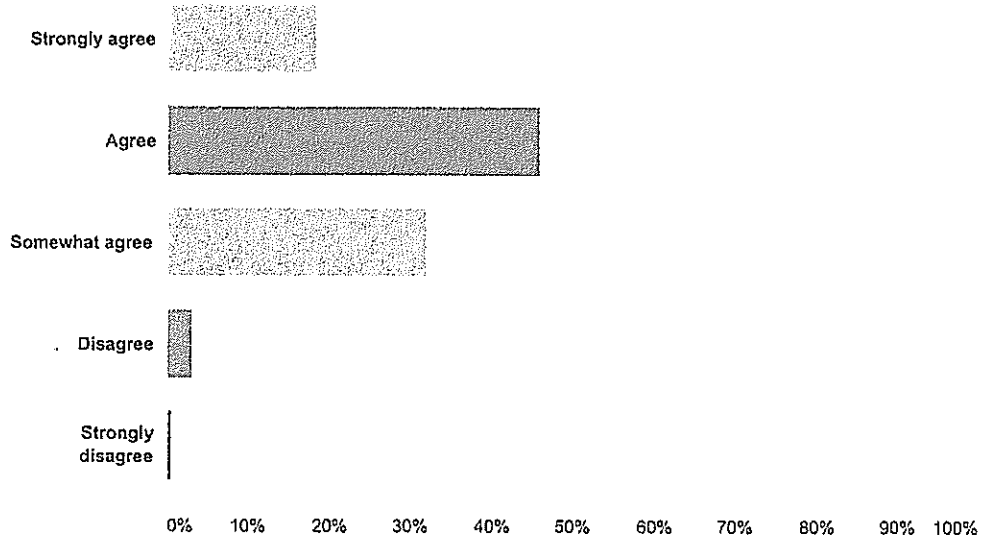
Answered: 157 Skipped: 1



Answer Choices	Responses	
Strongly agree	24.20%	38
Agree	47.77%	75
Somewhat agree	21.66%	34
Disagree	3.82%	6
Strongly disagree	2.55%	4
<b>Total</b>		<b>157</b>

**Q34 I believe we are preparing WW-P students well for the challenges of a global society.**

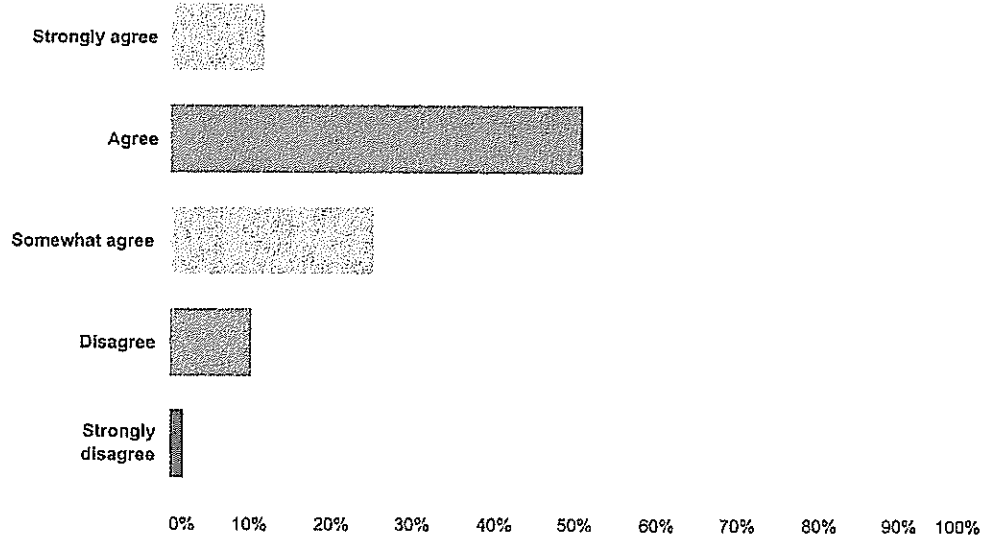
Answered: 157 Skipped: 1



Answer Choices	Responses	
Strongly agree	18.47%	29
Agree	45.86%	72
Somewhat agree	31.85%	50
Disagree	3.18%	5
Strongly disagree	0.64%	1
<b>Total</b>		<b>157</b>

**Q35 We assess what we value most in student learning.**

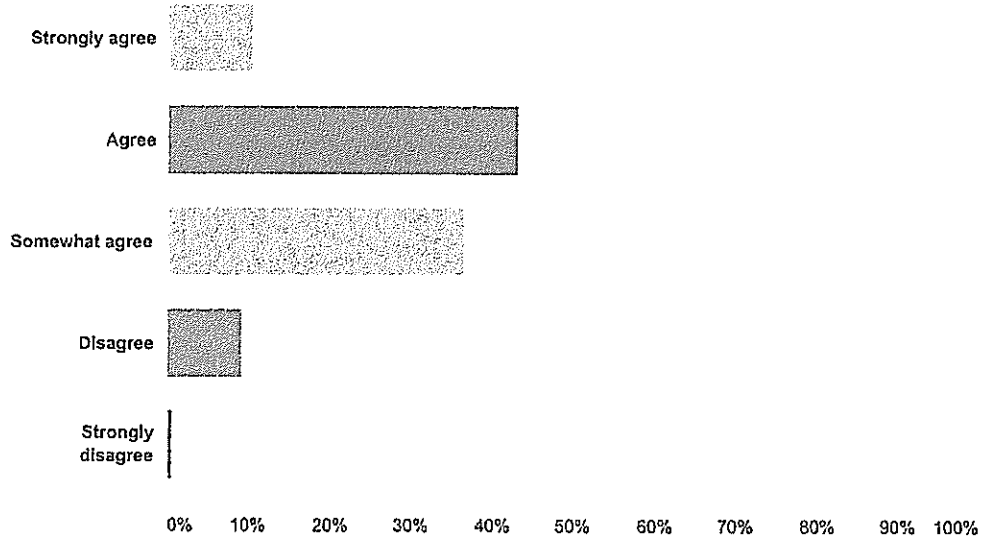
Answered: 155 Skipped: 3



Answer Choices	Responses	
Strongly agree	11.61%	18
Agree	50.97%	79
Somewhat agree	25.16%	39
Disagree	10.32%	16
Strongly disagree	1.94%	3
<b>Total</b>		<b>155</b>

**Q36 We currently have and apply the assessments we need to best design instruction for all learners.**

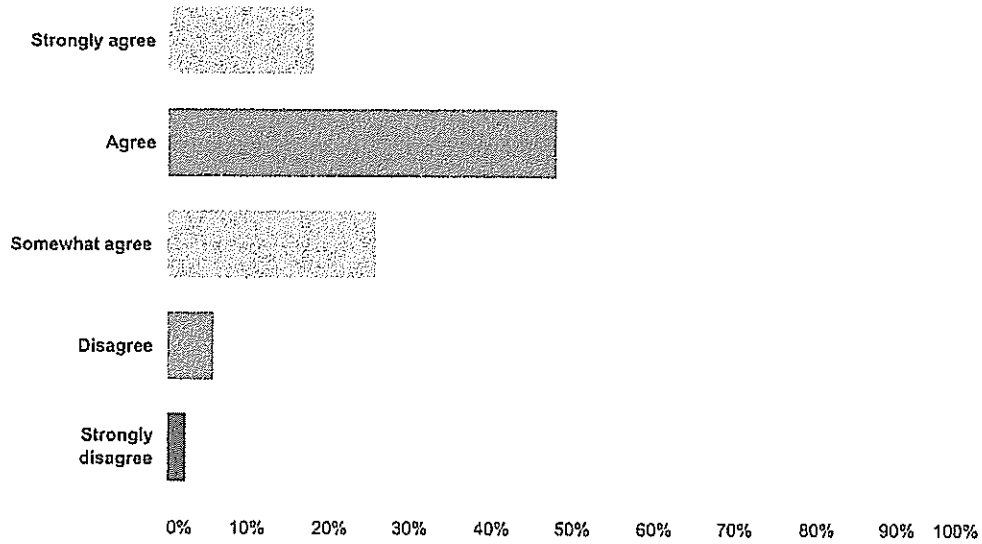
Answered: 153 Skipped: 5



Answer Choices	Responses	
Strongly agree	10.46%	16
Agree	43.14%	66
Somewhat agree	36.60%	56
Disagree	9.15%	14
Strongly disagree	0.65%	1
<b>Total</b>		<b>153</b>

**Q37 I have confidence in the decision-making processes of my building administrators.**

Answered: 156 Skipped: 2

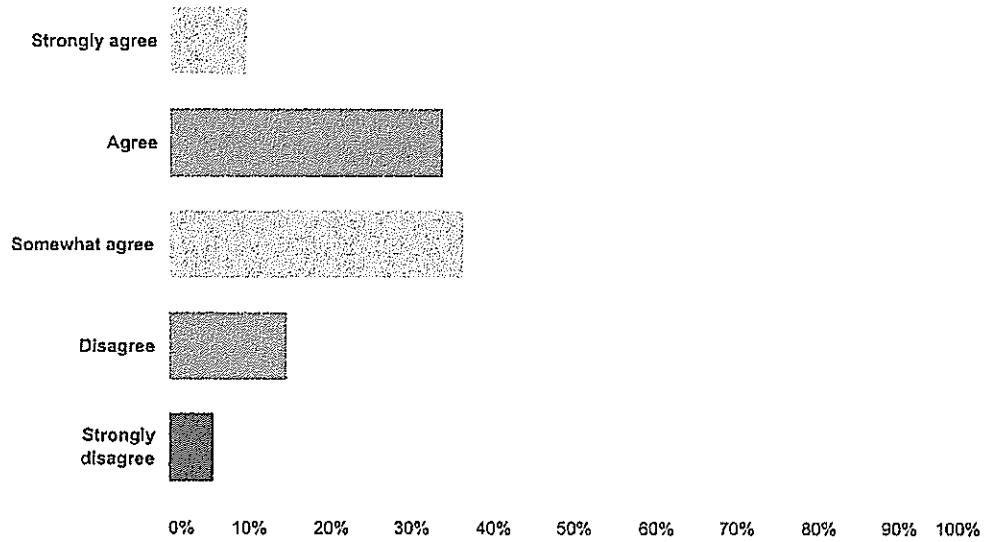


Answer Choices	Responses	
Strongly agree	17.95%	28
Agree	48.08%	75
Somewhat agree	25.64%	40
Disagree	5.77%	9
Strongly disagree	2.56%	4
<b>Total</b>		<b>156</b>

West Windsor-Plainsboro Regional School District: 6-12 Faculty Survey

**Q38 I have confidence in the decision-making processes of district administrators.**

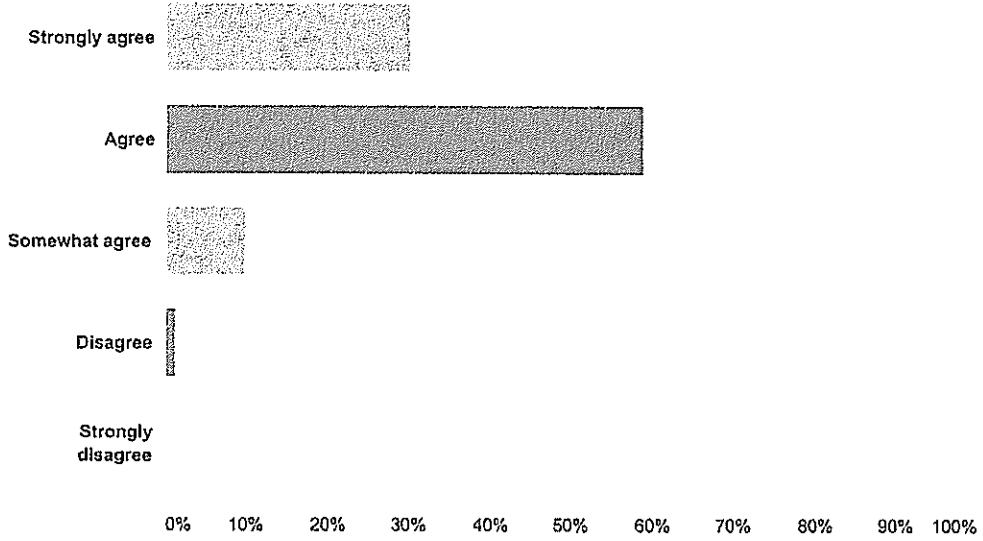
Answered: 157 Skipped: 1



Answer Choices	Responses	
Strongly agree	9.55%	15
Agree	33.76%	53
Somewhat agree	36.31%	57
Disagree	14.65%	23
Strongly disagree	5.73%	9
<b>Total</b>		<b>157</b>

**Q39 I regularly use multiple measures of student progress to inform instruction and to guide/counsel students.**

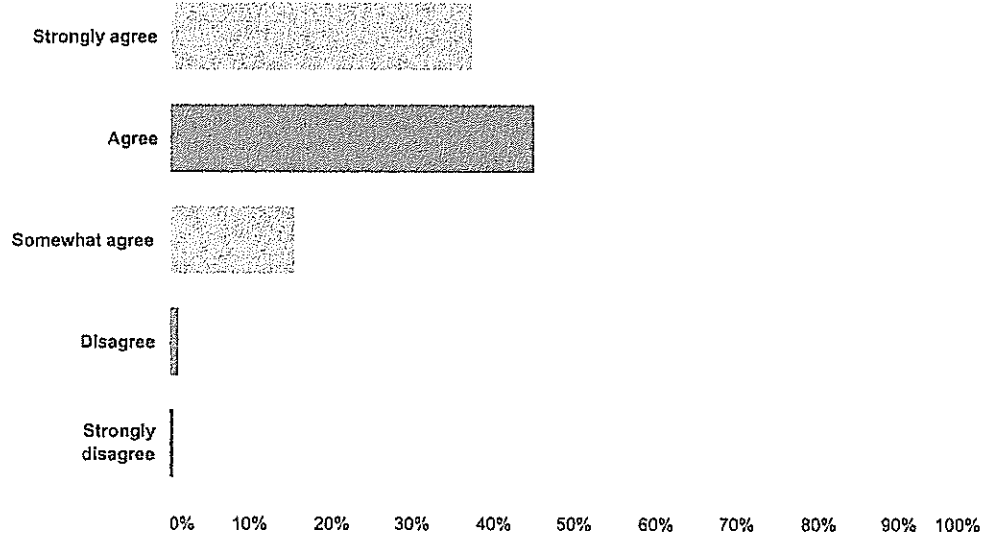
Answered: 153 Skipped: 5



Answer Choices	Responses	Count
Strongly agree	30.07%	46
Agree	58.82%	90
Somewhat agree	9.80%	15
Disagree	1.31%	2
Strongly disagree	0.00%	0
<b>Total</b>		<b>153</b>

**Q40 WW-P graduates are well prepared for post-secondary studies or work.**

Answered: 155 Skipped: 3



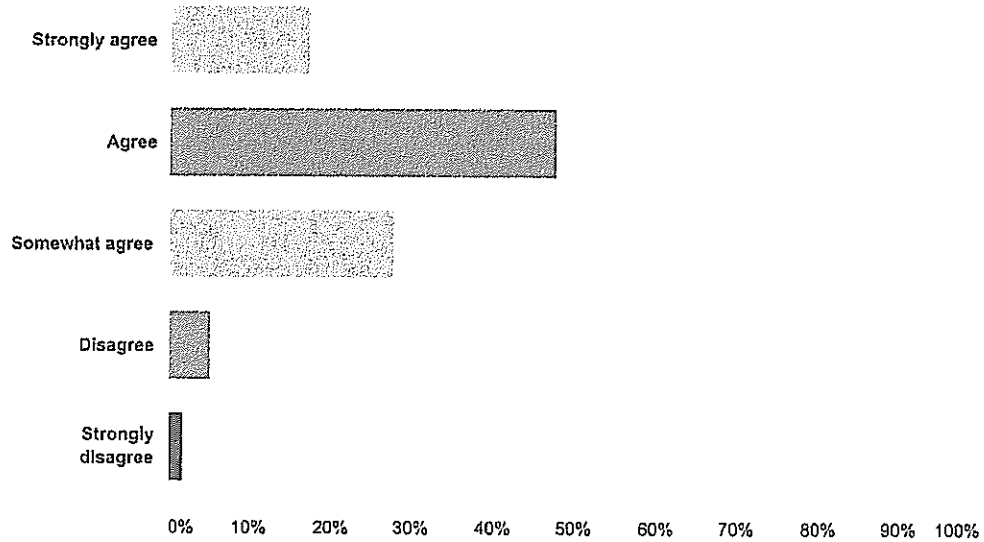
Answer Choices	Responses	
Strongly agree	37.42%	58
Agree	45.16%	70
Somewhat agree	15.48%	24
Disagree	1.29%	2
Strongly disagree	0.65%	1
<b>Total</b>		<b>155</b>



West Windsor-Plainsboro Regional School District: 6-12 Faculty Survey

**Q41 There is professional collaboration to insure a common standard of program delivery and instructional excellence.**

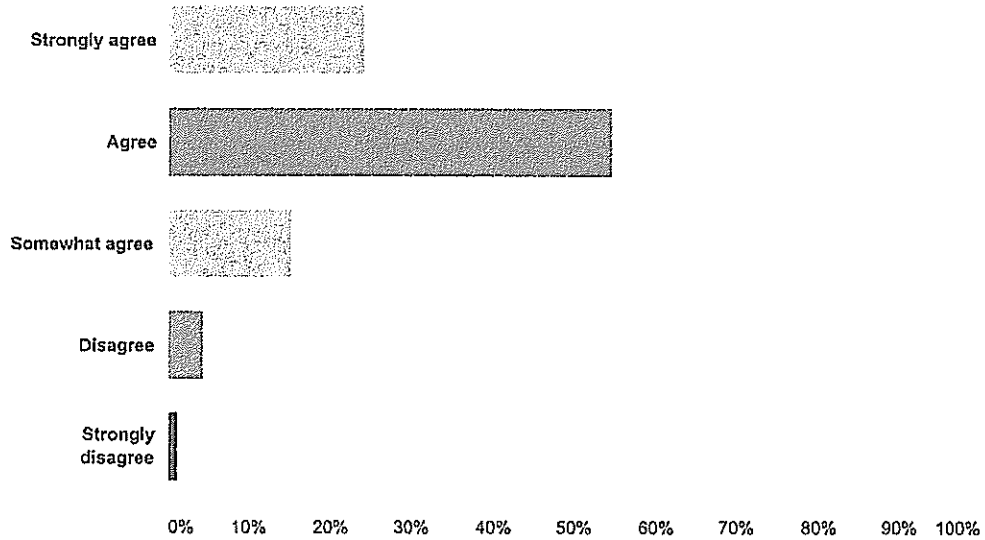
Answered: 155 Skipped: 3



Answer Choices	Responses	
Strongly agree	17.42%	27
Agree	47.74%	74
Somewhat agree	27.74%	43
Disagree	5.16%	8
Strongly disagree	1.94%	3
<b>Total</b>		<b>155</b>

**Q42 My school is focused on the social and emotional well-being of students and on their academic achievement.**

Answered: 157 Skipped: 1

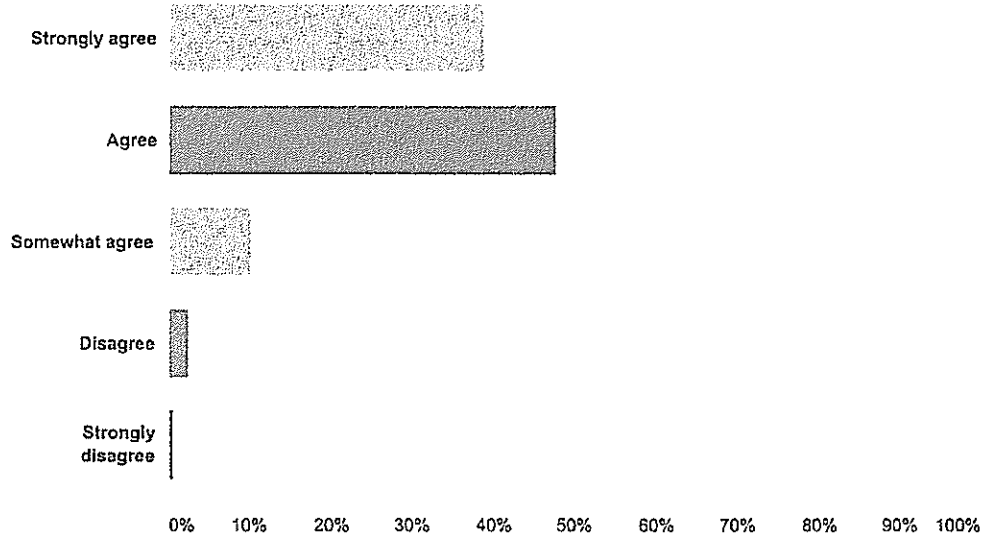


Answer Choices	Responses	
Strongly agree	24.20%	38
Agree	54.78%	86
Somewhat agree	15.29%	24
Disagree	4.46%	7
Strongly disagree	1.27%	2
<b>Total</b>		<b>157</b>

West Windsor-Plainsboro Regional School District: 6-12 Faculty Survey

**Q43 My school provides a wide array of co-curricular and/or extended learning opportunities for students.**

Answered: 157 Skipped: 1

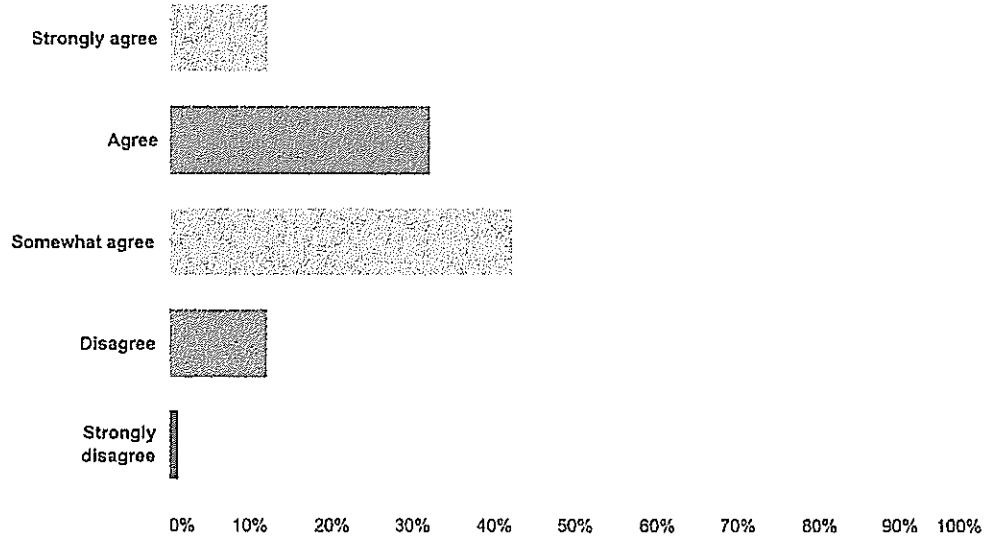


Answer Choices	Responses	
Strongly agree	38.85%	61
Agree	47.77%	75
Somewhat agree	10.19%	16
Disagree	2.55%	4
Strongly disagree	0.64%	1
<b>Total</b>		<b>157</b>

West Windsor-Plainsboro Regional School District: 6-12 Faculty Survey

**Q44 The professional learning experiences provided by the district are applicable to my work and of high quality.**

Answered: 155 Skipped: 2

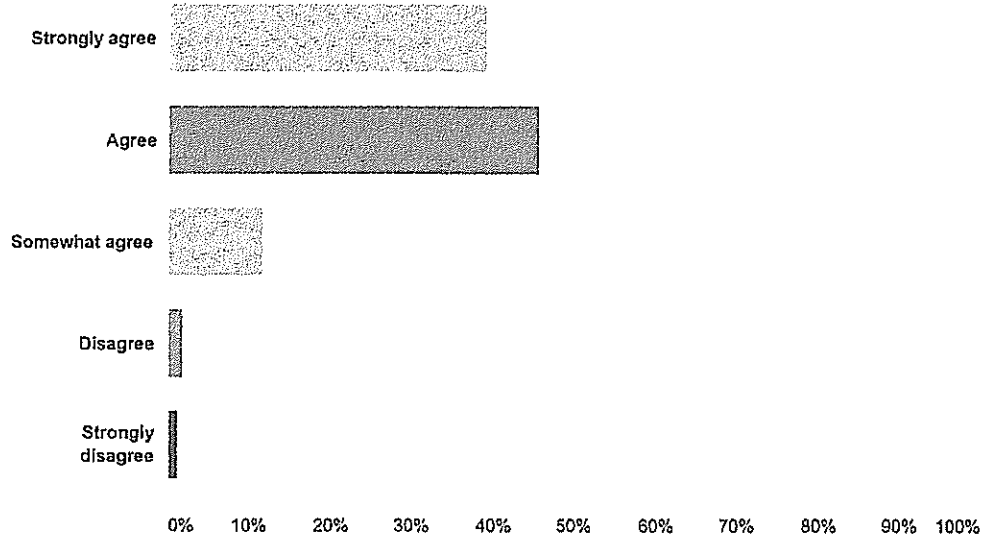


Answer Choices	Responses	
Strongly agree	12.18%	19
Agree	32.05%	50
Somewhat agree	42.31%	66
Disagree	12.18%	19
Strongly disagree	1.28%	2
<b>Total</b>		<b>156</b>

West Windsor-Plainsboro Regional School District: 6-12 Faculty Survey

**Q45 The curriculum I teach is current and aligned with current professional standards.**

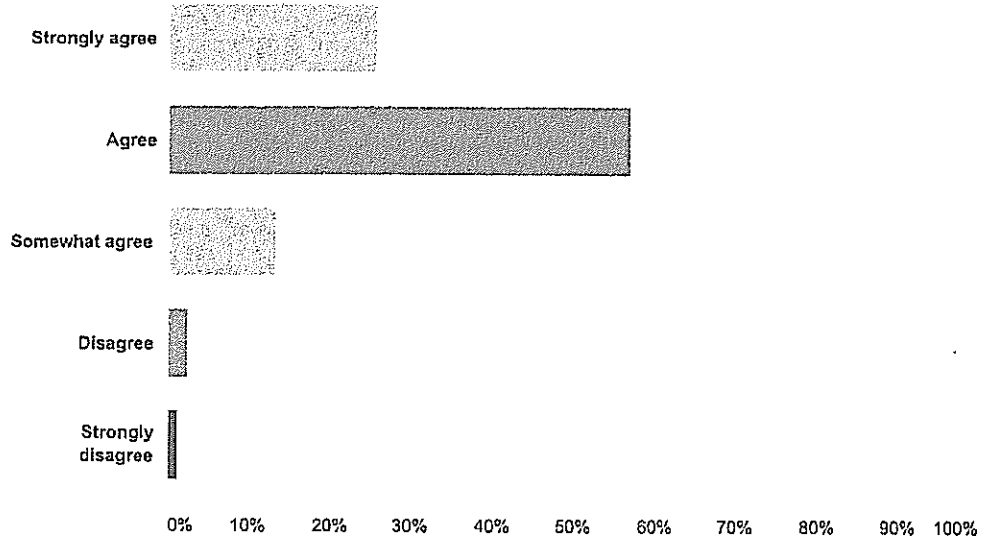
Answered: 153 Skipped: 5



Answer Choices	Responses	
Strongly agree	39.22%	60
Agree	45.75%	70
Somewhat agree	11.76%	18
Disagree	1.96%	3
Strongly disagree	1.31%	2
<b>Total</b>		<b>153</b>

**Q46 . WW-P students experience a strong emphasis on critical and creative thinking skills.**

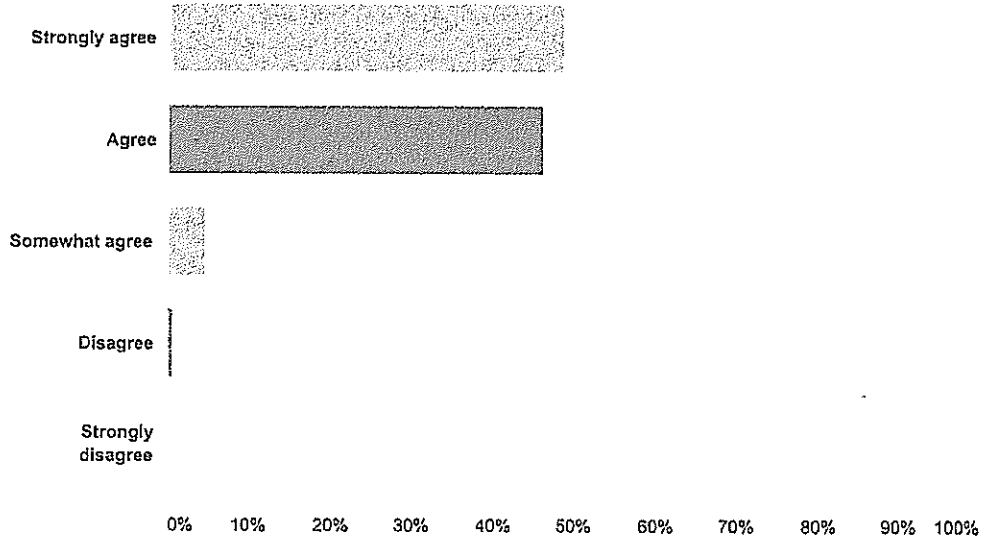
Answered: 156 Skipped: 3



Answer Choices	Responses	
Strongly agree	25.64%	40
Agree	57.05%	89
Somewhat agree	13.46%	21
Disagree	2.56%	4
Strongly disagree	1.28%	2
<b>Total</b>		<b>156</b>

**Q47 Students in my classes learn to work collaboratively.**

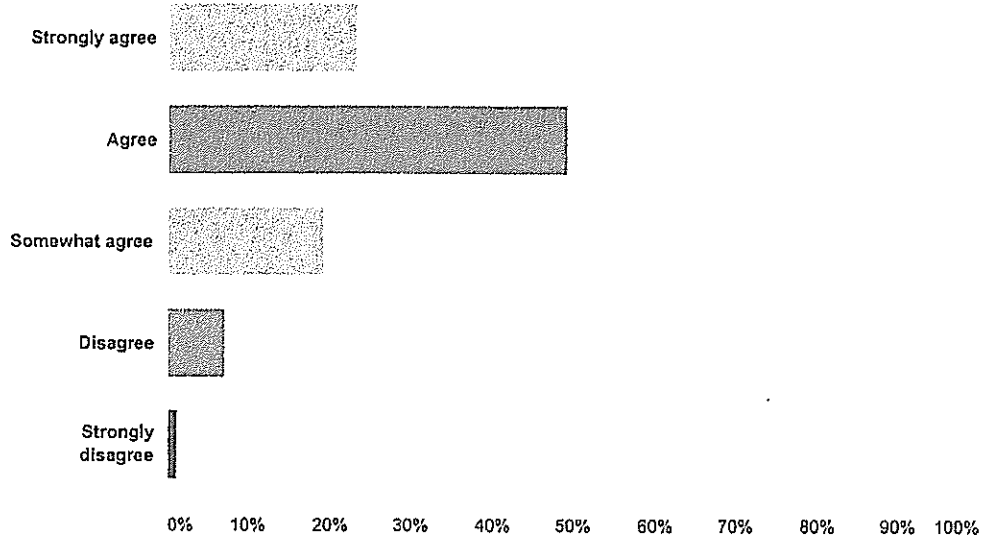
Answered: 154 Skipped: 4



Answer Choices	Responses	
Strongly agree	48.70%	75
Agree	46.10%	71
Somewhat agree	4.55%	7
Disagree	0.65%	1
Strongly disagree	0.00%	0
<b>Total</b>		<b>154</b>

**Q48 Expectations for WW-P students are high and appropriate for all learners.**

Answered: 156 Skipped: 2

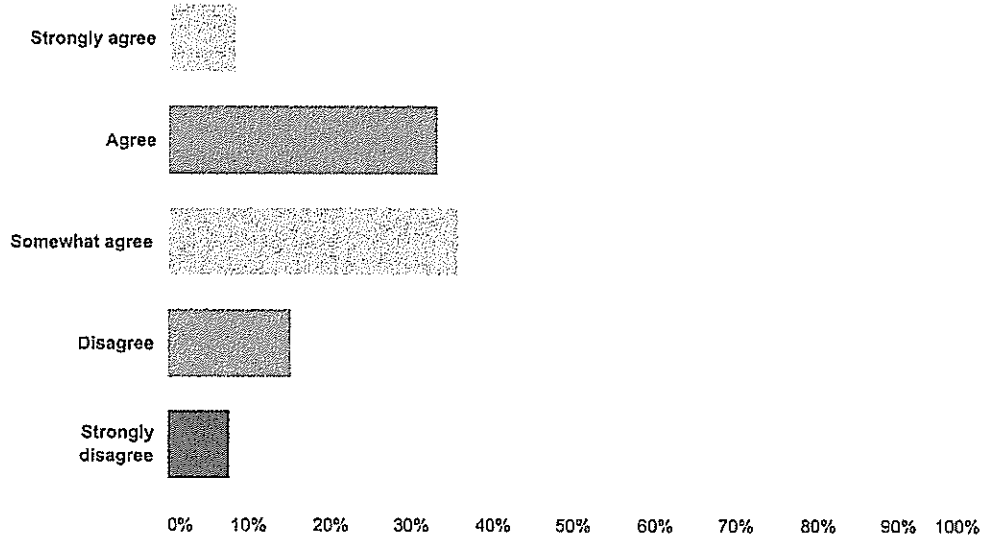


Answer Choices	Responses	
Strongly agree	23.08%	36
Agree	49.36%	77
Somewhat agree	19.23%	30
Disagree	7.05%	11
Strongly disagree	1.28%	2
<b>Total</b>		<b>156</b>



**Q49 I can raise questions, concerns, and recommendations and have them considered and responded to by school and district administrators.**

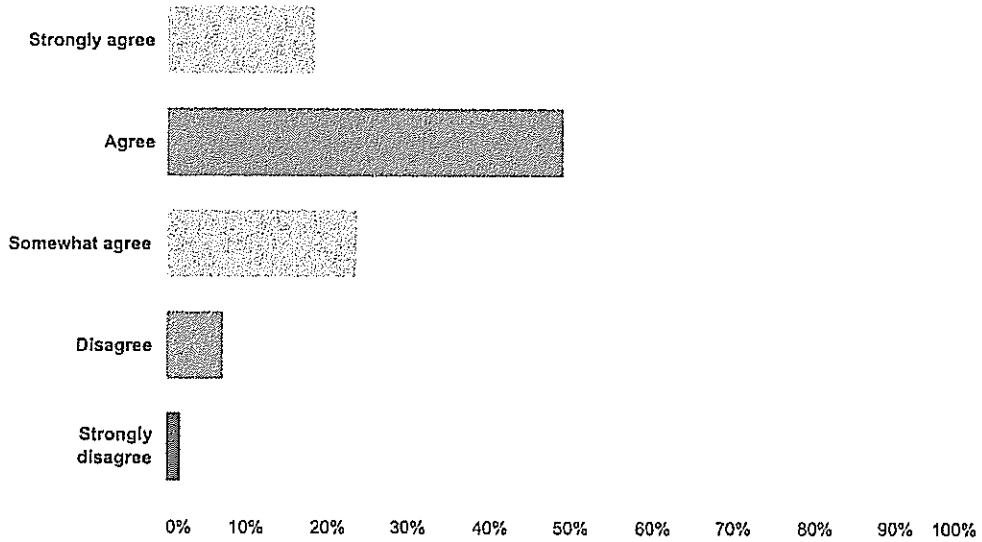
Answered: 157 Skipped: 1



Answer Choices	Responses	
Strongly agree	8.28%	13
Agree	33.12%	52
Somewhat agree	35.67%	56
Disagree	15.29%	24
Strongly disagree	7.64%	12
<b>Total</b>		<b>157</b>

**Q50 Our school focuses on the whole child, with great attention to the social emotional wellness of pupils.**

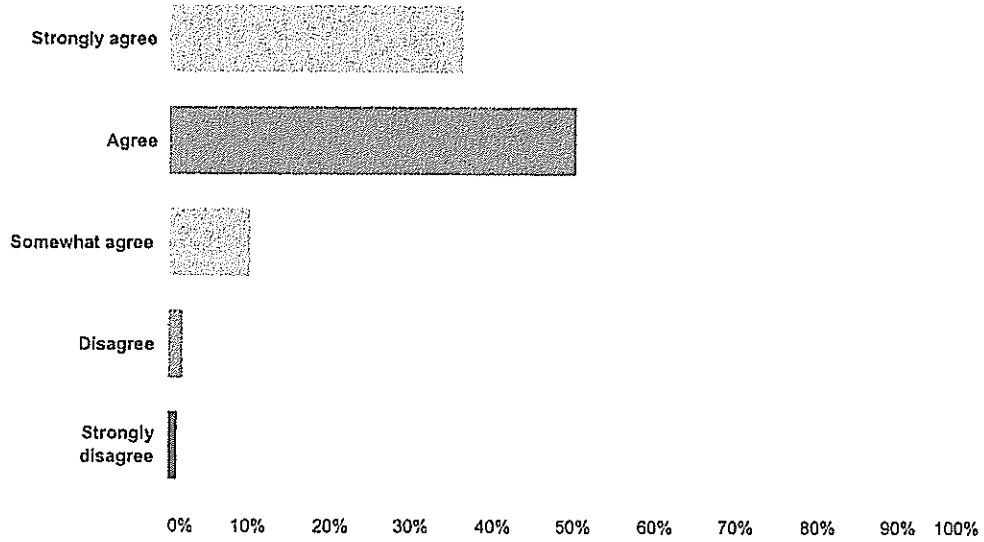
Answered: 157 Skipped: 1



Answer Choices	Responses	Count
Strongly agree	18.47%	29
Agree	49.04%	77
Somewhat agree	23.57%	37
Disagree	7.01%	11
Strongly disagree	1.91%	3
<b>Total</b>		<b>157</b>

**Q51 . Diversity is highly valued and respected in my school.**

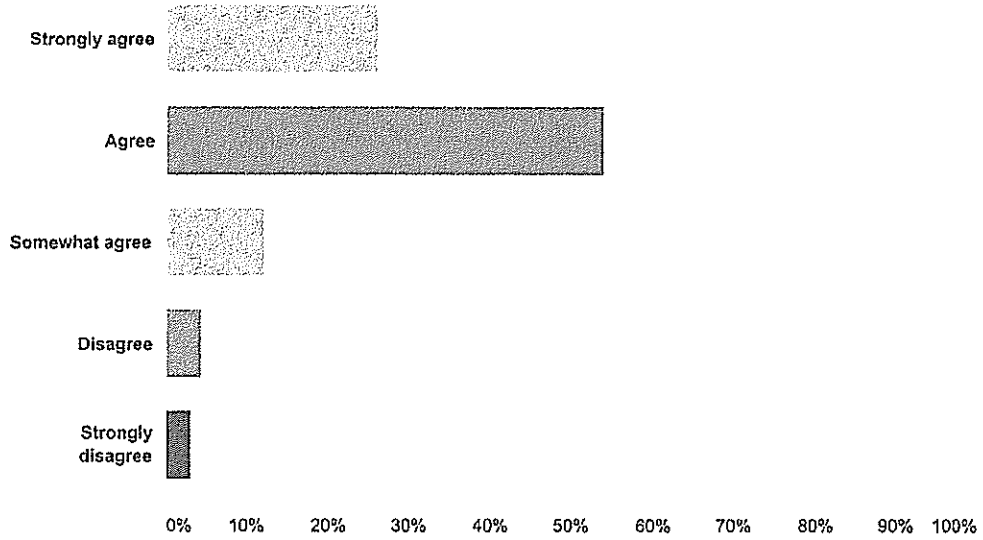
Answered: 157 Skipped: 1



Answer Choices	Responses	
Strongly agree	36.31%	57
Agree	50.32%	79
Somewhat agree	10.19%	16
Disagree	1.91%	3
Strongly disagree	1.27%	2
<b>Total</b>		<b>157</b>

**Q52 The culture and climate of my school make adults and students feel safe, secure, and respected.**

Answered: 157 Skipped: 1

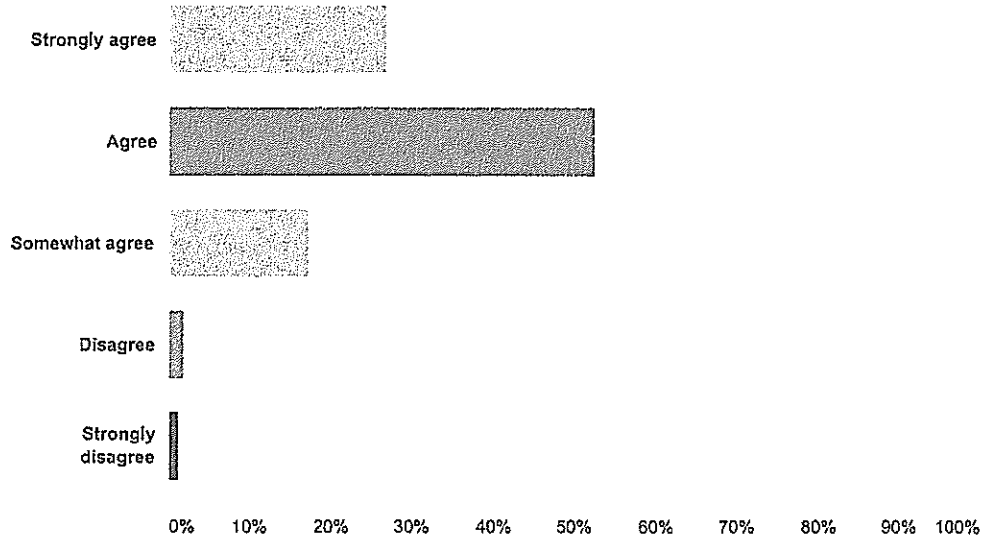


Answer Choices	Responses	
Strongly agree	26.11%	41
Agree	54.14%	85
Somewhat agree	12.10%	19
Disagree	4.46%	7
Strongly disagree	3.18%	5
<b>Total</b>		<b>157</b>



**Q53 Intellectual curiosity, persistence, and perseverance are emphasized in the teaching and learning process.**

Answered: 156 Skipped: 2



Answer Choices	Responses	
Strongly agree	26.92%	42
Agree	52.56%	82
Somewhat agree	17.31%	27
Disagree	1.92%	3
Strongly disagree	1.28%	2
<b>Total</b>		<b>156</b>

**Q54 The three best things about my school  
are: (Please do not include any names.)**

Answered: 130 Skipped: 28

**Q55 Three things that need to be improved are: (Please do not include any names.)**

Answered: 134 Skipped: 24



**Q56 If I were setting the district's strategic goals for the next three to five years, I would focus on these three areas:**

Answered: 118 Skipped: 40

**Q55 Three things that need to be improved  
are: (Please do not include any names.)**

Answered: 134 Skipped: 24

#	Responses	Date
1	Technology innovation is considered to be a high water mark but support for it is low. No YouTube, too much restriction on internet searches. Students in general ed classes have nearly no interaction with most special education groups like Stars/Larks and ACES. Conflicting requirements for results of high performance and support for lower performing students.	11/8/2016 4:00 PM
2	Not sure, not a classroom teacher, relatively new, hard to answer this question as a consequence.	11/8/2016 10:56 AM
3	supervisors understanding culture of the district, supervisors communicating clearly, district understanding diverse learning needs of special populations	11/7/2016 10:24 AM
4	1. appropriate programs/courses for struggling learners; 2. consistency in course rigor and expectations within the same subject (ex, all biology classes are of equal level of difficulty and not teacher driven); 3. Providing high school elective options appropriate for our special education students	11/3/2016 2:33 PM
5	Communication among grade levels Consistency within course teams Focus on standardized testing	11/3/2016 2:29 PM
6	Staff input for big changes like grades in middle school dropping pluses/minuses; Technology downgrades making previously relied on software to become unusable (SMART Notebook has become awful compared to how it used to work);	11/3/2016 9:01 AM
7	Too many responsibilities and work to be the strongest and most effective teacher that I want to be (feel overwhelmed by all the paperwork, lesson plans...), Teacher connections have dwindled - I do not even know 1/2 of the faculty at North... I used to know a majority of the faculty but not anymore. I think it is so sad that I badly know or have time to have conversations with people in my building, HS students need finals - especially if that is what they will experience in college!	11/2/2016 6:42 PM
8	1. We are understaffed. 2. Our building's array of problems, including HVAC (climate control is out of control), roof, mold, etc. 3. Lack of money in the budget for resources/equipment	11/2/2016 4:10 PM
9	1)Teacher input on decisions that directly affect our classrooms and our students' learning. For example, the LLD students were sent over to North and special ed teachers were not told ahead of time so that they could prepare. Or the sudden appearance of no homework weekends with no input BEFORE. It is only now that they are having committee meetings. 2) the physical aspects of the school fall in disrepair and the classrooms are not regularly cleaned. When I came in in the fall, my prep room was a mess and my hanging files had been crushed and were all over the floor along with ceiling tiles dust and debris. I came in yesterday and there was red liquid spilled on the floor that wasn't there last hour when I left. Our science room air vents blow right back into the rooms. The sink in the prep room doesn't, and hasn't worked despite repeated reqs. The list goes on. Aramark is missing the mark! 3) More careful counseling of students into the proper level. Our honors science classes have gone down, down, down in the level of rigor because we have kids who are placed way over their heads. Admin says that the grade distribution remains the same, and yet they fail to note that it is because if half the class earns Fs, we are to blame. Hence, we need to slow down and dumb down in order to accommodate the misplaced students. All the freshman are now in biology. We used to have a class to get kids up to speed for high school science (oceanography and meteorology). Without that course, biology is becoming a difficult class to maintain any sort of rigor.	11/2/2016 2:38 PM
10	Department meeting could involve curriculum development Better curriculum development in the summer	11/1/2016 3:52 PM
11	consideration of legitimate concerns need more respect for the value of teacher experience, in determining best practice	11/1/2016 12:06 PM
12	-Supervisors expectations of members of their department (I have been asked to make sub plans and copies for a teacher out on an extended leave by my supervisor with an email over the weekend, been requested to have meetings during my lunch time, been told to teach new teachers in the building how to handle and input info the the employee portal, etc.) As non-tenure staff I feel uncomfortable not doing what is asked of me.	11/1/2016 10:02 AM
13	Smaller class size, more ESL support, more thinking about technology needs before launching, better attendance policy (4th)	11/1/2016 8:38 AM

## West Windsor-Plainsboro Regional School District: 6-12 Faculty Survey

14	Communication, appreciation and empathy. A lot of attention is paid to not stressing the students out, but how much is paid to the stress placed on staff. Repeatedly new methods of input (grades and/or lesson plans) the constant threat that somehow the job that you've performed for ten years or so, you're no longer effective at doing according to new subjective means of observation. We ask the students to blaze a new trail to a new frontier, but we ask the faculty to all do the same thing. Is there no room for individuality as it relates to the staff? There is also a perception that if you don't follow the line that your increment will be withheld or you will be fired. I'd love for the people that are making the educational decisions pay some attention to the soldiers with the boots on the ground before asking us to, once again, accept enthusiastically whatever decisions have been made from on high. Or better yet, spend some time in a classroom and see how effective these changes are. Or even better still, actually come in and teach a class...	11/1/2016 8:03 AM
15	1) District and building administrators need to consult and heed the advice of teachers when it comes to making decisions about instructional decisions like no-homework nights, lack of final exams, and implementation of things like lesson plan technology. District administrators need to take the time to understand the high school rotating schedule and understand the impact of certain decisions like no-homework nights. 2) District and building administrators have to understand how much more stressful the teaching profession has become in the last 5-10 years and must find ways to reduce stress within the faculty, not just students. Administrators and supervisors should realize that our professional development days and faculty meeting times have evolved into compliance meeting (compliance to new state regulations, learning technology for compliance, and aligning of curricula to newly adopted standards) rather than forums for teacher collaboration to improve instruction with a focus on student learning. There are so many more administrative tasks that teachers must do to keep their jobs, and this has added a lot of stress. Supervisors in particular have lost sight of the fact that many compliance tasks are just that, and added stress should not be put on teachers to perform these administrative tasks with unnecessary detail and attention. The perfect example of this is lesson plans; a big deal has been made of what these need to look like and which are good and which are bad. Most teachers agree that having perfect lesson plans is not correlated with being a good teacher, despite research quoted by administrators. Additionally, one administrator said we need to "sell ourselves" during an observation, and teachers do not believe that this should be true, as we are really good teachers even when we're not doing a dog-and-pony show for an observation. The dog-and-pony show should not be the expectation for an observation. 3) District and building administrators must understand that morale is low because teachers feel that there are more and more administrative tasks they are being asked to perform. Teachers are asked to learn so many more technologies just to do paper-pushing/compliance tasks which do not benefit students. Administrators need to realize that with the Danielson Framework, teachers feel that they are being criticized for what they are not seen doing during a lesson instead of being praised for the good things that they are doing. Administrators must address the problem of faculty morale before retention becomes a problem, although some teachers believe that they are just trying to drive out more experienced teachers to be replaced with cheaper newer teachers. Administrators must realize that when teachers feel that they are not valued that their performance in the classroom may be affected.	10/31/2016 8:22 PM
16	- Open dialogue with the freedom to disagree with administration without being stigmatized as against progress. - Valuing the non 4 year college bound student. - Courses that are designed to meet the needs of challenged learners. Not every student can take geometry and biology as freshmen and do well.	10/31/2016 3:31 PM
17	Improving technology - many websites that are good for learning are blocked. Internet can be weak and sporadic when many students are working in the same project. The classrooms can be messy and untidy due to lack of space.	10/31/2016 2:20 PM
18	Appreciating teacher input regarding district instructional decisions and appreciating other teacher concerns. I feel like teachers' opinions are never heard, even when we are asked.	10/31/2016 1:36 PM
19	Support for maintaining our old but beloved building. Upgrading systems that do not work properly. Keeping rain water out of the structure of the building.	10/31/2016 1:17 PM
20	My department's communication and decision making.	10/31/2016 12:26 PM
21	communication, collaboration, motivation	10/31/2016 10:35 AM
22	Indoor physical appearance, appropriate placements of students, technology resources in the high schools (getting better, but can be better)	10/31/2016 10:14 AM
23	1. Students are inappropriately placed in classes; thus, the level of instruction is being diminished and, overall, skill levels are lower than in the past. 2. There is a great deal of grade inflation, as per the imposed grade book set-up. In turn, this gives parents an inflated sense of their child's skills and proficiency. 3. There are students who need basic skills instruction; but supports do not exist for these students.	10/31/2016 10:09 AM
24	Technology Building spaces Technology	10/31/2016 9:47 AM
25	The portal is unreliable. I am not allowed in the building on Sunday's.	10/31/2016 9:41 AM
26	Respect for each other in the halls; cleanliness of the building; less testing more instruction	10/31/2016 9:36 AM
27	Revision to the homework policy to exclude AP courses Asking for our input and then following through with what the teachers want (we spent hours on a grading profile only to come in September and discover it was what the admins wanted - not us)	10/31/2016 9:29 AM

## West Windsor-Plainsboro Regional School District: 6-12 Faculty Survey

28	Assistance to the off team teachers in the area of special education students. Modification of assignments and in class support are VERY lacking.	10/31/2016 9:29 AM
29	Technology Testing administration Class size	10/31/2016 9:23 AM
30	Support from supervisor Clear communication from supervisor The ability to express concerns to supervisor without supervisor becoming defensiveness.	10/31/2016 9:22 AM
31	We need to offer more courses for special education students where they can succeed. We continue to offer more and more honors and AP courses of which our special education students would not succeed.	10/31/2016 9:21 AM
32	ensuring that ALL staff and students are connected to school better facility maintenance to support learning and programs for students	10/31/2016 8:46 AM
33	communication	10/31/2016 8:42 AM
34	Health of staff Understanding that we all have basically the same job, we just do it differently. Stop the turf wars!	10/31/2016 8:39 AM
35	Set a limit 2 or three ap courses per school year. Set no hw nights to all but ap courses If they ask our opinion they should consider it or not bother us and just tell us what to do.	10/31/2016 8:32 AM
36	Air system in the building Celebration of different cultures Understanding every students' needs	10/31/2016 8:26 AM
37	Supervisor's genuiness and awareness of the staff in the department, sensitivity to pressure teachers feel they are under; poor technology overall (too much new and unpiloted software, trained on smartboards waster as there are not enough to go around); climate overall in the district, extremely negative currently	10/31/2016 8:25 AM
38	Access and training for technology The physical building should be nicer for staff and students. (heat, light, clean bathrooms, paint...) Parents are a little too aggressive at times.	10/31/2016 8:21 AM
39	scheduling, more elective time and choice	10/31/2016 8:05 AM
40	- Need to find ways to encourage more teachers to participate in meaningful collaboration such as analyzing student work together, watching each other teach lessons they planned together. - Lack of responsiveness from technology department - Work with community so that the message kids are hearing at home lines up with the message kids are hearing at school. As an example, it's difficult for us to send the message about the relative meaning of grades when they hear the opposite message at home.	10/31/2016 8:03 AM
41	There needs to be as much attention placed on the emotional well-being of our teachers and staff as there is on the students. We should be modeling a healthy lifestyle to our students, and it's hard to do that when we're just as stressed and overworked.	10/31/2016 7:59 AM
42	Listening to the needs of the staff, wellness/stress among staff	10/31/2016 7:51 AM
43	Consistency regarding discipline Add/drop at the beginning of the year Attendance	10/31/2016 7:49 AM
44	Visibility of administrators, better communication	10/20/2016 9:06 PM
45	Consistent discipline; More instruction/modeling to show students how to work together;	10/20/2016 10:47 AM
46	some of the curriculum, technology resources, enough of top down management	10/19/2016 3:02 PM
47	technology for students formal training for teachers not just a faculty meeting or club slow down the pace	10/19/2016 12:36 PM
48	Air quality in GMS. Laminating machine should be removed from the work room. Set up Chinese Level 1 at high school level. Restore Chinese language class at elementary school level.	10/17/2016 12:52 AM
49	We are top heavy(need more teachers) not supervisors/administrators Maintenance/ Cleaning/air/heat/cooling in our facilities is horrible The feeling that we have NO say in decisions that directly affect our curriculum/classroom and students. (grading criteria, lesson planners,class size, parent over rides)	10/14/2016 3:59 PM
50	1. school hours - make HS start time later in the day, studies show that students are more productive 2. get AC/Heating Units fixed! There are many rooms that are very hot and humid and some even have mold! 3. ask for teacher input regarding- midterm/finals, changing the schedule (Z days), etc.	10/14/2016 8:47 AM
51	Replacement of 10+ year old textbooks Online Access - filter should be grade level appropriate End drop schedule	10/14/2016 8:26 AM
52	consistency with policies, technology: pa system / microphones in new theater and gyms / internet streaming in new theater, and communication from administration	10/13/2016 12:14 PM
53	Eternal compliance with standardized data collections that do not prove to be informative and/or beneficial to students or staff More \$\$ needs to be allocated for summer employment to continue to improve the curriculum and remain current	10/13/2016 7:32 AM
54	air quality maintenance of building	10/11/2016 2:49 PM

## West Windsor-Plainsboro Regional School District: 6-12 Faculty Survey

55	Disciplinary Actions, Better communication between District Administrators, uneven class sizes	10/11/2016 10:51 AM
56	offering appropriate resources/support for struggling learners and students with emotional needs feeling able/welcome to approach administration with concerns or suggestions helping the adults manage the stress	10/11/2016 9:25 AM
57	Access to dependable technology Climate control of teaching areas - functioning AC and heat	10/11/2016 9:18 AM
58	Cleanliness of rooms and school Up-to-date repairs of structure Training for new teachers	10/11/2016 9:12 AM
59	turnover in administration presence of administration communication	10/10/2016 7:01 PM
60	*Smartboard does not work properly *Copier and Computer stops working often	10/10/2016 4:07 PM
61	1. More team & off-team teacher collaboration. 2. More productive & meaningful use of faculty meetings. 3. More student involvement in school initiatives.	10/10/2016 3:17 PM
62	-Disciplining students when their actions break the rules of the student/school handbook - Sticking up to parents instead of giving them what they want or think they are entitled to.	10/10/2016 2:35 PM
63	Helping our struggling learners*** Offering more support to our new teachers from supervisors - clear communication of what needs to be improved so there are no surprises if a teacher is let go-perhaps design Personal Improvement Plans for non-tenured teachers who are struggling in the classroom Relieving teacher stress	10/10/2016 1:47 PM
64	Stability in teaching assignments/preps Greater proactive stress management for staff Intra-school communication regarding students and their domestic situations	10/10/2016 1:21 PM
65	Change top down decision making to more collaborative Bring shop back into the school Tighten up requirement for class placement- bring back teacher recs	10/10/2016 1:17 PM
66	morale acknowledgement of stressors and suggestions on how to handle better	10/10/2016 12:40 PM
67	Climate control, Climate control in the room, scheduling - juxta-positioning of singleton classes	10/10/2016 11:41 AM
68	1.) Administrators, specifically the board office, needs to listen to teachers. Administrators always solicit opinions from teachers, but they do what they want anyway. 2.) There needs to be better communication between the board office and teachers in terms of ideas for the future. If changes are coming, it helps if teachers know in advance so they can prepare appropriately. For example, it seems that smartboards are being phased out. If the district is not going to buy any more boards, please let us know so that we can stop making lessons using smart software. 3.) Increase math courses and classes, and decrease math class sizes.	10/10/2016 10:57 AM
69	Ask teachers about new grading technology before it is thrown at us with no learning about it. No carpets in schools because of allergies my room facilities: it should be larger my budget: it should be larger	10/10/2016 10:49 AM
70	Stress level of students and teachers Lack of communication to the public by the school board regarding things such as doing away with final exams Cost containment	10/10/2016 10:49 AM
71	clarification and direction with technology resources - training teachers BEFORE expecting them to use online tools effectively	10/10/2016 10:49 AM
72	Technology for all; Planning time among teachers; Valuable and meaningful professional development for all	10/10/2016 10:48 AM
73	Communication between District, Building, and subcontracted service companies. Application of the academic knowledge Ensuring real world preparedness	10/10/2016 10:44 AM
74	- communication - admins respecting teachers' viewpoints and opinions (they are professionals) - cross-curriculum activities	10/10/2016 10:20 AM
75	Better facility management on a day-to-day basis, giving us faster response to critical needs like severe room temperature problems, leaks in building, etc.	10/10/2016 10:15 AM
76	1) We need more support for struggling learners (who don't qualify for special services). 2) Time for literacy instruction should be increased. 3) Class sizes (specifically for literacy instruction) should be smaller.	10/10/2016 10:05 AM
77	respect for teachers and other students holding students accountable for their actions having sped teachers be less spread out across grades and curriculum	10/10/2016 10:02 AM
78	flexibility with special education time for planning with coworkers (many teachers are across grade levels) consistency with evaluations	10/10/2016 9:54 AM
79	Less meetings per month	10/10/2016 9:41 AM
80	Too fast paced, performance based	10/10/2016 8:39 AM
81	technology, professional development options for faculty who are not teachers, course offerings for students who are not able to succeed in demanding classes	10/10/2016 8:24 AM

## West Windsor-Plainsboro Regional School District: 6-12 Faculty Survey

82	Technology devices (and bandwidth), outside PD opportunities applicable to specific positions, global reach/connections for students in learning opportunities	10/10/2016 8:22 AM
83	Respect from administration, communication, and trust.	10/10/2016 8:11 AM
84	1.To assign off team teachers to a team/ grade level which can foster collaboration, respect and knowledge for one another and curriculum.	10/10/2016 8:05 AM
85	Teachers are stressed and don't heard by administration and supervisors, supervisors are non existent and don't listen to concerns of faculty, too many agendas!	10/10/2016 7:59 AM
86	Communication on the decisions being made, explanation of the rationale behind different decisions, and open honesty	10/10/2016 7:41 AM
87	Communication, trust, patience	10/10/2016 7:40 AM
88	Meaningful professional development for staff Clear and specific expectations for staff Teacher appreciation for the daily work we complete	10/10/2016 7:36 AM
89	Stronger discipline. Holding teachers accountable for meeting their responsibilities ( showing up to work and duties on time, being prepared each day). Stop having meetings, just to have meetings. Most faculty and department meetings are a waste of time.	10/10/2016 7:35 AM
90	Elective course options need to be improved Technology Social-emotional needs of all students	10/10/2016 6:18 AM
91	1. reducing the number of major changes (e.g. in the last seven years, we have had three different ways of submitting lesson plans, three different midterm/final assessment schedules, two student information systems, three different schedules for administering PARCC, etc.) 2. reducing the number of students in sections of honors classes. It doesn't seem right that there are more sections of honors than regular classes for many subjects. Students and/or parents want the "honors" label but many struggle with the higher expectations. 3. communication/collaboration between teachers from different departments.	10/9/2016 10:00 PM
92	Leaders who are not afraid to stand up for what's right for students and who support teachers. Our schools have become just like a business in that they are being run top down without regard for the teachers who are in the trenches every day. Assistant superintendents have little to no respect for teachers, and they have made comments that belittle what we do each day. Class sizes are exploding and not one administrator speaks of the challenges and solutions about the situation.	10/9/2016 9:14 PM
93	Class sizes are too large, teacher input in students changing levels (some students can definitely handle the more challenging classes, however some do not understand what they are signing up for).	10/9/2016 7:42 PM
94	students being motivated by grades instead of learning (leading them to cheat, take short-cuts, engage at the surface-level), top-down supervision strategies that alienate teachers, and attention to the mental health/emotional well-being of our students	10/9/2016 7:04 PM
95	cleanliness, communication, input from staff	10/9/2016 7:00 PM
96	1. communication- supervisors and building administrators often have no idea what each has said or is planning. It is horrible. There are often mixed messages and different demands/expectations. 2. Lesson plans- A clear model of the expectations on how they should be written would be helpful. Each observer has different ideas on how they should be written. The pressure to have the perfect written plans is daunting. Being evaluated on how plans are written should be reduced- What a person puts on paper does not define what goes on in the classroom. Plans should be for teachers to follow- These demands are creating so much pressure that it takes away from the joy of the job and actually makes people worse in the classroom, instead of better. A person just gets tired of trying to please and reach expectations that can never be met. If you are constantly told do more, do it better, do it differently eventually you just give up and don't care. 3. Respect for staff- We feel we are being micromanaged, made to feel like we are awful, and when committees are formed to improve things, suggestions are never really taken seriously- it's just an appeasement to make it look like we are having input. Use staff's input when making decisions. Listen to them. Value them. When people feel valued, they will work harder. They are the ones that directly work with the kids and live the job. Decisions are made by people who do not have daily direct contact with all the types of students. Simple things like having quick access to a printer or much bigger issues such as teacher placement and programs that are cut, have created an atmosphere of constant frustration and a feeling of being devalued. People are tired of being made to feel they don't matter and are terrible at what they do.	10/9/2016 5:41 PM
97	Students too focused on grades Too much pressure from parents on both students and staff - neither of felt that we can meet the expectations of the community More genuine appreciation of staff	10/9/2016 2:36 PM
98	Communication of admin to staff Some discipline concerns	10/9/2016 1:40 PM
99	Physical environment (mold removal and abatement has been an issue for almost 10 years), cleaning ventilation system and replacing filters, fixing leaks to prevent mold growing	10/9/2016 1:22 PM

## West Windsor-Plainsboro Regional School District: 6-12 Faculty Survey

100	The technology (chromebooks are not as reliable as I hoped they would be, especially with younger grades)	10/9/2016 12:59 PM
101	technology access - Wi-Fi increase budget for supplies physical environment - temperature control	10/9/2016 12:37 PM
102	Classes are WAY to big and my classroom is too small for 28 students, an aid, a teacher, and a cart. Too much emphasis on technology when the wifi is spotty and the internet connectivity is mediocre at best. Genesis is not ideal for grade reporting and lesson planning. The lesson planning part of Genesis has a terrible interface and requires more time than necessary for the reporting of plans. It is not intuitive nor ideal for planning, grading, and annuals. I preferred separate systems simply because they were easier to use and navigate. Genesis adds an extra 2 hours a week to my planning process simply because it is tedious for lesson plan reporting.	10/9/2016 12:16 PM
103	1. Curriculum with in the district needs to be revamped. We should strive to create curriculum that clearly builds on student growth throughout each year of school. 2. School structures and systems needs to be explained clearly and specifically. It would also help is there were recurring check-ins the ensure that ever staff member is on the same page. 3. Access to technology needs to become more of a priority in order to ensure the best and most modern instruction of content and skills.	10/9/2016 11:03 AM
104	Communication with supervisor, focus on mental health needs of students, amount of individual responsibility placed on staff.	10/9/2016 10:53 AM
105	Teacher workroom needs to be updated (e.g. outlets and lights at each teacher workstation). Consistency with discipline policy (and communication of such to teachers).	10/9/2016 9:39 AM
106	Teacher morale Communication between supervisors and admin Teacher morale!	10/9/2016 9:25 AM
107	emphasis on standardized testing more support for special education classes more realistic expectations for the average student	10/9/2016 9:23 AM
108	1. We need to put a much greater focus on what is happening in the classroom rather than how perfectly a lesson plan or reflection is written. 2. Teachers need to be a REAL part of the decision making process for procedures, programs they will be directly using. For example , how to set up conferences. We know who we need to coordinate with and how long the conference needs to be, yet we weren't consulted about how it should be set up. How to handle student access to Chromebook if a student is chrome book is broken. We often have better solutions then what is given to us. Administration often doesn't understand the nitty-gritty details of how policies they put in place are implemented into a classroom. 3. Teachers need to be valued and respected by by all administrators districtwide. We are tired of being put down by district level administrators and made to feel devalued. The morale among teachers is at an all-time low. I don't feel that central office administrators value but I am doing in the classroom. When an administrator puts down teachers in the presence of teachers those those feelings spread like cancer throughout the district. If we were valued we would have better access to central office administrators, and it wouldn't take close to a month to set up appointment for face-to-face meeting.	10/9/2016 8:37 AM
109	1. Faculty stress (A lot is focused on the students and there needs to be attention to faculty stress too) 2. More opportunity for outside and inside professional development (One outside workshop a year is not enough, let teachers have a chance to provide workshops to other teachers) 3. Graduate studies - funding runs out too quickly.	10/9/2016 6:15 AM
110	Not pulling special ed teachers frequently from the classroom. More time allotted for conferences. Consistent message from building administrators and supervisors.	10/8/2016 11:13 PM
111	Having a consistent teaching assignment, limit special education teachers assignments to 1-2 contents at the most at the middle school compared to a special education teacher that has 1 at the hs, have that assignment be consistent as possible.	10/8/2016 10:13 PM
112	Time for targeted professional development Time to collaborate with colleagues Coordination between disciplines and vertical articulation between grade levels	10/8/2016 8:57 PM
113	communication to the teachers and parents a lot of things feel put on us last minute I wish faculty and department meetings focused on more relevant topics...	10/8/2016 8:31 PM
114	Students who don't have money can't participate in certain clubs like MUN Way too much stress on kids and staff We need working air conditioning in ALL rooms at high school North	10/8/2016 8:01 PM
115	More time allowing us to simply teach. More time for us to grade/plan during the school day. More consistency of academic rigor across all departments and within departments.	10/8/2016 7:56 PM
116	Technology is unreliable and needs to be addressed. Building is in disrepair and moldy in areas. Not on par with facilities at newer schools. Research and studies on participating in the arts claim that it increases attendance, test scores, self-esteem, confidence and mental health. We should do more to encourage participation in the arts.	10/8/2016 7:49 PM
117	Technology, common prep periods, cleanliness	10/8/2016 7:25 PM

## West Windsor-Plainsboro Regional School District: 6-12 Faculty Survey

118	1. I feel like we aren't addressing the needs of "whole child, every child" when the district has removed the lower level classes. They've forced kids who aren't ready for certain courses into them. For example- the Algebra 1 in the 8th grade and eliminating Basic Geometry from the high school	10/8/2016 4:42 PM
119	Classroom conditions	10/8/2016 3:58 PM
120	1. The amount of time and energy used to write lesson plans in the required format is excessive. This exercise in pedantry takes away from time that could be better spent developing creative pedagogical activities with colleagues or technological consultants. Too much teacher preparation time is consumed by complying with Federal, State, and now District mandates that bear little correlation with improved student outcomes. 2. The Genesis Program is not user friendly. In this regard yearly expectations rise and programs are added or eliminated with little time to fully process and learn what is needed to move forward. In addition there is an over-emphasis on using Google Documents when it is a format that is not user friendly in some content areas. Excessive emphasis on chrome books takes away from time better spent on encouraging students to develop creativity and perseverance. 3. A small number of colleagues exhibit a cliquish behavior which detracts from the collegial and community spirit we profess. Recognizing there are limits to policing human nature, it might nevertheless be useful to further model and promote an atmosphere in which cliquish behavior is anathematized.	10/8/2016 3:38 PM
121	Smaller class sizes for high school classes (20 students max per class) Teachers need more release time and support from administration; they need to feel that their needs are being met and that they have valid concerns instead of being routinely silenced. Students need to test in to advanced classes Weak students need to be identified and accommodated with paced courses. We are pretending that all of our students are high functioning and high achieving and that is simply not the case. WW-P needs to stop perpetuating this lie.	10/8/2016 3:17 PM
122	Too many meetings and we have to keep minutes (data) for them. Can't we just talk and be more productive?	10/8/2016 3:16 PM
123	Too many meetings and we have to keep minutes (data) for them. Can't we just talk and be more productive?	10/8/2016 3:15 PM
124	What is the policy on teachers receiving extra sections/pay? Why are some teachers 120% and others are not allowed to be?	10/8/2016 2:42 PM
125	more opportunities for low functioning students, more collaboration with departments, more support	10/8/2016 2:23 PM
126	We can improve on quality teacher collaboration as well as time to get to know other colleagues from other departments, more time is needed to learn technology and work on our grade book, cleanliness and heating and cooling has not been terrific. I spend a lot of my own time cleaning my classroom room.	10/8/2016 2:23 PM
127	1 - Math placement process in middle school 2 - Stresses on staff coming from every area 3 - Horizontal and vertical articulation	10/8/2016 2:15 PM
128	Communication, Consistency	10/8/2016 1:59 PM
129	1) consistent temperature control in all classrooms 2) more collaboration among different departments 3) ensuring that students clean up after themselves in the lunchroom	10/8/2016 1:37 PM
130	Communication Not all teachers feel all students belong in their class	10/8/2016 12:40 PM
131	A lack of feed back and follow through from admin., No professional understanding of students developmental cognitive and socio-emotional development 6-12 We need a positive and supportive front office staff who respect the work of teachers and can curb their flagrant gossip about teachers	10/8/2016 12:00 PM
132	Less testing Less stress for both students and teachers Less changing of programs/procedures (new grading program/categories, new lesson planner, new way to schedule parent conferences, new MAP testing, etc)	10/8/2016 11:30 AM
133	Technology available Student stress levels	10/8/2016 11:23 AM
134	The mess that is lunch Outdated and unreliable technology HVAC is awful	10/8/2016 10:54 AM