

## **FOCUS GROUP QUESTIONS**

**At**

**Robins K-8**

**1. List in three words what you like about being a teacher in this district?**

- Kids, community and staff and miles.
- Love teaching because I get to help kids. Used to like the support but it's getting harder to get. Here to teach. My kids are in TUSD.
- Science resource center. Have done a great job. Need more funding, staffing.
- Support, small community at Robins.

**2. Do the working conditions at your school help, hinder, or have no effect on your teaching?**

- Hinder-Working conditions coming from outside ATI testing staff development.
- Not having the resources. This hinders a lot. Can't afford to purchase supplies.
- There is not enough support for behavioral students. Teacher is cleaning up room every day. Spend so much time with behavioral students that take away from teaching the students that want to learn.
- Hinder- Don't have a department of math teachers. Builds curriculum without any interaction. Has to go to another school to content.

**3. Do you feel supported by your principal, mentor, district staff, superintendent, and school board?**

- Supported by principal. That's all. Lead teacher does not support. There are a few Ed Teachers; feel like they just need to fill in the box
- Supported by principal and new teacher induction. It could be more mentoring and coaching directly. Would like a mentor.
- Supported at site. Really tight network. New principal is enthusiastic. No visitor from school board. Feel disconnected. 1 visit from Dr. Sanchez? Not sure how involved.
- Feel supported by principal. No support on funding. Does not have complete sets. No budget to even get paper. Don't have the things we need to teach. Does not feel supported

**4. Within your classroom environment what are some of things you would like the district to know?**

- Have 20-30 kids on IEP. One aid as a sub all year. Only had 1 teacher in the middle school.

- Staffing is an issue. There are not enough special Ed teachers. Difficult to keep teachers in these types of classes. If short on staff has to concentrate on behavioral issues instead of teaching. Teach at different levels.
- Do not have enough science books for students. No running water in class room. No one comes out to look at the issue. Kids have to share books.
- Teachers teach 3 levels but get paid for 1. Not too many teachers will stay. Build better structure.
- 6, 7 and 8<sup>th</sup> are together all day and causes problems.
- Have more flexibility at times with 6, 7 and 8<sup>th</sup> graders but it depends how big the school is.
- The rule for no counselor if less than 400 kids hurts our TUSD district.
- It would be great to have counselors as well as librarians and nurses. Spend too much money on the wrong things like ATI tests. State and federal requesting tests makes it difficult and kids are stressed with too many test. Money does not seem to go to the students.
- Teachers do not get paid the extra to make copies and all the things to prepare for testing.

**5. Concerning the year-to-year student placement process (balanced classrooms), how satisfied are you?**

- Do not balance at all. 18 boys and 2 girls. One counselor for 1,500 kids. No thought and effort for planning.

**6. What single element do you feel “most” gets in your way of achieving your classroom and professional goals?**

- Do not have supplies for the classroom. Do not have support help in the class room.
- Too many kids in the classroom.
- Disruptive students in the classroom take up too much time. Most of the time is spent trying to discipline the student that is misbehaving and not enough time teaching the students that want to learn.
- Not having a counselor, nurse or aid to assist in the school.

**7. How do you feel about the teachers’ union (or association) and its effectiveness in representing your interest and in championing the teaching profession?**

- Instrumental with the state with funding.
- 3<sup>rd</sup> lowest in funding per student. Need to be in a professional organization.
- Advocate for education. Do a good job lobbying for teachers. Charter schools do not have support.

- Will not cut 1010. Will cut janitors so this means teachers will need to take time to clean up their own rooms.
- TUSD lags behind in hiring. Other schools have jobs posted for next year. Other teachers have gone elsewhere.
- Def Ed is very difficult to fill because not too many teachers with this experience. Had a sub all year.
- A sub all year in math for Booth Fickett.
- Can't keep putting a substitute teacher in classes for an entire year. The recruitment takes too long.
- Teachers feel that all the magnet programs will be cut because we don't meet the grades. It's a fine line. It's a one-size fits all mentality.
- Get recognized from other places but not the district.

**Other input:**

What are some of things that the district is doing to recruit?

What is TUSD thinking of doing?

Need more qualified teacher for the Def and hard of hearing. Maybe a workshop would help teachers?

New teachers are thrown into their jobs with no mentoring or support. New process has changed. Have more mentoring/coach to visit sites.