

Graham Middle School - Staff Input			
Timestamp	Email Address	Teacher Name	
		<p>Please provide your feedback below, using the frames: <i>What would it look like if...</i> <i>I wonder...</i> <i>I'd like to suggest...</i> <i>One possible strategy would be...</i></p>	
3/19/2024 12:25:59	[REDACTED]	[REDACTED]	<p>I'd like to suggest finding a way for teachers to continue to have 2 preps- Having one prep has been very difficult since I took on [REDACTED]s period 5 class.</p> <p>I wonder if teachers will be laid off as a result of this schedule change.</p> <p>I wonder if teachers will still be expected to sub if they have only one prep.</p> <p>I wonder how the committee was formed to plan for this schedule change, and why our feedback was not solicited in advance of coming up with 3 possible options.</p> <p>I wonder how advisory classes will be arranged: What students will be in each advisory and why?</p> <p>I'd like to suggest making a calendar of advisory tasks from site/district so that teachers can plan ahead and not be surprised by surveys/etc.</p>
3/19/2024 12:27:56	[REDACTED]	[REDACTED]	<p>I'd like to suggest that Advisory should be the first period of the day. This way, the students who are tardy are not missing their academic classes. In addition, GMS TV and all other asks can be completed first thing. Lastly, we can test with our advisory period.</p> <p>I wonder, if the teachers have only 1 prep and 6 classes and 1 advisory, asking us to sub is going to put more pressure on the teachers. There are things that only can be done at school and with no prep, it makes it difficult.</p>
3/19/2024 12:33:35	[REDACTED]	[REDACTED]	<p>I wonder if teachers will be expected to sub as frequently next year and give up our one and only prep period?</p> <p>I wonder if teachers who teach multiple classes will only get one prep to plan for multiple classes?</p>
3/19/2024 14:10:12	[REDACTED]	[REDACTED]	<p>I wonder how many preps will we have if we are down to seven classes? I wonder what preparation will look like for advisory? I'd like to suggest that we try out a high school model for our new schedule.</p> <p>That is all for now. Thanks for your consideration.</p>
3/19/2024 15:08:18	[REDACTED]	[REDACTED]	<p>If advisory is another set of students, I wonder if this would put us over our 180 student contacts?</p> <p>If we are responsible for prepping for the advisory class, doesn't that mean we are teaching 8 classes? I wonder how preps would work because of this development?</p> <p>If all teachers have to have advisory, I wonder how subbing would work during the advisory.</p>
3/19/2024 16:51:18	[REDACTED]	[REDACTED]	<ol style="list-style-type: none"> 1. I wonder if the students in my advisory will be the same students in my classes? If not, the advisory could be less effective. 2. I would like to suggest that teachers keep their second prep especially if we still have to sub for peers. Losing the one prep time means that we might not have a break all day, plus there's yard duty. 3. One possible strategy might be to have 2 teachers have the same advisory and they can each trade one period of advisory (take turns) with their partner to have the second prep time.
3/20/2024 8:07:03	[REDACTED]	[REDACTED]	<p>I wonder what lesson planning with my jobalike will look like if we did not have the ability to have a common prep.</p> <p>I'd like to suggest that at our next committee meeting, we discuss the benefits of reducing teacher preps. It would be helpful to hear, why our district supports this reduction.</p>

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3/20/2024 10:56:59	[REDACTED]	[REDACTED]	<p>- I wonder if there will be a curriculum for school counselors to use during the SEL lesson - What would it look like if school counselors are teaching the advisory period...does that include any prepping time/period? - I'd like to suggest that at least one of the school counselors be a part of the schedule conversation</p>
3/20/2024 14:06:00	[REDACTED]	[REDACTED]	<p>I wonder what it would look like if we had a 7 period day, with one prep, but we were NOT required to sub? I'd like to suggest that we keep an 8 period day, but one period is advisory and is shorter than the rest. I wonder how I will get my work done if I only have 1 prep. Especially if I am required to sub. I wonder if we could see the other 7 period day schedule options. There were 3 options and this only shows 1 option. I'd like to suggest NO block days. I want to see my students 5 days per week.</p>
3/20/2024 14:12:22	[REDACTED]	[REDACTED]	<p>I wonder how teachers will get more done with less time. This schedule you lose a prep and gain an advisory. I wonder how more contact time with students will impact planning and collaboration. In the current schedule, there are 406 minutes and in this one, there are only 232. I wonder how this schedule will impact case managers' time to collaborate with nonteam teachers. It also limits the time to collect data/assess without requiring a sub. I would like to suggest that case managers be given an extra prep to support their caseload. I wonder how the contact times for elementary teachers and middle school teachers compare. I wonder how our middle school contact time and prep time compare to other districts and how this might impact teacher retention and recruitment. I wonder if the advisory is not an additional prep who will plan it? Would it be possible to run whole school assemblies broken up by grade level, interest groups, or home teams and meet in separate locations (e.g., MUR, innovation center, and the gym)? I wonder with the reduction in electives what is the objective/goal of this new schedule? What purpose(s) does it serve?</p>
3/20/2024 14:41:09	[REDACTED]	[REDACTED]	<p>I'd like to suggest that teachers are still given 2 prep periods if we do adjust to a 7 period schedule + advisory. Our prep time is critical for planning with colleagues, providing students with meaningful feedback on assessments, setting up classroom activities/lessons, and keeping good communication going with families. Without this prep time to complete these tasks these aspects would certainly suffer next year. I would also like to suggest that our advisory classes be students that we also have in our other classes. I think this would really aid in forming meaningful connections with these students (seeing them regularly +37 minutes a week) as only seeing a student for 37 minutes, once a week, would not be sufficient time to form a solid relationship as a trusted adult.</p>
3/20/2024 15:05:20	[REDACTED]	[REDACTED]	<p>I wonder how many prep periods would we receive. One possible strategy would be to keep 2 prep periods and move to this 7 period schedule.</p>

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3/20/2024 17:14:50	[REDACTED]	[REDACTED]	<p>I wonder ...who is going to create the lessons we do in advisory? If there are no lessons provided, that would count as another prep, another class, and means we have 2 preps and 8 classes again.</p> <p>I wonder...if advisory is connected to a prep period for some teacher and not for others there would be inequity of prep time.</p> <p>I wonder...who would be in advisory? Would it be 6/7/8th graders? Would they be from one grade level? Would this also be your hometeam? Should we get rid of the revisit days since essentially there is a revisit time each week?</p> <p>I wonder...should advisory be first thing in the morning to start the day fresh?</p> <p>I wonder...why is the district seemingly pushing this through so quickly when the last time we changed the schedule, from 7 periods to 8, it was a couple months long process? Why the rush?</p> <p>I'd like to suggest...to slow down the negotiations/tentative agreement talk in order to finish schedule ideas/problems/set-up for next year FIRST. And THEN address any contract concerns that arise from the new schedule? The timing seems rushed and feels like the district wants us to pass a contract, then change the schedule without being able to address issues.</p>
3/20/2024 18:15:12	[REDACTED]	[REDACTED]	<p>I wonder what is this advisory class? I wonder how students will be grouped for the advisory class? I would like to suggest that the administration give a clear rationale for this class. I wonder if students can be grouped during this time for extra support for ELD or RTI in math/language arts or tutoring/enrichment? What would this class look like if this class is mainly composed of our hometeam students and teachers were given opportunities to build our school community by revisiting our core essential elements as part of schoolwide PBIS support program? I wonder how counselors will push into this class for SEL lessons? I wonder if the district will provide digital citizenship lessons for us to teach during this time or if we will be expected to started teaching students how to use AI which is also part of digital citizenship.</p> <p>I wonder what is the curriculum for this advisory class for teachers and who will be making the curriculum? I wonder how this class will be graded if at all and what the schoolwide expectations and what are the learning goals are for students in this class?</p> <p>I wonder if this class counts as an extra period if it is called a class period.</p>
3/21/2024 7:48:00	[REDACTED]	[REDACTED]	<p>If we are down to only 1 prep, that we are not forced to sub. As a Science teacher, I cannot set up labs from home, run copies or set up for my elective class. If we lose our prep, then we are forced to grade, lesson plan, etc from home. We do not get compensated for our work outside of the school day. In addition, take items off of our plate too.</p> <p>Advisory should not be at the end of the day, but first thing in the morning.</p>

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3/21/2024 8:25	[REDACTED]	[REDACTED]
		<p>I'd like to suggest keeping 2 prep periods and teaching 5 sections, as Advisory could also require planning. Most schools have teachers teaching 5 sections. Otherwise, we are doing the same amount of work as this the 8 period day, with half as much prep time. What would it look like for students if teachers are burnt out by the schedule?</p> <p>I wonder how many teachers would consider resignation if we were not given our respected time?</p> <p>I'd like to suggest making it clear that teachers DO NOT have to sub, ever, if we have only 1 prep period.</p> <p>What would it look like if we had school wide SSR after lunch, every day, and then extended time on Thursday for Advisory?</p> <p>I'd like to suggest</p> <p>I like the block scheduling.</p> <p>I'd like to suggest giving teachers their time back and making staff meetings within the work day, and limiting them to once a month and rotating between staff meeting and collab time. especially if there is one prep.</p>
3/21/2024 9:33:11	[REDACTED]	[REDACTED]
		<p>I'd like to suggest that the schedule needs to allow more time for teachers to be able to plan for their classes. This year has been a struggle even with 2 preps and 8 periods because our preps keep getting taken away due to the sub shortage. I know I'm not returning next year, but I want to support my colleagues because many are not happy with how things will look if this schedule is adopted. One reason I'm leaving, aside from wanting to work with older students, is the inconsistency of our schedule and feeling like my time to plan sufficiently for my elective is never there; it's a feeling of constantly treading water and occasionally getting hit with big waves. With the 7 periods and advisory, I believe that will put even more responsibilities on teacher without giving them extra time to plan. On one hand, I do think the middle schoolers have too many electives and see the benefit of giving them 6 or 7 classes only; however, I think this will probably effect your hiring for specifically art teachers next year. I wonder if we go to 7 periods, will you really need 3 art teachers since there will be one less elective for students? Good luck with all of this, I know the schedule in the end won't make everyone happy, but do consider giving the teachers 2 preps (responsible then for 5 classes + advisory).</p>
3/21/2024 10:00:40	[REDACTED]	[REDACTED]
		<p>With only 1 prep next year, if we have to sub, we will have no preps. I cannot set up labs or elective wheel classes from home. I cannot run copies from home. If I have no prep, then I am forced to grade papers and lesson plan from home on my dime. Not good. We are still asked to teach the same amount of sections, 6, and now we have only 1 prep. With 8 periods, we had 2 preps. When I first came to graham we had a 6 period day and we only taught 5 period with 1 prep. You are asking us to do more work with not enough prep time.</p>
3/21/2024 10:17:05	[REDACTED]	[REDACTED]
		<p>What I like about this schedule is the block classes on Wednesdays and Thursdays. I also think adopting an advisory would be incredibly beneficial for middle school students. However, I am concerned about the unseen ramifications of adopting this schedule.</p> <p>Teachers would be increasing their instructional time by 13% while ALSO adding on 37 minutes per week of advisory but decreasing their preparation time by 50%. I don't believe this is an appropriate ask of teachers if you want them to uphold their current standards of rigor in the classroom. In order to rectify this, I suggest that we do not force teachers to substitute for other teachers. This protects what little preparation time we have left.</p> <p>Another issue that I have is that I know we really wanted to add an advisory so that our middle schoolers would have</p>

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		<p>As I was saying, I thought that one of the main purposes of including an advisory was to make sure that students really felt at home at school and we could build meaningful community with our advisory students. I don't see that as possible with 37 minutes per week and filled with SEL lessons on Zoom from counselors that are detached from actual human teachers and therefore not well executed. I would suggest including a longer, more meaningful advisory that we could see multiple times a week for maximum effectiveness in community building and SEL growth. I would also suggest a provided curriculum for SEL growth and PD for it by the beginning of next school year so as to not add on to preparation time. In addition, if we were to make advisory serious, we could include prep time for it so that it could act like an 8th period.</p> <p>Finally, I am concerned about conserving prep time with a job alike. It seems unlikely that we would be able to conserve prep time with a job alike with one prep period each. If this is possible, please do let me know how. However, prepping with a job alike significantly reduces my workload. If we were to ensure that we could conserve prep with a job alike, it may be easier to work with the reduced amount of prep time because we could coordinate more on sharing the planning workload.</p>
3/21/2024 10:24:20		Thanks! (sorry for submitting this form twice)
3/21/2024 10:43:09		I wonder what the Advisory period will even be? Unless its treated like an actual class with curriculum that the teachers prepare I'm afraid it will turn into a glorified study hall.
3/21/2024 10:51:23		I wonder how I will effectively respond to/send emails to parents and students, repair instruments, research/order and copy music, plan performances, grade assignments, and reset chairs, stands, and all the equipment for my band classes in a situation where I will constantly have to act as substitute to cover other classes during the only prep period that I will get with this proposed schedule.
3/21/2024 10:53:26		One possible strategy would be to remove the compulsory subbing policy we currently have to protect the only 1 Prep period that teachers would get with the newly proposed schedule.
		<p>I wonder what would advisory look like and what teachers will be in charge.</p> <p>I would suggest looking into how teachers can have more time to perp given that they would still have the same work load of class and now an advisory period to perp for.</p> <p>I wonder if there are no subs now, how will teacher perp for classes if they are currently subbing at least two times a week. Allowing for only one perp period now leaves teachers with only four perps a week. Which could drop down to two perps if the teacher is subbing.</p>
3/21/2024 13:27:21		I wonder with full teacher job loading they would be less will to host club and coach sports after school which would affect students school environment.
3/21/2024 14:16:16		<ol style="list-style-type: none"> I'd like to suggest language in the contract be adjusted to support this new schedule. I'd like to suggest Either an 8 period with 2 perps day or a 7 period day without having to sub (subbing is optional) Language in the contract about advisory lessons not being the responsibility of the teachers. Only the delivery of lessons is the responsibility of the teachers. I suggest the middle schools have a "roving sub" to help, especially with advisory, when teachers are absent I would like to suggest less perps/responsibilities for co-teaching sped teachers. I think we can be more strategic about teachers' schedules to help with burn-out I'd like to suggest that middle school teachers have an overall student # limit...Some teachers (electives/PE) already have 150+ students then we are adding Advisory students. There should be a "total" contact limit...not based on per period.

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3/21/2024 15:04:55	[REDACTED]	[REDACTED]
3/21/2024 15:07:13	[REDACTED]	[REDACTED]
3/21/2024 15:15:52	[REDACTED]	[REDACTED]
3/21/2024 15:39:30	[REDACTED]	[REDACTED]

I wonder why teachers would willingly want to take on a schedule which would result in roughly 210 less minutes of prep time (at least that's what the difference between my current minutes of prep and the proposed number of prep minutes is), but even more teaching time.

I'd like to suggest that either "advisory" be defined as a class, and teachers continue to receive two prep periods (because we cannot just walk into our advisory classes without preparing), or we go back to negotiations and the district cannot assign teachers to sub without their permission. If teachers are going to be required to take on this new schedule, which is 200 fewer minutes to prep and 200+ more minutes of teaching, then their prep time needs to be guaranteed.

I wonder if this schedule will result in a mass resignation of teachers, who are already very overworked and overwhelmed with the current expectations.

I'd like to suggest that the district adopt a schedule that is only six periods, not seven, just like most middle schools in the bay area, to show care and concern for teacher retention.

I'd like to suggest that the district stop trying to overcorrect a problem that upsets the vast majority of teachers, to solve a problem that affects a small percentage of students. When teachers are unhappy and overworked, it affects the quality of education they are able to provide students with.

I wonder how this will impact SPED teachers, who are already expected to co-teach, handle IEPs, manage behaviors during their prep times, and are already not given enough time to do any of those with the two periods that they currently have. How can they possibly stay afloat with even less prep time?

Another thing I wanted to add is that most districts give SPED teachers/coordinators MORE preps than the average teacher, so this should be taken into account if we switch to this schedule.

SPED teachers/coordinators should not have same number of preps as regular teachers if their duties and after-school responsibilities are far more.

We are being asked to give up one of our two preps and we still will be required to sub in that. It will be difficult to set up labs, do lesson planning, run copies and grade papers. I am wondering if we can have at least one designated prep period to be able to do all this. Another option could be to treat advisory as the 8th period and still have two prep periods. In that case, we would be open to subbing.

I'd like to suggest a 7 period schedule that does not include block periods. 6th grade students really struggle to sustain focus for an 85 minute period. When teaching co-taught math, I have to break the period into chunked activities to help students stay focused. Within an 85 minute period this will require too many transitions. The students who will struggle the most with the extended time are those with IEPs and lower academic skills. This model works best for independent learners who are more able to sustain focus.

I wonder how, as a teacher, I will prepare for the block periods if I am repeatedly called to sub during my prep periods. I also wonder what a sub plan for an 85 minute period looks like - especially given students need transitions during such a long period and a sub may not manage that effectively?

I'd like to suggest that we count the advisory period as a class we are teaching as it is extremely important and therefore should not be discounted. That would mean the school still has an 8 period schedule and teachers get 2 planning periods out of an 8 period day (advisory being one of those classes)

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3/21/2024 19:34:21	██████████	██████████ <p>I wonder how SAI delivery will look if students opt out of taking Instructional Support.</p> <p>I wonder if the ELD/Instructional Support Class is really for the benefit of ALL students or is it really more beneficial for EL student in need of more intense interventions at the expense of small group instruction during a typical Instructional Support Class.</p> <p>I wonder what criteria is being used to permit certain students to opt out of Instructional Support. I would hope that a gradient with reading levels, behaviors and overall executive functioning skills has been developed to present to families and provide FAPE based on each individual's true LRE.</p> <p>I 'd like to suggest that the district think about how many more teachers will be required to successfully support these new classes. I wonder if there may be a change in the way the SAI minutes are delivered for those who choose not to take IS. Will there be a Special Ed teacher solely responsible for meeting with small groups and working on goals (like a pull out or push in) so that they will meet the minutes outlined in their IEP. WE all know that students in the current co-taught classes do not receive SAI minutes for those classes.</p> <p>I wonder how we can reduce the expectations for Special Education teachers. Some possible things to do is have them be exempt from the advisory classes and provide them an extra time to work with those students for progress monitoring, assessments, extra homework support.</p> <p>I wonder if the Special Education Teachers will be responsible for subbing for absent teachers.</p> <p>I wonder if the longer periods will truly benefit the students. At what point do their brains turn off and the teacher becomes a glorified babysitter who is monitoring their laptop usage.</p> <p>I'd like to suggest that at least one teacher be included on the committe that is a Special Education Teacher at Graham. (I would like to volunteer).</p>

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3/22/2024 11:41:47	ksmith@mvwsd.org	Smith	<p>I'd like to suggest that an important point to consider is the behavior, maturity and attention span of post covid kids. It's a radically different situation from what we've seen in years past. In my experience, our current demographic is not responsive to extended time periods for tasks while simultaneously requiring high engagement activities. This is not conducive in block schedules. This also requires specific and strategic planning from teachers which takes time. Individualized education plans take careful consideration of each of our students. Planning for 200 students individually in 6 classes takes time. Electives are mixed grade levels and serve the largest percentage of our student population inclusively. Aside from regular lesson planning that all teachers do, electives must physically manage innumerable materials. That takes time.</p> <p>I wonder without 2 preps and the relentless mandated subbing, how much more all teachers and specifically elective teachers will have to work outside the established contract hours. There is very little language in the contract that protects or supports electives. I wonder how to best serve our SPED students in 85 minute block schedules. SPED classes are small with many adults in the room to assist. These same students are placed in large numbers in large elective classes without the support required by law in actual SPED classes.</p> <p>I wonder how an advisory period will serve to enrich our students vs the hands on real life experience they receive in elective courses they choose.</p> <p>I wonder why each year that I've been at GMS we have been tasked with more duties and for various reasons, denied the time to do so. I wonder why GMS teachers are regarded as uppity when we are in fact...distressed. The onus of this distress is not of our making. We have worked tirelessly though change, through quarantine, through the behavioral aftermath of covid and through a rotating door of administrative role changes at GMS. So many of my colleagues leave in the double digits at the end every year when MVWSD pay is significantly higher than other districts. Uniquely this school year we lost 7 mid year. I suggest that this unfortunate trend is directly related to working conditions of losing prep periods and lacking proper support for our high need students and the undercurrent feeling of not genuinely having a voice in matters that we have expertise in.</p> <p>I'd like to suggest that an initiative for employee retention will be of enormous benefit to students and collective morale. Younger teachers are of a generation that wants to help but will not stay at a place where they feel hindered or disrespected. Nor should they. No teacher chooses civic duty for the riches. They choose to serve via moral compass as contributors to the community fabric and the future of America. I don't wonder what it would look like if we were given back the time we need and were regarded honorably. I know. Retaining 2 prep periods and solving the subbing issue can be done and will alleviate the distress allowing all to focus on what we set out to do. Serve the students. GMS has stable leadership now, and I deeply believe things can improve radically with the above suggestions and a familial approach. Please see fit to consider that diminishing our planning time, lowers stress, buoys a work life balance and all of that directly benefits our students. Thank you.</p>