

Four Levels of Action Research Section 81

Candidates will identify a problem or issue that is occurring at four levels within the classroom or school. Make sure your name is somewhere in the post!

VSEEGER APR 29, 2021 09:00PM

Describe a problem or issue that is occurring with a single student within your own classroom.

DANIEL GERHARDT SEP 06, 2021 03:12AM

Individual Issue

One student I'd like to discuss is a cello player in my lower-tiered high school orchestra. So far this year, he has showed no motivation for my class. This dates back to past years, when I had him as a middle schooler. In his 8th grade year, he broke his arm last year (and missed a lot of instruction). He also broke his bow and had to do without one for a long period of time (he was forced to pluck the strings, rather than bow). He recently attempted to transfer to another class, but waited too long and missed the Class Request Form deadline. Instead, he will need to wait until next semester to get into another class. Once he heard that, he has repeatedly attended without his instrument. While he has not been a distraction, he slumps over in his chair rather than trying to pay attention to what the rest of the class is doing.

ANONYMOUS SEP 06, 2021 04:15AM

Single Student - Tim Tutt

Of the 20 students I have in my second grade class, I have one student who seems to be severely deficient in reading, writing, and math skills. I need to benchmark her in reading and math, but from the class work I have seen after the first seven days, she can not count to 20 and she avoids written work at all costs as it is physically laborious, and difficulty with reading makes writing that much harder.

At this time, she is not receiving any additional services. I hope I can provide her with positive experiences and the help her develop the endurance and desire to be the best student she can be.

ANONYMOUS SEP 05, 2021 11:08PM

Single Student - CBartmann

I have a student who is new to the district. He demonstrates refusals throughout his day, but the antecedent to the target behavior or his triggers are hard to pin point. He will make noises or be annoying to his peers around him when he's disengaged in the learning. He is very passive and often does enough to get the attention of others but is not enough of a disruption to be sent out of class.

-Christopher

ANONYMOUS SEP 04, 2021 02:39PM

Caroline Riesenber

An issue that is occurring with an individual student is writer's block. Since the first three days of school, this student has not been able to generate a list of writing topics or write anything. He was guided to write narratives, opinions, or informational texts. He was given personalized instruction and conversation to encourage topics and given a starter sentence stem from myself, a learning coach, and the principal (when dropping by the class). He still has not produced any writing. I have talked to the learning support team as well as the counselor and we plan on inviting the parents to have a conversation.

ANONYMOUS SEP 03, 2021 03:58AM

Cheyenne Hontz

One problem that has been occurring with a single student in my class is sleep deprivation. It is very clear that he gets little to no sleep. He is a very sweet kid but has a lot of struggles that show signs of being on the spectrum (I am obviously unable to diagnose this but I am using my professional judgment from what I know as an educator). He is very high in math but barely knows his alphabet sounds and even some letters. He is always falling asleep on the floor or he will shut down if we are not doing math. I have provided wobble seas and fidgets but I also let him sleep at least a little bit during the day because he truly needs it. I have lately been letting him sleep during independent reading time because he just cannot read but I do not want him to miss anymore reading instruction than he needs to.

ANONYMOUS SEP 02, 2021 01:03AM

Taylor Woodward

One issue I am having with a specific student is with getting him to work on expected work and meet classroom expectations during his 1st hour class period. This student has no given accommodations, but demonstrates behavior that resembles the behaviors I see from students on IEP's for ADHD and Oppositional Defiance Disorder. The student shows difficulty with self-control of emotions and has verbal and physical outbursts. This student often argues and questions any comments or corrections of his behavior, even when a teacher is using non-verbal corrections such as proximity. This is an issue that affects other students in the classroom because they are very distracted and entertained by his behavior.

From what I've been told by past teachers and the notes SIT team has taken, this student has had these issues with behavior for many years, and parents have not been supportive of any measures taken to try to help him develop coping strategies for stress, or corrections to his behaviors.

ANONYMOUS SEP 01, 2021 04:00PM

Daniel Noud

An issue that I'm experiencing with a student in my classroom is that the student never engages in any classroom activities such as discussions or classwork. She only likes to doodle and draw in her journal. She also is timid and will never speak to her neighbors or me. Despite this, mom tells me that she enjoys my class and feels the safest in my classroom. I try to design activities that play into her strengths (I believe she is very artistic and prefers working with her hands when possible). For example, in my technology class, we discuss media balance and strategies to limit our media usage. To give the student buy-in, I had students work in teams to design a hypothetical app. The students chose features in the app that would help achieve media balance. For extension, she drew the app's design, such as its interface and logo. The said student did participate in the drawing part but still did not collaborate with her team. While this is progress, I believe there is still plenty of room for improvement on my strategies to engage her and participate.

ANONYMOUS AUG 31, 2021 06:47PM

Adam Dickmeyer

There is an issue with a single student in one of my classes. He will constantly be out of his seat. He will move and try to talk to people, even if they are doing their work. I have to tell him multiple times during class to get to work and stay focused. I am trying to get him to move away from his friends in my class and isolate him so he can focus on his work. Though this doesn't work since he is up and talking within a few minutes of me going to help another student. The only times I have seen him work in my class are the times his friends are absent or not in my class. He also has to be the center of attention and gets angry sometimes when other students answer a question addressed to the class.

ANONYMOUS AUG 31, 2021 01:25AM

Megan Finney-

A problem occurring in my classroom is with a single student. He is continuously not following directions, not staying in his assigned location, and distracting other students around him. It seems for the most part of my day I am trying to get him to have his body under control and repeating directions. It also seems like he decides when he wants to do something because there have been times that he will sit down and complete his work without all the reminders, but then other times he doesn't.

ANONYMOUS AUG 29, 2021 06:26PM

Ali Rucker - Single Student

A problem that has been constantly occurring with a single student within my own classroom in the first couple weeks of school include him being a constant disruption to the class and an unmotivated learner. Each class period, he enters the room and does not follow the classroom expectations. He spends the majority of his time trying to get others off task and is not motivated to complete work on his own. When trying to redirect him or work with him one-on-one, he instantly becomes defensive and does not want any adult help. He feels that the adults at the school are "out-to-get-him" and that he is not doing anything wrong. He has a rough home life so I keep that in mind as I interact with him each day.

AMY VEJRASKA AUG 28, 2021 10:27PM

Amy Vejraska -single student

We are only one week into our school year, but within the first two hours of our first day, I had a student who was throwing up all kinds of red flags. She immediately isolated herself from the rest of the class, and wanted me to move her desk away from others. When I questioned why she would want that, she said everyone hated her. We had only been in my room for a few minutes! I asked her to try sitting where I had her, and she complied, but continued with very immature behavior. She did not engage with her peers, had disruptive behavior during transitions and when I was teaching, and wanted to hold my hand and walk by me everywhere we went. That is not the usual 4th grade behavior. Upon looking at her records, she only has an IEP for speech, and also has been receiving math and reading intervention since 1st grade. She ignores me when she doesn't like what I am saying, and then cries and spins in circles if I continue to address her behavior. I am planning to take this information to our problem solving team, but in the first week I have already implemented some tier 1 behavior interventions like moving her seat closer to me, ignoring negative attention seeking behavior, and finding ways to help her engage with her peers. I would hope that I could get her to have more positive interactions with her peers, as well as more appropriate responses to me when being given a task.

ANONYMOUS AUG 27, 2021 01:15PM

Juli Higer - Single Student Issue

I am pulling from last year when I was in the classroom. I had a student that was unmotivated to do anything in the classroom. I asked for assistance from many different levels including my grade level team (they experienced the same issues), administration, and even district level administration. The student was someone that I casually knew from church, and I tried to make connections with him and talk with him during passing periods or when I was able in class. It was as if he would look straight through me and not even acknowledge my existence. It was a very trying time and we were and are all concerned for this young man's future. District admin tried to make connections to his interest in electronics and his future interests. Nothing seemed to help. This was a child that I "took home" with me regularly to try to process different ways I could make connections and help him be more successful.

ANONYMOUS AUG 27, 2021 12:05PM

Nathan Wallace - Describe a problem or issue that is occurring with a single student within your own classroom.

An issue that is occurring with a single student in my classroom is defiance from teacher instruction. This child struggles to take instruction and put it into action. When the class is given specific instructions to do various actions, this student chooses to not follow along. It is clear that this student is choosing to do so because they do not like to be told what to do. I have spoken with the parents and I got the sense that the parents do not tell their students no very often. This may be the reason that this student is struggling to accept instruction from an authority figure.

VSEGER AUG 16, 2021 04:55PM

An issue that is occurring with a single student in my classroom is emotional disengagement from school. This child went from a very engaged, hardworking student to disengaged between the first day of school and winter break. He started to refuse following directions, was very unmotivated in anything other than recess and started showing helplessness when it came to academics. I worked with his parents and our counselor to help me narrow down the issue. He would not share or talk with anyone about what was going on and claimed that he was fine. When talking with parents, we found out that there were some changes going on at home that may have caused this behavior.

Describe a problem or issue that is occurring with a small group of students within your own classroom.

ANONYMOUS SEP 06, 2021 03:57AM

Small Group - Tim Tutt

The pandemic, and the political fallout that has come from it - has created some unintended consequences in the classroom.

One of those is that seven days into the new year, I have three students who have been quarantined since school started. Two others have their students pulled out. As of last Friday, September 25% of my classroom has been absent, and there are no clear guidelines as to what I should do, as I've been told different things from my principal on different days.

It would be interesting to research what other districts in my metro area and in my state are suggesting, recommending, or requiring teachers to do to provide communication and instruction to these students as virtual teaching is not allowed to supplant face-to-face instruction at this time.

DANIEL GERHARDT SEP 06, 2021 03:12AM

Small Group Issue

In both of my 7th grade classes (typically 2nd-year players), I have a small group of students who have not played instruments before. This is because they took virtual classes last year and could not take beginning orchestra. The district said all students must be given the opportunity to try band or strings, so they got thrown in with all the other 7th graders, which now puts them a full year behind the other students.

ANONYMOUS SEP 05, 2021 11:07PM

Small Group -CBartmann

I work with a small group of students who vocalize daily that they hate reading. These students come to me every other day for reading intervention time. They are often are disengaged or lack confidence when working in the small group setting. I would like to find a way to increase their motivation and engagement toward reading, especially during their intervention time with me. I might even want to focus in on increasing student self-efficacy.
-Christopher

ANONYMOUS SEP 04, 2021 02:40PM

Caroline Riesenber

An issue that I have noticed with some of my 5th graders is wait time. I will begin giving them a handful of instructions and rather than listening to all of them, they listen to the first step and begin doing that. They then ask for the next set of directions or get distracted talking. I have instructed them to listen to all of the steps before starting, but this does not seem to help with some. I believe that they are eager to learn and move on to the next thing and do not realize they are slowing themselves down.

ANONYMOUS SEP 03, 2021 04:00AM

Cheyenne Hontz

An issue occurring with a small group of my students is the little to no knowledge with phonics or phonemic awareness. These students should know the sounds but my teammates and I have noticed we each have a group of students who truly cannot read and have no fluency what so ever.

ANONYMOUS SEP 02, 2021 01:04AM

Taylor Woodward

I am seeing a moderate sized group of students who are showing large gaps in math knowledge. These 8th graders who do not have Math goals on IEPs are testing at 5th grade level and below. This issue points to learning loss or lack of learning that needs to be addressed. I feel that these gaps go beyond Tier 2 intervention that we can tackle during dialy MTSS since we only have 20 minutes and those times are meant for us to intervene on current learning and identified through PLC work. We do not currently have a Tier 3 intervention for math.

ANONYMOUS SEP 01, 2021 04:00PM

Daniel Noud

An issue that I'm experiencing with a small group of students in my classroom is following the classroom expectations and procedures. As a result, they struggle to stay on task and socialize at inappropriate times. Another challenge is that they do not follow the current safety procedures that are put in place to keep everyone healthy and minimize transmission. For instance, they rarely wear their masks correctly and do not follow our entering/exiting procedures, such as wiping their work surfaces with sanitation wipes. To address this, I have tried having classroom discussions on why it is essential to follow the procedures and how it keeps all of us safe. However, this seemed to have little impact. I would rather have the students see the value of safety and not resort to disciplinary actions.

ANONYMOUS AUG 31, 2021 06:55PM

Adam Dickmeyer

There is an issue with a small group of student's on one of my hours. These students are low readers. They don't want to read the directions on the paper and then get distracted and talk to each other. They are distracting to other student's in class that have asked to be moved away from them. When I have spilt them up they don't want to do their work. They are constantly getting angry and my co-teacher and myself for having them read the directions and work their school work. When we talked to their parents, they told us their behavior at home is getting worse as well.

ANONYMOUS AUG 31, 2021 01:30AM

Megan Finney-

A problem occurring with a small group of my students is being able to complete work independently due to low reading levels. I have many students that are unable to read on grade level, which is preventing them to complete their assignments. This causes the issue of more direct instruction time and less individual and group work time. I want these students to be independent learners, but the reading is preventing them from working on their own.

ANONYMOUS AUG 29, 2021 06:29PM

Ali Rucker - Small Group

In my classroom, I like to begin class with a mini-lesson over a skill and then time to work with small groups or partners to practice the skill. When the students have time to work with partners or in small groups, I have a small group of boys within my class that tend to get off task rather quickly and struggle to make any attempt to complete the practice on their own without teacher direction. This has turned into a problem for me because I am then not able to help my small groups of students when my time is spent redirecting this select group of boys. I like to teach in small groups because I am able to help each student based on their level and understanding of the content but feel that I will have to move away from this model if I can't find a solution to this problem.

AMY VEJRASKA AUG 28, 2021 10:34PM

Amy Vejraska- small group

Each year, I have a small group of ELL students. We have a high ELL population in our district, and every teacher has at 2 or more ELL students. Last year, I had a group of 5 students, this year I have only 3. Every year I see that they struggle, especially with math story problems, and in the content areas of science and social studies where the reading level of difficulty is typically higher than grade level. I feel that these students do not have equity because we are not allowed to modify the math tests in any way because they do not have an IEP. Even though the ELL teacher tries to help. there are simply too many students, and not enough of him to go around. I feel that if they are failing math because they lack the ability to read English, how is that telling us what they really know about the math? I would like to look at the rules concerning modification of math testing for ELL students so that we can focus on the math and not the language barrier.

ANONYMOUS AUG 27, 2021 01:21PM

Juli Higer - Small Group

Again, pulling from last year ... within a class period I had last year there was a group of three to four girls that regularly felt that they were targets in the classroom. They felt like they were "picked on" by me and my desire to help them and encourage them to work in the classroom. The group of girls had varying degrees of mathematical ability, but with effort they all could have been

successful in the classroom. I tried various ways to connect and encourage learning. I separated them physically in the classroom, hoping that they would not be distracted by the others, that didn't help, so I tried to sit them in proximity to each other -- thinking that they might ask questions of each other and work together. That was unsuccessful as well. One of the students I was able to break their shell a bit and connect with them on a personal level. She shared her difficulties at home and I shared with her my concern of her lack of interest at school and not using her abilities as well as the problems at home. She worked better for me once we established a connection, however, she was still pulled off task and had a hard time not being pulled into off task behavior or not completing expected work due to peers.

ANONYMOUS AUG 27, 2021 12:05PM

Nathan Wallace - Describe a problem or issue that is occurring with a small group of students within your own classroom.

One problem that is occurring with a small group of my students is engagement in class material. If we are working in small groups in my class there is one group of students that struggles to stay on task during their group work time. Instead of working on the activity or exercise they choose to sit and talk to each other about various things unrelated to class. I have tried regrouping the students but there always seems to be one group that has this problem. I would like to try new structures in my lesson that will help these students stay more on task.

VSEEGER AUG 16, 2021 04:55PM

A problem occurring with a small group of students in my own classroom is wait time. If we are working on a multi-step problem, like cutting out letters and matching, and they finish before most, they are ready to do something else right away. They are so eager to learn, and the Kindergarten curriculum that is on level for everyone else, is much too easy for them. Since it is not appropriate instruction, it can then become a behavior issue.

Describe a problem or issue that is occurring with your classroom of students.

ANONYMOUS SEP 06, 2021 04:32AM

Large Group - Tim Tutt

During the first seven days of the new year, my students and I have been going over routines and expectations. I also have been doing some benchmarking from the work that has been completed. Even though I have reading benchmarking to complete, I can tell that the questions I'm considering for action research on number sense, addition fact fluency, and/or automaticity would make for a great project for my Capstone seminar.

I have 20 students, five were absent when I gave a 60-second addition timed test as a baseline. The unannounced goal was to answer 15 or more problems, which is also a district standard for second grade. With five not taking this time test, only two people could answer 15 questions. How many of those who didn't make it not have the number sense needed to understand that addition is counting up? How many have the needed number sense, but just need practice? The action research I'm considering would hopefully answer these questions, and lead to increased outcomes.

DANIEL GERHARDT SEP 06, 2021 03:21AM

Class-Wide Issue

One big issue I'm having with multiple classes is that students do not turn in homework on time (if at all). On average, I probably only have half of my students turn homework/ playing tests in on time, another 30-40% turn in their work a day or two late, and the rest don't turn it in at all. I would have to guess that since Orchestra typically is all about performance and practicing outside of class, students aren't used to true Orchestra homework, and will quickly forget to do it.

ANONYMOUS SEP 05, 2021 11:07PM

Classroom - CBartmann

I don't have my own classroom of students as a special education teacher. I do have a homeroom roster of 7th grade students that come to me for 26 minutes a day. They're both general education and special education students. Currently, the students come in and just kind of do whatever. I would like to provide more structure to this time, incorporate 21st century skills, and meet the unique needs of this particular group of students. The needs of the students vary as they all want to do different things, such as: study hall, free time, go outside, play games, and so on. I am hoping to find a way to make the most out of this time and still provide them with what they need.
-Christopher

ANONYMOUS SEP 04, 2021 02:40PM

Caroline Riesenber

After six days of school within my fifth year of teaching, I have noticed that my current group of fifth graders are considerably talkative. The school I am at focuses on positive reinforcement and we have created our class expectations together. The talking is an issue during instructional time, especially when their peers are asking or answering questions. I am new at my school this year and was "warned" about the talkative culture from other educators. To some, it seems to be a norm to get used to while to others, it appears to be their biggest complaint. I am not an educator that requires a quiet classroom by any means, but I do expect respect, including listening to others. Within the first six days of school, I have had students ask questions about the

directions given to them that were talking during the directions. Additionally, I have had students ask content based questions that were previously discussed. With that being said, I believe that talking is hindering instruction and learning. I do believe it is the majority of the class rather than a small group of students. This could potentially be the "school level" problem as well but that is based on other teacher's comments rather than my personal observation.

ANONYMOUS SEP 03, 2021 04:03AM

Cheyenne Hontz

The issue that is occurring with in my classroom is the lack in following directions. My class struggles with this so much and it is never ending each day. I have tried so many different things but it has only been 2 weeks so I keep changing it when I notice it does not work. I want my students to be successful but it is difficult to help them do this when they take over ten minutes to do anything I ask them to or transition to the next thing.

ANONYMOUS SEP 02, 2021 01:04AM

Taylor Woodward

In my classroom, I'm seeing a majority of my classes struggle with cooperative learning. This year we adopted a new curriculum that leans very heavily into cooperative partner, group, and whole class discussion and learning tasks. Although their previous teachers have definitely done SOME cooperative activities, my classes have shown a great deal of difficulty adjusting to this style of learning in the math classroom. Many students want to just hurry along and do the work themselves, while others just seem lost at where to start. One thing I've tried is assigning roles, but most students don't end up actually doing the job of the role they were given.

ANONYMOUS SEP 01, 2021 04:00PM

Daniel Noud

For one of my math intervention classes, the entire class is significantly behind their peers. They are even considerably behind my other math intervention classes. They are challenged to complete simple fundamental operation problems. Our math action team has written a new curriculum for our math courses, but these students need to revisit 3rd/4th grade standards. I will need to discuss with my math curriculum action team how I can best promote growth and learning for these students. I do not see the current curriculum that's in place being effective as it will be too advanced for them.

ANONYMOUS AUG 31, 2021 07:05PM

Adam Dickmeyer

There is an issue with one of my classes. They students can get off task very easily and love to talk even when I am not talking. Even when I stop to take a drink of water. As a result of this, they are now behind all the other hours. I have tried many different tactic's to stop them from talking. They often get upset when they are punished for their talking and being off task. Many of them also blurt out answers and get upset when I ask them to raise their hand. I will be trying an few to strategies in the coming weeks.

ANONYMOUS AUG 31, 2021 01:36AM

Megan Finney-

A problem I have with my classroom of students is blurting out during lesson time and work time. We lose instructional time because of all the interruptions. I am constantly "calling attention". It seems no matter what we do, they cannot stop blurting out. With the majority of my students being so low, it is really important that they are able to follow along during lesson time and be engaged, but the blurting out all the time is preventing effective instruction.

ANONYMOUS AUG 29, 2021 06:32PM

Ali Rucker - Classroom

A problem that is occurring within my classroom of students is their lack of proficiency in reading fluency. As 6th graders, each of my three sections are below grade-level on proficient fluency skills. The majority of students lack the ability to read a text fluently aloud and then comprehend what they are reading. Because they are not fluent readers, they are also struggling being able to comprehend what they read aloud. Since we are just starting our year, I want to work with my three sections of 6th graders to help them improve their reading fluency which in turn, will help improve their comprehension.

AMY VEJRASKA AUG 28, 2021 10:40PM

Amy Vejraska- classroom

My classroom is student centered, and each year, most of the students who enter my classroom are not used to this type of freedom in their learning. As a class, I take a lot of time at the beginning of the year getting them into the right frame of mind so that they don't just do what they think I want them to do, but start to ask their own questions about a topic, lead their own research and find their own strategies for solving problems. I would like to know more about when and why the students who come into my room are afraid to think outside of the box. I wonder at what point in the school setting did they lose their curiosity? I want to ask them to help me create an easier and faster transition into my classroom setting for them, and future students.

ANONYMOUS AUG 27, 2021 01:28PM

Juli Higer - Classroom

One problem that has been continually an issue with many of the hours of my classes is not completing practice work outside of the classroom. I have tried a variety of ways to help my students see the necessity of completing practice work. I don't assign much work outside the classroom, but I do feel that for math they need time to practice the work on their own to see if they understand and can be successful. I tried to flip my classroom for a time with mixed success. Some students found that they appreciated watching a video instead of work on their own, but I still didn't have all participate, so I had students come to class that were not ready to review and practice because they hadn't watched the instructional video. I, as a result, had students at wildly different levels of preparedness with new skills. I conducted surveys of students for their "why" or how they preferred the classroom to be ran. Most didn't want to do anything outside of the classroom. I did try that too, which forced me to narrow my priority standards even more than they were. I feel like it took my frustration away from not having students do things outside of the classroom, but reflecting upon my classes overall, I don't feel it was what was best for the whole of my students. This is something that was a problem for ME last year, but something that was a department issue at the middle school as well.

ANONYMOUS AUG 27, 2021 12:06PM

Nathan Wallace - Describe a problem or issue that is occurring with your classroom of students.

One problem that I am seeing in my classroom is that most of my students are very hesitant to sing out with their full voices. For a lot of them my class is very new. Most of my students are 6th graders who are new to middle school. Coming from elementary school they were not expected to sing confidently and in parts. Now in middle school I am trying to help them understand that there are new and higher expectation for choir. I have talked to each of my classes about this idea and most of them have responded in a shy way. I would really like to work on exercises that help give them the tools they need to be successful while also building their confidence in their singing abilities. I believe that if these two things are accomplished then they will be more successful in my class.

VSEGER AUG 16, 2021 04:55PM

While I do have a very small handful of students who enjoy independent reading, most of my students struggle to engage in independent reading. My students tend to struggle with choosing books for independent reading, and do not seem to have a love of reading. They seem to be reading out of obligation or to complete an assignment. Students also struggle to track independent reading or offer meaningful responses to their reading. I am trying something new this year with independent reading, and I would be interested to evaluate the impact of the new strategy on student engagement.

Describe a problem or issue that is occurring school-wide.

DANIEL GERHARDT SEP 06, 2021 03:14AM

School-Wide Issue

The most timely issue here is that there are many students who do not wear their mask properly. Our district had a mask policy last year and reinstated it this year, so all students are aware of it. However, I have to remind classes many, many times to pull up their mask. It is worse in the hallways, when kids aren't even trying to sneakily have their masks down. Some kids move the whole thing below their chin and ignore teachers when they are asked to pull them up. This could be because of how their parents view masks, that the student just doesn't like wearing the mask, or because school is probably the only place they are required to wear a mask.

ANONYMOUS SEP 06, 2021 02:53AM

School Wide - Tim Tutt

The newest round of the COVID-19 Pandemic is hitting our school hard in the 2021-'22 school year. Our contract day goes from 7:15 a.m. - 3:00 p.m. One of the effects of the pandemic this year is that, for the first time in my 33 years of employment, our district is in dire need of bus drivers, and many routes are unassigned, leaving current drivers to double up their route load.

This shortage of drivers has led us to having students in our rooms from 7:20 to 2:55. Any change of transportation plans will lead to extended time. On top of that, our principal has insisted that four out of five of our planning periods per week are structured PLC meetings, leading us to only have 10 minutes a day for individual planning four days a week, and 55 minutes one day a week.

If there were any action research questions that I would want to devise from this dilemma, two of them would be "How does a lack of planning time during the work day affect the quality of instruction?" "How much additional time out-of-contract are teachers using to supplement their planning and instructional practices?" As a union rep in my building, these would be good questions for their research in making for better working conditions.

ANONYMOUS SEP 05, 2021 11:06PM

School-Wide -- CBartmann

A problem I see that is occurring school-wide is that educators aren't making data-informed decisions. They are making assumptions or listening to others instead of looking at the data available. There's ISASP data available, yet the teachers don't seem to know what to do with the data or how to use it to best inform

their decisions.

-Christopher

ANONYMOUS SEP 04, 2021 02:40PM

Caroline Riesenber

Due to being located in the Cayman Islands and having a partially outdoor campus, we have a mosquito problem. However, the mosquitos are definitely in higher concentrations on campus than most other places on the island. Campus is located next to mangroves and a canal which could be contributing to the mosquito problem. This is a problem for the health of all in the school. Additionally, it takes away from recess time for the students.

ANONYMOUS SEP 03, 2021 04:05AM

Cheyenne Hontz

A school wide issue I have noticed is the lack in participation, communication, or involvement with the parents of our students. Unfortunately, my district has a majority of free or reduced lunch rate and they go through a lot of difficult things that no adult should even have to deal with. Their are some amazing parents who are involved in their students work and everything that is going on t school, but majority of our parents are not involved.

ANONYMOUS SEP 02, 2021 01:04AM

Taylor Woodward

In our school, our students seem to really be struggling with emotional regulation and positive relationship building/communication with each other. Although we are only 9 days into the school year, we are seeing a large amount of students struggle with voicing frustration and managing impulsivity well. We've had many verbal and physical outbursts and altercations. I can think specifically of our 8th grade students at lunch - they've been having a very hard time choosing seats where they will be nice to the people they're sitting near. We feel like there is a huge social-emotional development gap that needs to be filled on display here.

ANONYMOUS SEP 01, 2021 04:01PM

Daniel Noud

A school-wide issue that is taking place is at my school is a lack of elective courses offered for our students. This is a problem because I have students that take my course every semester of their middle school experience. It is challenging because I'm pressured to differentiate for them, but it is challenging to engage students who have not taken my technology multimedia course. Students that retake my class become disengaged because they have already seen the content before. If we can offer another elective course, that would free up space in my classroom while

providing students with new learning opportunities. I also would like to write a curriculum for an advanced technology class. The only dilemma is that I can see students getting placed in the advanced course without previously taking the initial course.

ANONYMOUS AUG 31, 2021 07:20PM

Adam Dickmeyer

There is an issue in the school that is very concerning. The reading fluency of most students is very low. This causes them to hate have to read in class. While I was doing popcorn reading in my advanced class, I noticed that many of the students still struggled to read out loud. This was concerning for my as a teacher. I paid more attention to the students after that. Many don't often read directions or get off task do to not wanting to read. Even reading a science article of their choosing is hard for some students. While they knowledge of words themselves are good, they don't care to understand how some are used in the sentence. In the first two weeks I have been asked many times "what does this sentence mean." After the sentence is read to them, they seem to understand it more.

ANONYMOUS AUG 31, 2021 01:43AM

Megan Finney -

An issue that is occurring school-wide is having all teachers using the district curriculum effectively. We have a rigorous math curriculum that I believe is really good, but because it takes a longer time to implement and is more rigorous for the students, teachers are having trouble with it. There is also an issue with using the reading curriculum. Some teachers are using one source and some are using another, which means it is not universal throughout the school. There is also a specific reading program which is taught during small groups and not all classrooms are receiving that instruction. This means not all classrooms are universal and some are missing out on quality instruction.

ANONYMOUS AUG 29, 2021 06:35PM

Ali Rucker - School-Wide

A problem that is occurring school wide is the lack of motivation to be successful readers. From 5th through 8th grade, students in my building have been showing our staff the disinterest in reading. Because of this, we have seen a decrease in reading, comprehension, and fluency proficiency. Students are beginning to become defiant when asked to read in class - whether that be an independent reading book of their choice or a text that has been chosen for them to read. I am constantly trying to find new strategies and ways to increase my students' awareness of the importance of reading and provide them authentic opportunities to practice their reading skills in their everyday lives.

AMY VEJRASKA AUG 28, 2021 10:48PM

Amy Vejraska- schoolwide

One problem that I have seen for several years in my school is poor attendance. We have a large transient population, and high free and reduced lunch percentages. Many of our students live in motels, and parents do not have reliable transportation. Students who miss the bus to school have no way to get there, and school seems to be less of a priority for students and parents. The impact this has on academic achievement school-wide is evident from anecdotal teacher records, to formative and summative assessments and NWEA and MAP testing data. The past year of COVID was of course one in which we were not tracking attendance data, but this year we are back to some of our school funding being tied to attendance. We have had attendance clubs and incentives for students in the past, with mixed results. I feel that a one on one mentor would give these students a connection to the school, and I would like to try and implement such a program.

ANONYMOUS AUG 27, 2021 02:03PM

Juli Higer - School Wide

As I step into a new role as instructional coach, I feel like I will be made aware of even larger school-wide issues. I am going to report of TWO different school wide issues: one academic and one regarding personnel.

Something that I feel has been an issue from when I was teaching at the elementary level is using our curriculum resources with fidelity. My passion is math, so I choose to focus on that specific resource. Nearly nine years ago (I think) we adopted a new math series that was intimidating to teach as a teacher. It challenged you to think in a different way and teach the WHY not just the HOW. Parents didn't like it -- they felt like the "new math" was dumb and didn't see the big picture. I stuck with it, and truly felt like after we struggled together my fifth graders did have a stronger foundation and a better understanding as to why we used a reciprocal when dividing fractions or had a better grasp of ten-ness than before.

As an instructional coach and after working with curriculum this summer with elementary teachers I feel that we need to be intentional with using our new resource with fidelity. Our test score indicate that our students need foundational work. I truly believe that students who are instructed as the resource indicates we will see success. As an administration team, I feel it is

important that we come together and clearly state our expectations and follow through with common assessments, fidelity of teaching with the resources, and vertical conversations to help unfold WHY your grade level is teaching and exploring the way that they are versus the "traditional" learning style.

An issue that we are experiencing district wide is recruitment and retainment of quality teachers. I feel like this is an issue that we can address to some degree and need to analyze why students are leaving the district and what we can do to better support them, especially our new to teaching and new to the district teachers. We have some pieces in place to support our new teachers, but I feel like we need to analyze our practice and refine our work to best suit our needs as a district as well at the teachers we hire and those we ask to be mentors. This year we have three (I think) teachers of record. These young and brave souls are taking on student teaching and their first year of teaching at the same time. Additionally, we have a number of new teachers and/or new to our district this year. It is my desire to retain teachers to build upon a foundation for teachers and students alike.

ANONYMOUS AUG 27, 2021 12:06PM

Nathan Wallace - Describe a problem or issue that is occurring school-wide.

One problem that I am seeing school wide is with cell phones. Our school policy is that cell phones must be turned off and stored in lockers throughout the school day. Recently I have noticed that students in all classes have been sneaking in their phones and using them at inappropriate times. I have discussed my concerns with the other teachers in the building and they have shared my same thoughts and opinions. The main issue with cell phones is that students are constantly tempted to look at them and play on them. This distracts from the learning process.

VSEGER AUG 16, 2021 04:55PM

A school wide issue we are dealing with right now is getting our virtual students to attend classes and finish assignments. Most of our students that decided to go virtual were the same students who struggled in school. Its hard to get them to work when they are at home. They make it look like they are working but you can tell that they are not paying attention fully.
