



Teacher Survey

What are strengths of the District?

The document highlights numerous strengths within Pearland ISD, particularly in the areas of **organization of content and rigor, communication, and leadership**:

1. Organization of Content and Rigor:

- The district provides a well-organized scope and sequence for various subjects, ensuring that teachers have clear guidance on what to teach and when.
- Teachers appreciate the district's focus on academic rigor and providing curriculum resources that align with TEKS (Texas Essential Knowledge and Skills), which helps them deliver high-quality instruction.
- There is strong support from the Curriculum and Instruction (C&I) department, which is recognized for helping teachers implement strategies and ensuring alignment across schools and grade levels.
- The district emphasizes high standards for student learning and provides resources to help meet these expectations, especially in subjects like math, science, and reading.
- Teachers feel supported in implementing rigorous lessons while having the autonomy to adapt their teaching styles.

2. Communication:

- Communication within the district has improved significantly, with Mr. Berger's leadership being credited for fostering better inclusiveness and visibility.
- The district uses various channels, such as video messages, social media, and regular updates, to keep staff, parents, and the community informed about important events, achievements, and decisions.
- Teachers and staff value the district's transparency and openness in sharing information, particularly around professional development, training opportunities, and district-wide initiatives.
- The district encourages collaboration and input from teachers, promoting a culture of open communication between administration, teachers, and parents.

3. Leadership:

- Mr. Berger, the superintendent, is widely praised for his visibility, communication, and commitment to inclusivity and diversity. His leadership has strengthened the district's community outreach and internal communication.
- The district's administrative support, both at the campus level and district-wide, is highlighted as a key strength, with administrators providing strong guidance, support, and autonomy for teachers.
- There is a sense of teamwork and collaboration across the district, with many praising the efforts to celebrate successes and involve teachers and staff in decision-making processes.
- The district is committed to continuous improvement, regularly soliciting feedback from staff and making efforts to improve instruction and student outcomes.

Overall, Pearland ISD is described as a district that values organization, academic rigor, and clear communication, underpinned by strong leadership and community engagement.



Teacher Survey

What are areas of improvement for the District?

The document outlines several areas for improvement in Pearland ISD, with feedback from educators on issues they face daily. Key areas highlighted include:

1. **STEM and Early Intervention:** There is a strong desire for more STEM education at the elementary level and better early intervention programs, especially for K-1 students struggling with foundational skills like letters and numbers.
2. **Curriculum and Resources:** Teachers express a need for more comprehensive curriculum support, particularly in English Language Arts (ELA). They call for better resources for struggling readers, decodable texts, and improved phonics instruction for students with low literacy skills. There is also a desire for more accessible math and science materials and for updated Social Studies resources.
3. **Special Education and Behavior Programs:** Teachers note that the special education programs, including Behavioral Support Initiatives (BSI) and inclusion, are lacking and require additional support staff and intervention programs at all grade levels.
4. **Technology and Equipment:** Teachers report insufficient technology resources, particularly for students with accommodations like text-to-speech and language support. There is a need for updated equipment and better access to instructional technology.
5. **Professional Development:** The feedback emphasizes the need for more valuable, relevant professional development tailored to teachers' expertise and needs. Teachers also seek more autonomy in choosing professional development opportunities that align with their individual growth.
6. **Support for Teachers:** Teachers are concerned about burnout, noting that they are overworked due to the lack of sufficient staffing, particularly interventionists, coaches, and instructional facilitators. They call for stronger discipline policies, more support for classroom management, and better alignment between central office expectations and classroom realities.
7. **Salary and Compensation:** Many teachers highlight concerns about salary, feeling that pay is not competitive with neighboring districts and does not adequately reflect their increasing responsibilities.
8. **Communication and Administrative Support:** Teachers note a disconnect between campus administrators and central office policies, asking for clearer communication, especially regarding curriculum changes, discipline, and instructional expectations.

These improvements aim to reduce teacher burnout, enhance student support, and improve overall educational outcomes across the district.