

Faculty Rep Report
March 26, 2026
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March saw an unusually high number of staff members come to talk to me in person as well as fill out my anonymous feedback form. Many teachers are frustrated.

First, a bit of positive feedback:

- This year's middle schoolers are better behaved and more engaged in classrooms than in past years. Yay!

Concerns clustered around several topics, most of which fall into the broader themes of communication, transparency, and administrative follow-through.

Professional Development This Year

- Many teachers feel frustrated and disengaged from this year's PDs due to lack of relevance and buy-in.
- AMSA used to have more teacher-driven PD, which felt more meaningful and connected to actual classroom practice.
- The Continuous Improvement "fishbone" process felt time-consuming, unproductive, and increasingly pointless.
- Teachers were told early on that the process was not intended to lead to actual implementation of their ideas, making the activity feel symbolic rather than substantive. Many felt their time was not respected when they were asked to complete tasks that resemble busywork while already managing significant instructional responsibilities.
- Follow-up emails describing the sessions as "successful" felt disconnected from what teachers actually experienced and further eroded trust.
- There is no sense that the training will lead to any real improvement at the school despite the stated goal of continuous improvement.

Change in Requiring the Faculty Representative to Submit a Written Report Ahead of Time

- Note: this is feedback I received from others, not from me personally
- The board's new system reduces meaningful teacher voice and signals that honest, constructive criticism is less welcome.
- Added restrictions on how teacher representatives can submit feedback create unnecessary barriers and distance the Board from classroom realities.
- If the report is not read ahead of time by Board Members as intended, will it appear that the Board is not listening to faculty concerns?

Concerns in Athletics

- The athletic department has been disorganized all year, with repeated issues such as missing buses, incorrect dismissal information, and poor communication.
- There is widespread concern that recent coaching changes are bringing in outside individuals based on personal connections rather than merit, which feels misaligned with AMSA's values.
- There is a reliance on text messaging instead of email which raises concerns about professionalism, transparency, and accountability, since communication becomes difficult to document or verify.
- An internal candidate lost a coaching position without clear reasons or a chance to improve, fueling a sense that teachers are undervalued as community members. There is currently no formal/official system for evaluating coaches.
- Rumors and distrust are growing between staff and the athletic department, contributing to low morale.
- Teachers already accept lower pay to work at AMSA, and feeling disrespected pushes strong educators to leave. We recently lost a long time valued staff member as a result of a coaching personnel decision.
- There is concern that athletics is being prioritized over academics, which contradicts the school culture teachers want to preserve.

Concerns About Additional Tasks Asked of Teachers

- Recent procedures for identifying failing students and determining extracurricular eligibility felt rushed, inaccurate, and duplicative of systems (like the 24-hour availability of PowerSchool gradebooks) already in place. Application of the procedure is inconsistent even where the process seems like it should be clear.
- The overall workflow places additional burdens on teachers instead of establishing clear, centralized administrative follow-through.
- Communication and follow-through on essential administrative tasks, including parent outreach for students at risk of retention, need to be handled at the administrative level rather than pushed onto teachers who have already fulfilled their grading responsibilities.

Financial Payments

- Several teachers who are club advisors are frustrated at the lack of the ability to collect money in a digital format such as Venmo.
- Students rarely carry cash nowadays. This generational change has made fundraising extremely challenging.

- There is hope that the finance committee can work with the business office to develop a workable system to collect money at the point of sale with a phone. Bake sales, ticket sales, donations, etc.
- One advisor even suggested that running events without this has become so difficult that they are considering not advising clubs anymore. If this happens, students will lose out.
- Teachers are aware that a digital payment system will take a cut of payments. This cut is worth it because the money generated will more than make up for it in additional sales.
- Digital payments are also less risky than students handling cash that is difficult to track each transaction.
- It's 2026, we need this tool.

Other Concerns

- There continues to be feedback that the lower school reading program is not effective. Proposed fixes for the future might not address the concerns teachers are seeing in the classroom.
- There are also concerns that the ED has shared personnel decisions with people who should not be privy to that information, leading to hurtful revelations and gossip.

As always, this report is offered to inform the board of general faculty morale and concerns, not necessarily to request action. I recognize that some of the concerns raised are operational and not within the purview of the board