

Results of the
2015-16 Bastrop Federation of Teachers
Survey of Employee Satisfaction

Survey date: Nov. 5 – Dec. 6, 2015

Responses: 335

Presented: December 2015

Presented by: Rebecca Bennett, President, Bastrop Federation of Teachers

The Bastrop Federation of Teachers conducts a Survey of Employee Satisfaction each year as a service to BISD and its employees. The purpose of the survey is to identify what is working well in the district as well as the areas that need improvement. This goal is in line with BFT's mission, which is to improve pay and working conditions for employees and achievement for students.

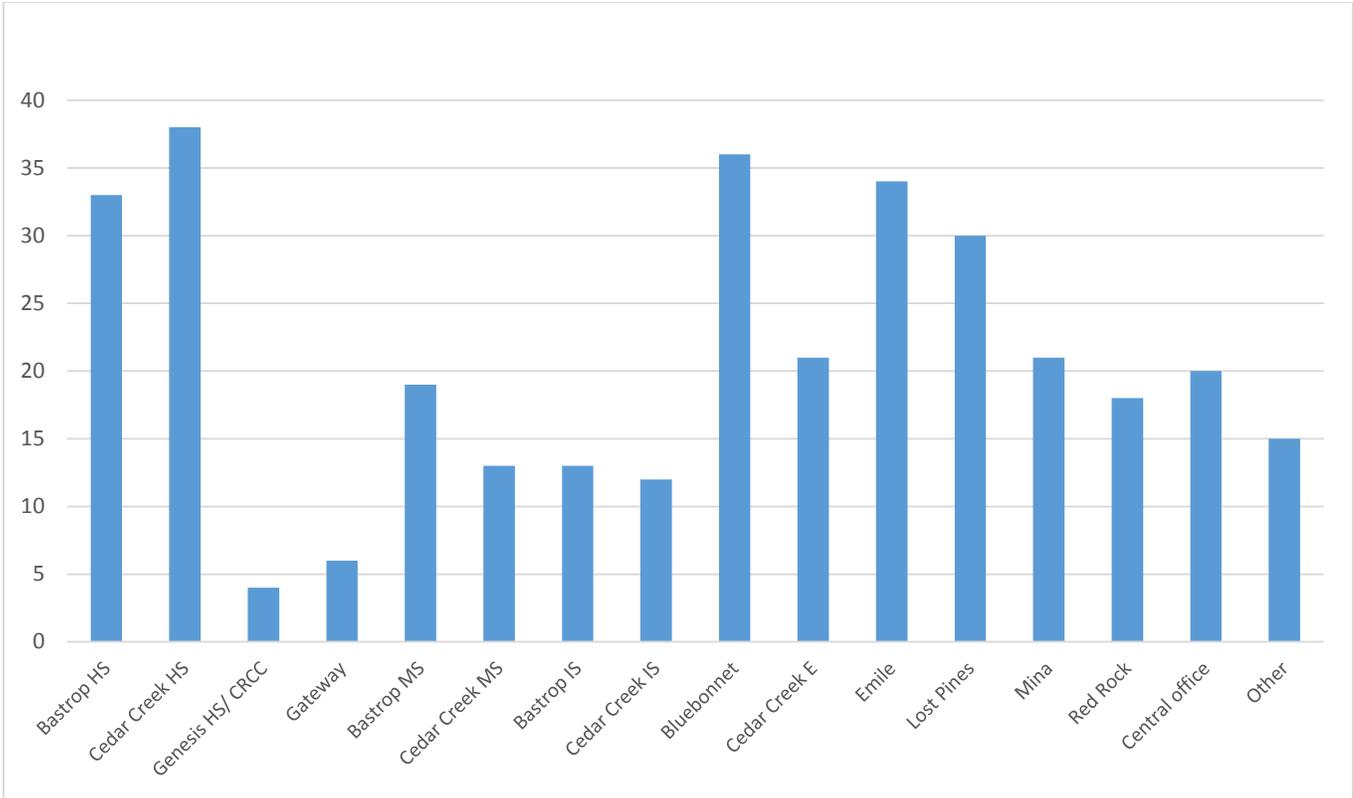
The first set of charts reflects the district-wide results of the survey. Following that are results by campus for campuses with 20 or more employees responding. Finally, results for teachers and coaches are reported for two areas that BFT has identified as needing more attention: paperwork and planning time. Over the past five years, the amount of paperwork required of teachers has grown tremendously while planning time has been cut. Many teachers are feeling overwhelmed. BFT appreciates that the board has identified improving teacher workload as one of their goals. The Survey indicates that the board and the administration still have more work to do in this area.

For simplicity, options that were not selected by any respondents and the options N/A and No Response are not reported in the results.

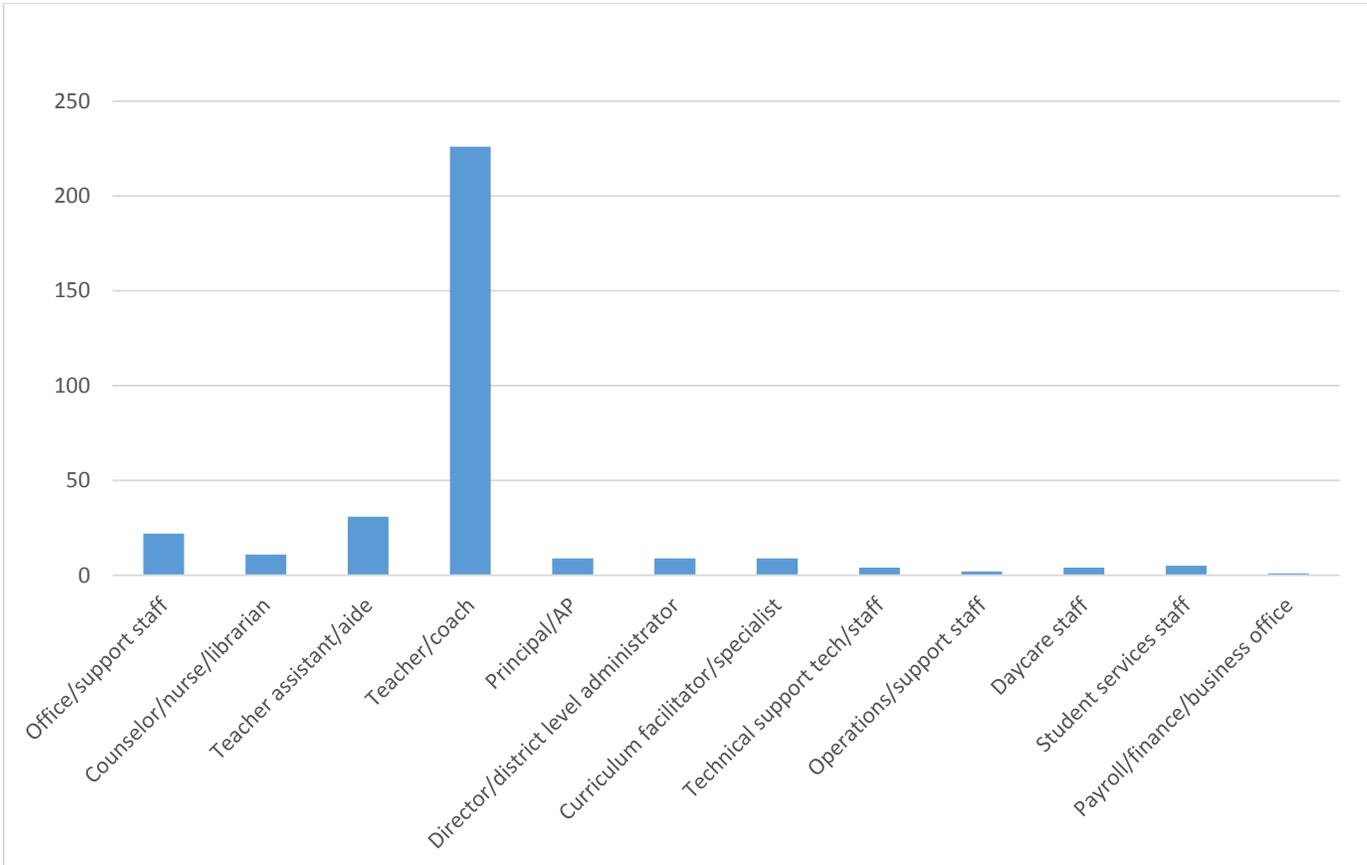
Questions about the survey should be directed to Rebecca Bennett, rbennett@bisdtx.org.

DISTRICT WIDE RESULTS

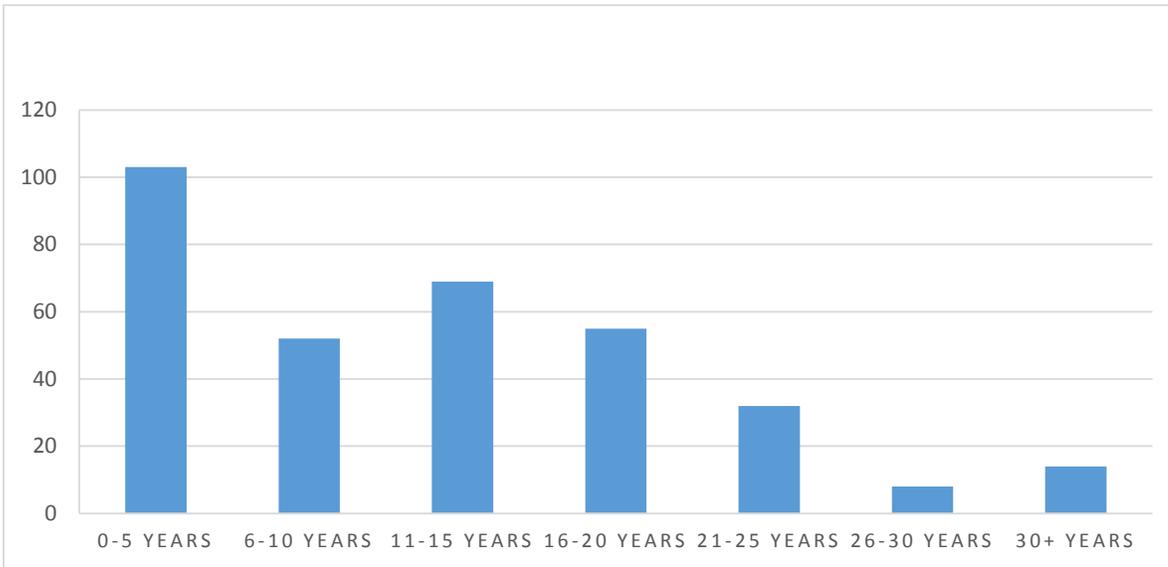
Where do you work?



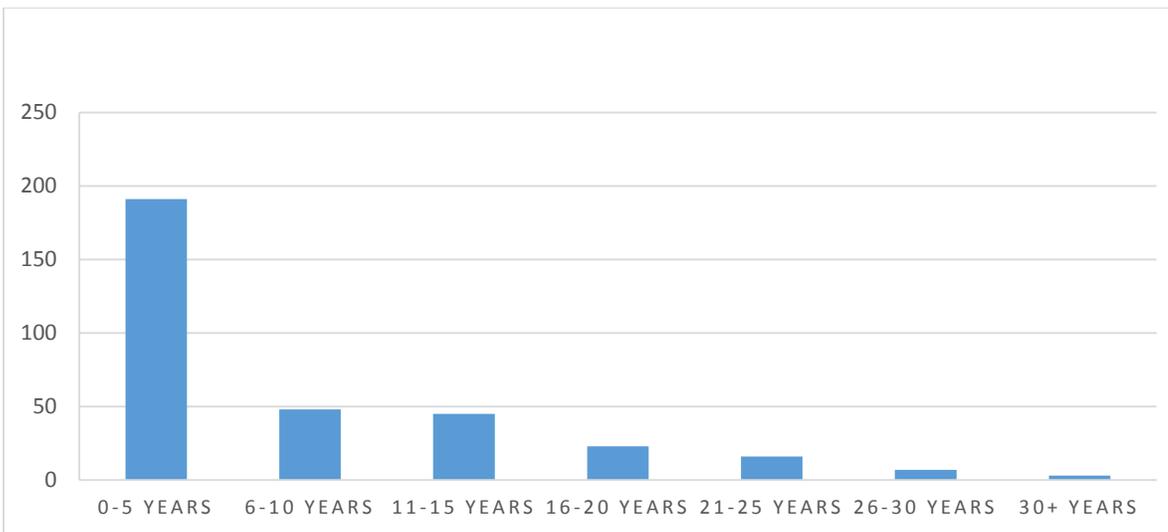
What do you do?



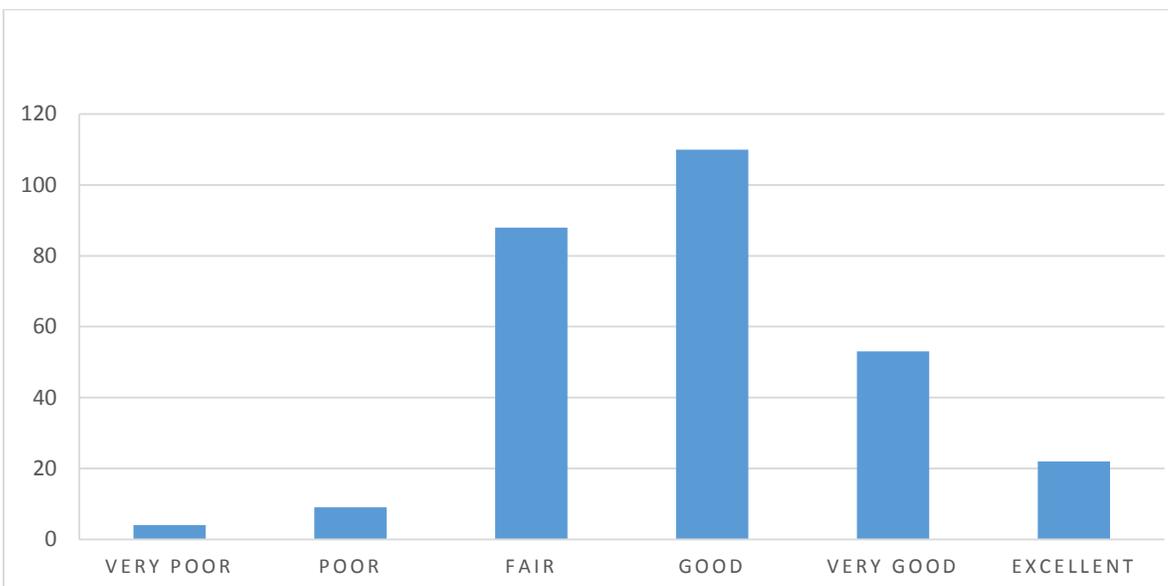
How many total years of service do you have?



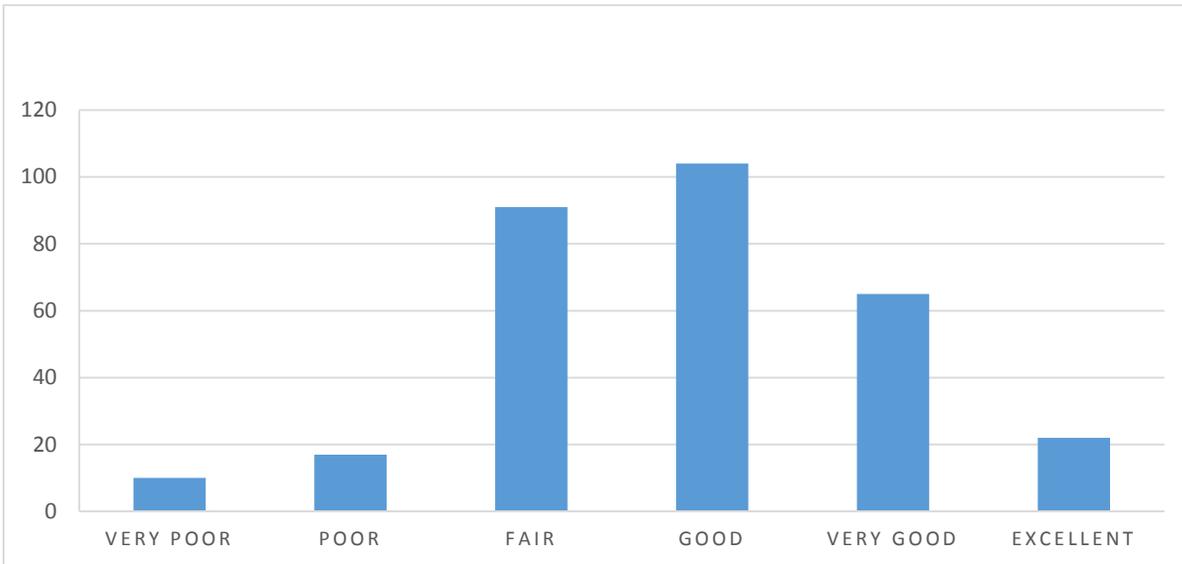
How long have you worked for Bastrop ISD?



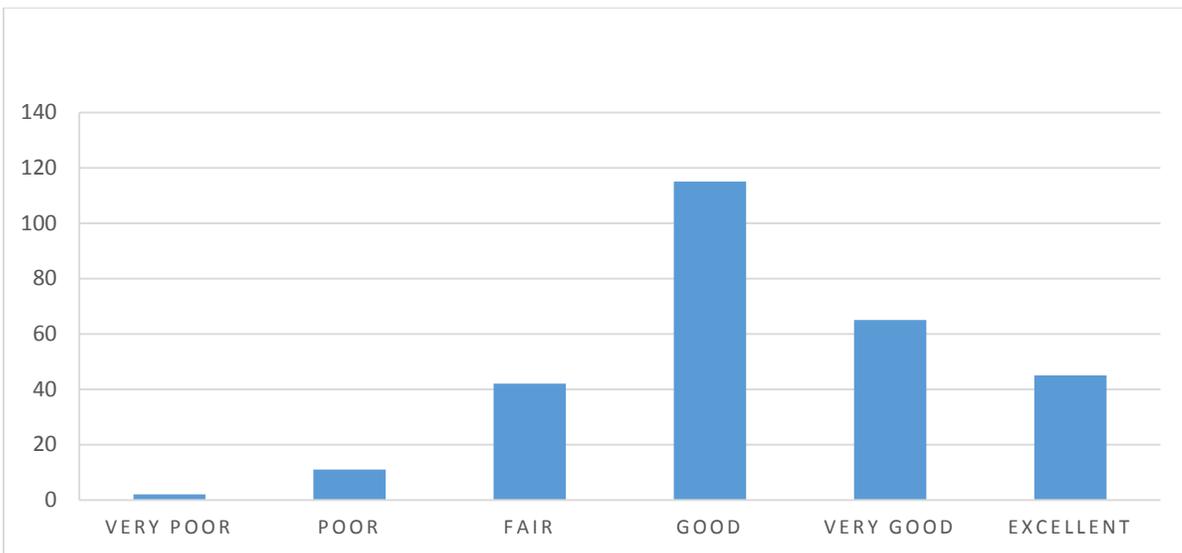
Over the past year, how would you rate the job performance of the school board?



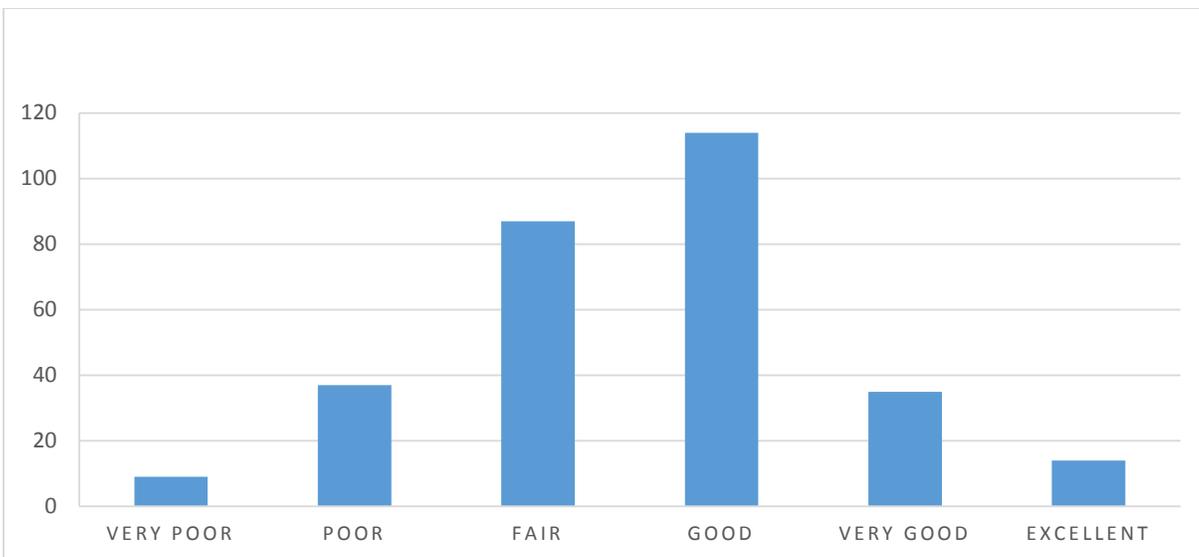
Over the past year, how would you rate the job performance of the superintendent?



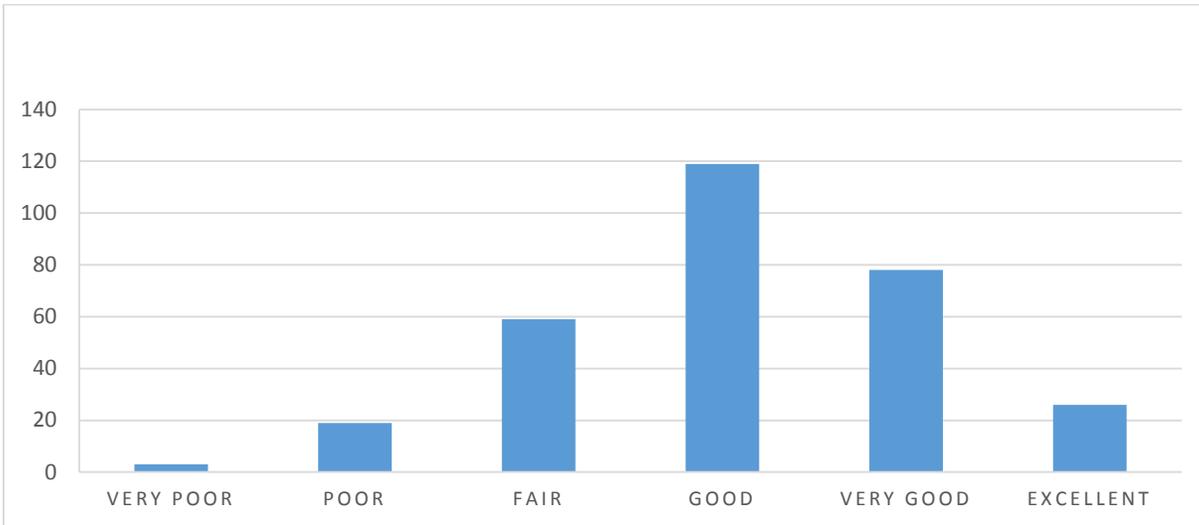
Over the past year, how would you rate the job performance of the Financial and Business Services Department?



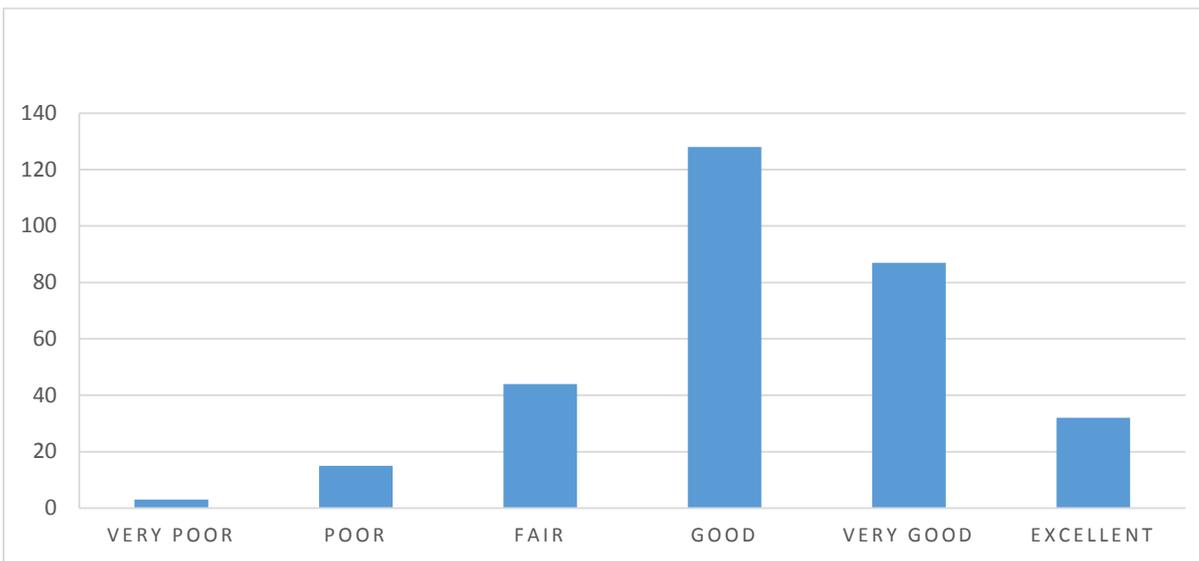
Over the past year, how would you rate the job performance of the Curriculum and Instruction Department?



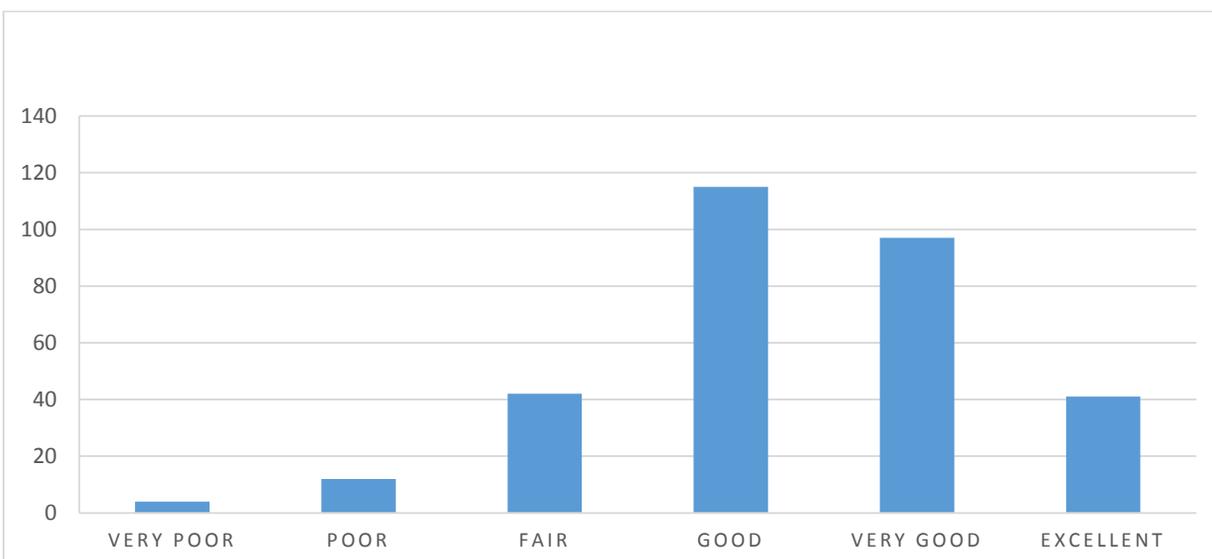
Over the past year, how would you rate the job performance of the Human Resources and Support Services Departments?



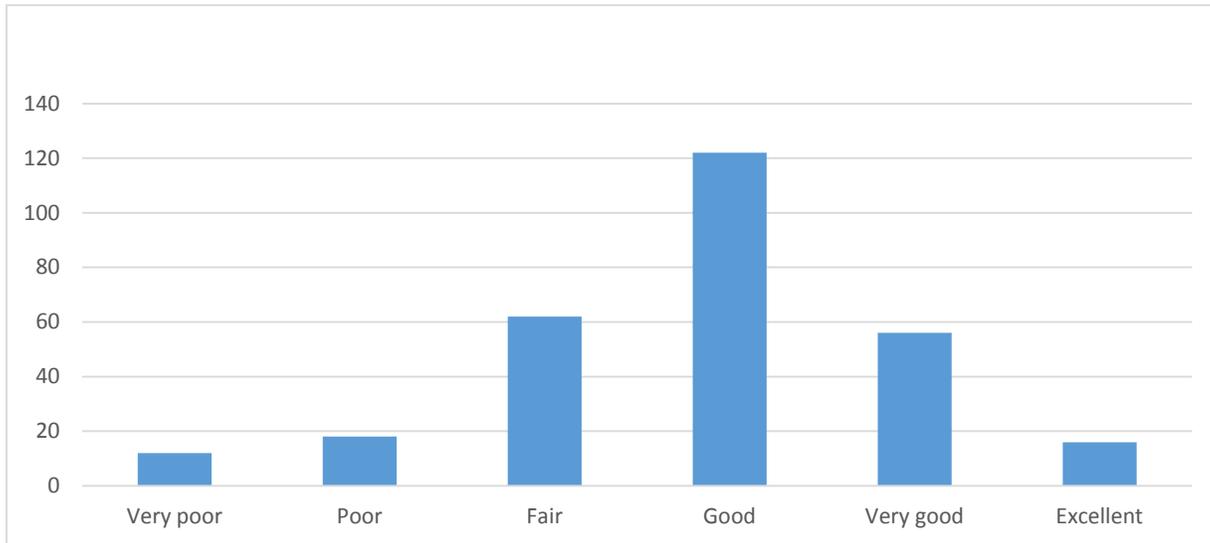
Over the past year, how would you rate the job performance of the Instructional Technology Department?



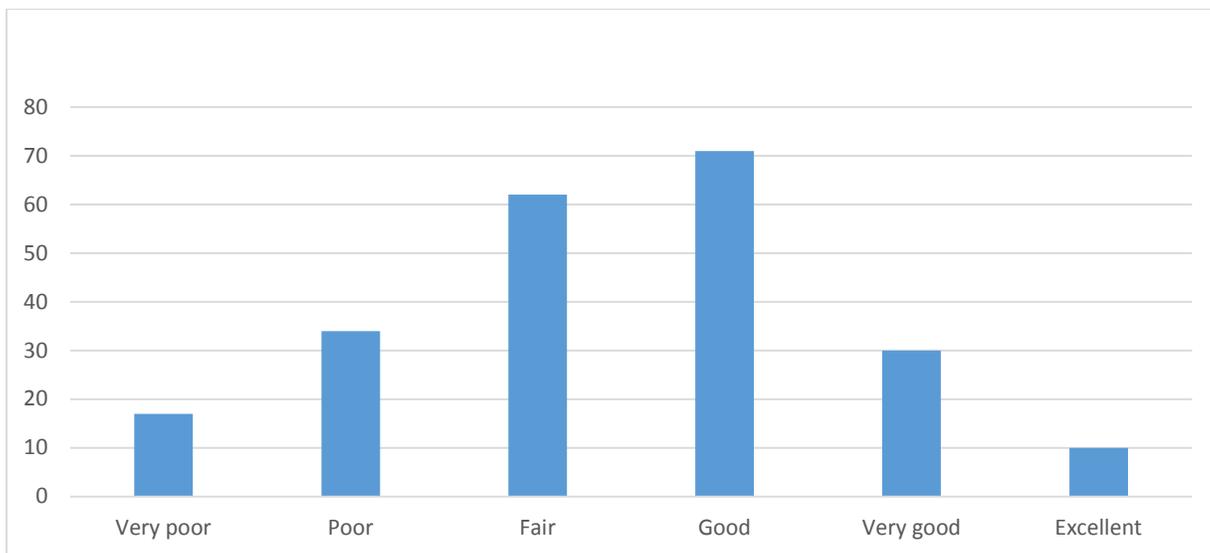
Over the past year, how would you rate the job performance of the Network Services Department, including repair services of computer hardware and software?



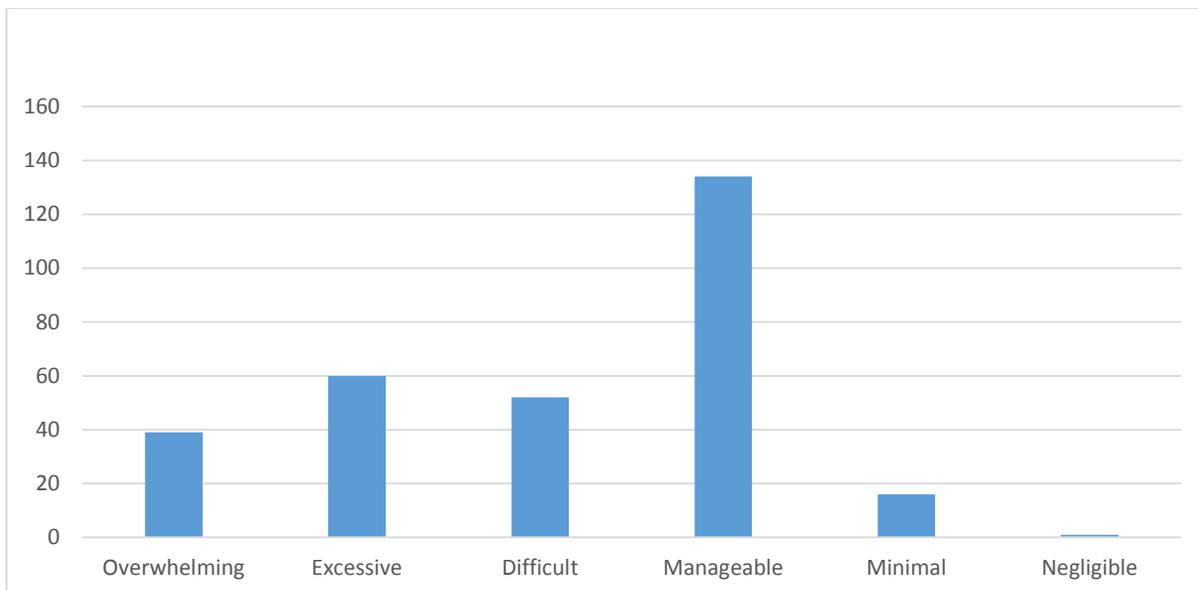
Rate the effectiveness of Eduphoria as it applies to the performance of your job.



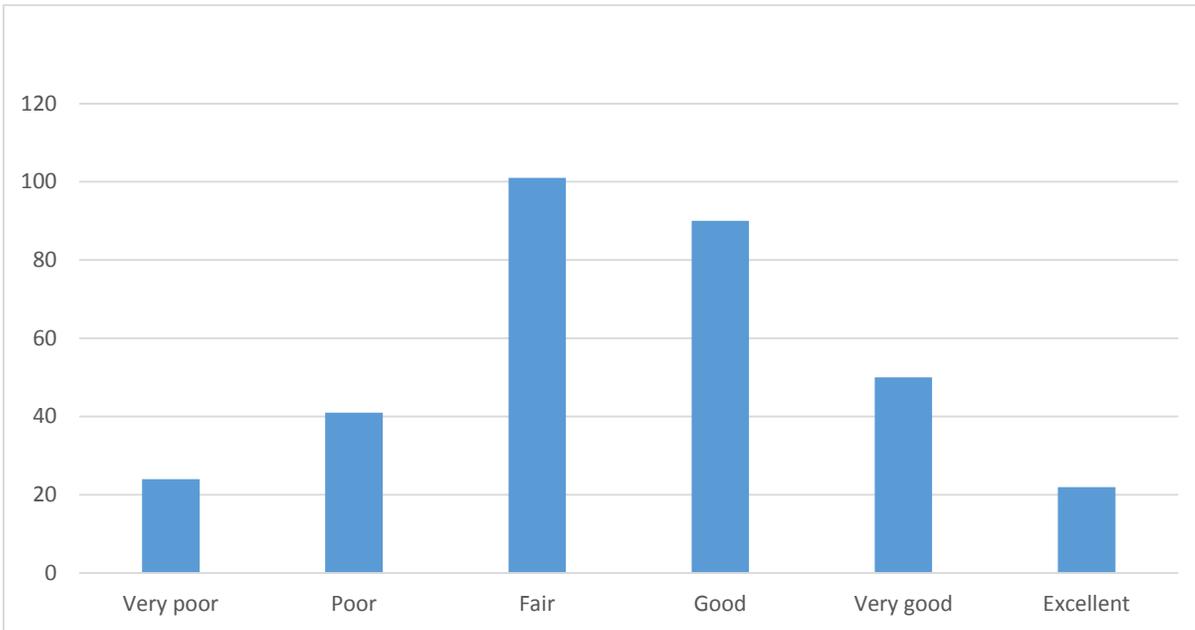
Rate the effectiveness of Forethought in lesson planning.



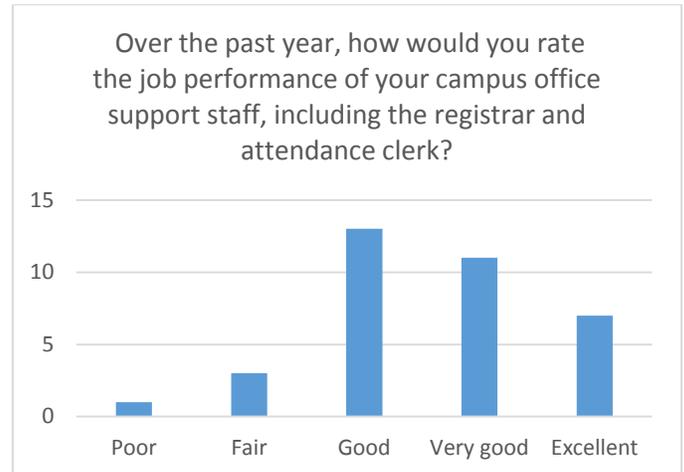
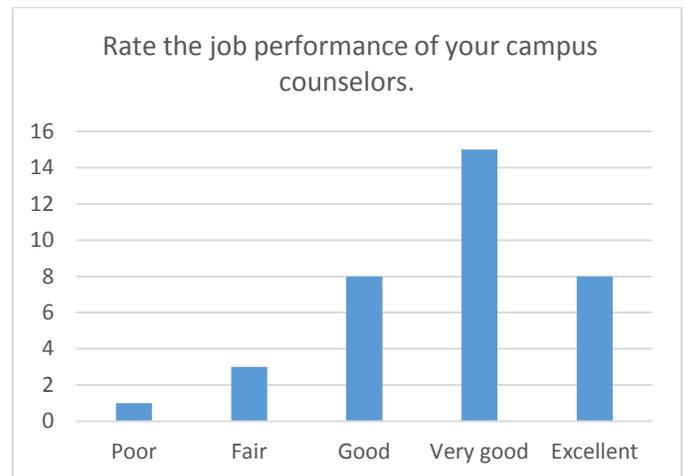
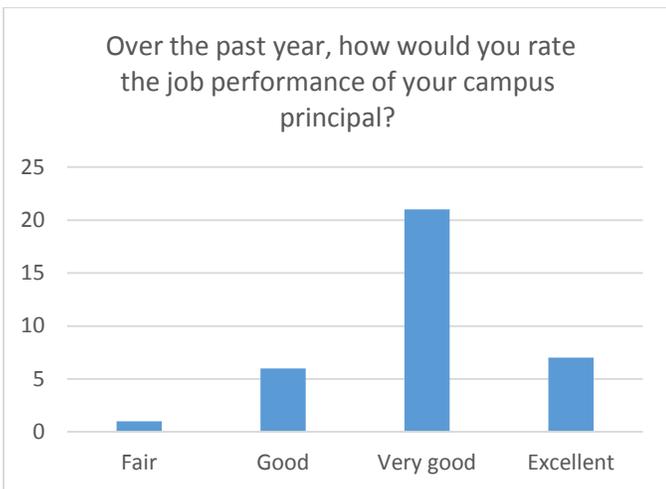
Rate the amount of paperwork that is routinely asked of you.



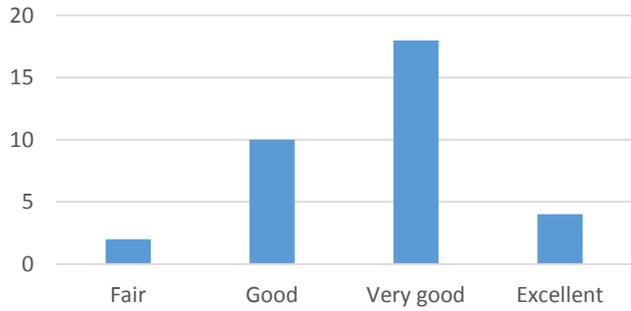
Rate your overall level of satisfaction. This includes salary, hours, opportunity for advancement, and benefits.



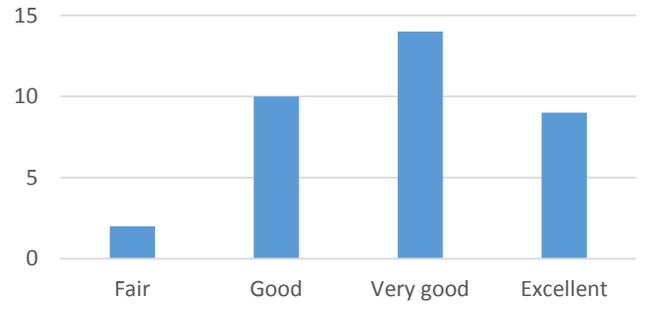
BLUEBONNET ELEMENTARY



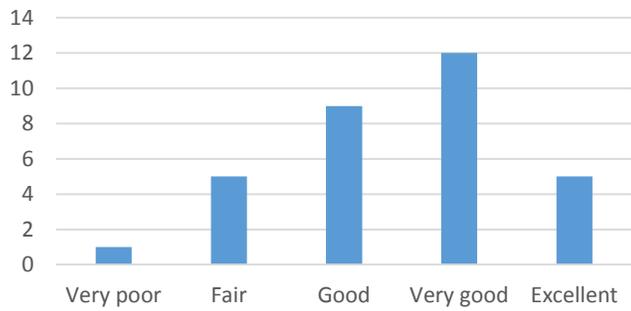
Over the past year, how would you rate the job performance of your campus teaching staff?



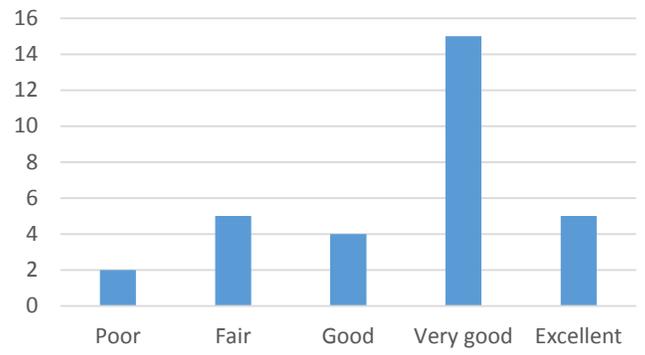
Rate your satisfaction with your Instructional Coach, Curriculum Specialist or Facilitator.



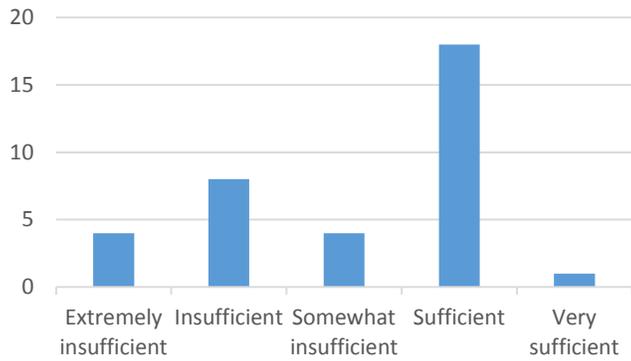
Rate your satisfaction with the support you received from the Special Education staff for your students.



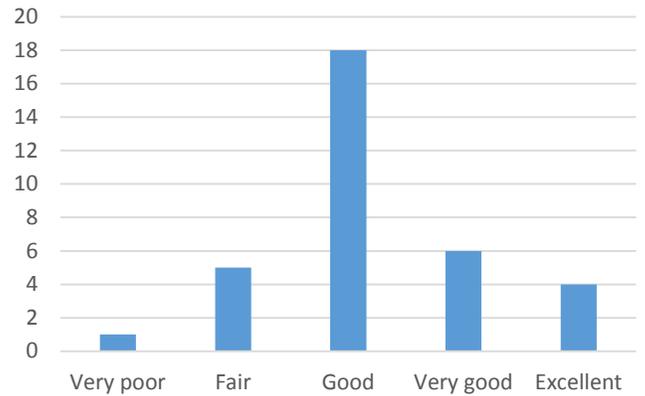
How useful is your PLC in planning and improving instruction?



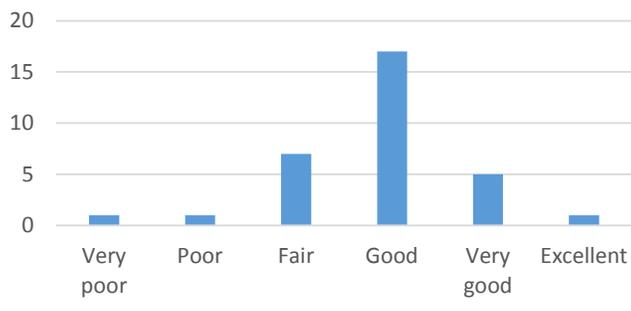
Rate the amount of planning time you have for your job.



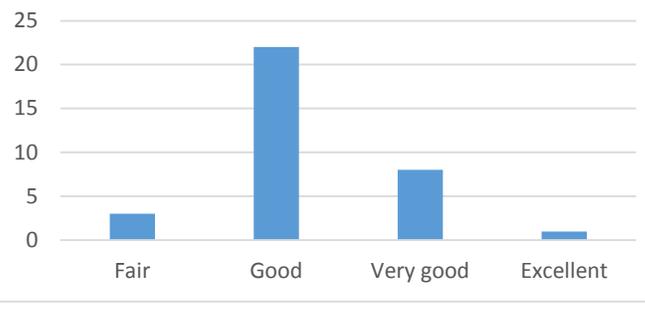
Rate the effectiveness of faculty meetings.



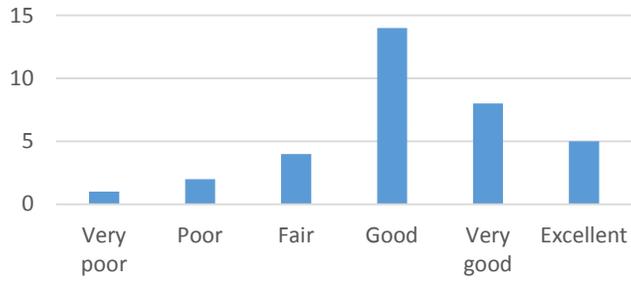
Rate the effectiveness of department meetings.



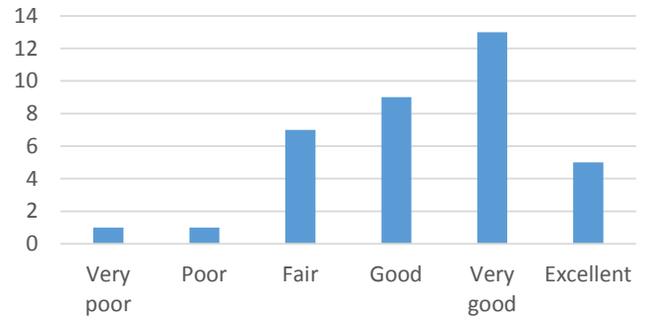
How is the overall morale at your campus or work site?



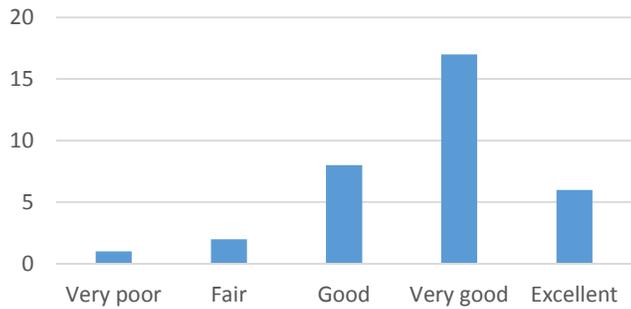
Over the past year, how would you rate the effectiveness of the campus discipline program?



Rate the managerial support you receive to improve your own job performance.

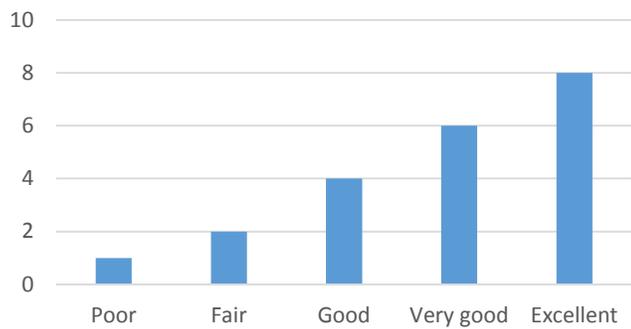


Rate the job performance of your supervisor.

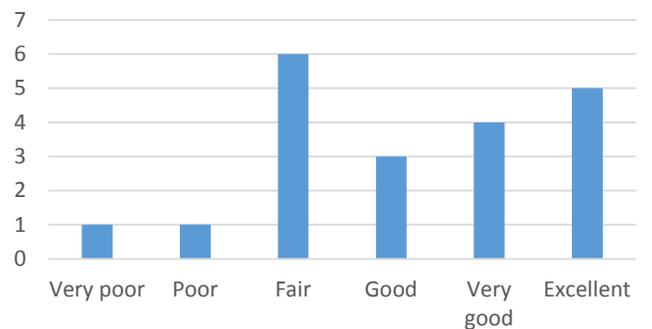


CEDAR CREEK ELEMENTARY

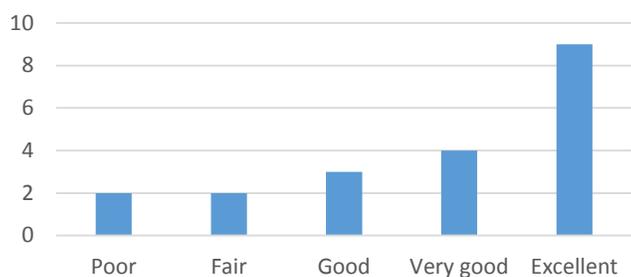
Over the past year, how would you rate the job performance of your campus principal?



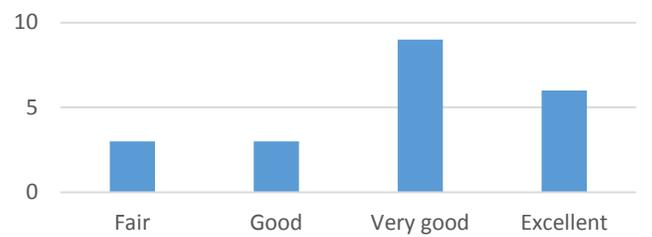
Rate the job performance of your campus counselors.



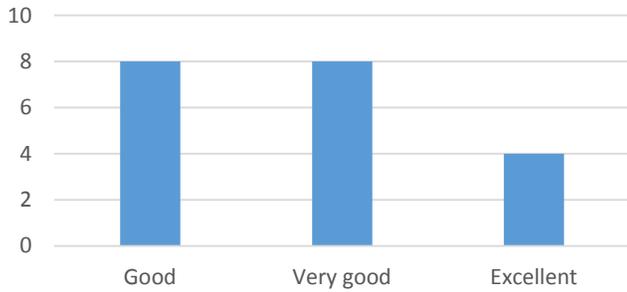
Rate your satisfaction with the job performance of your campus assistant principals.



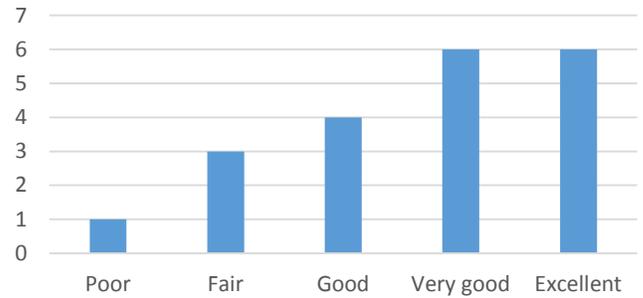
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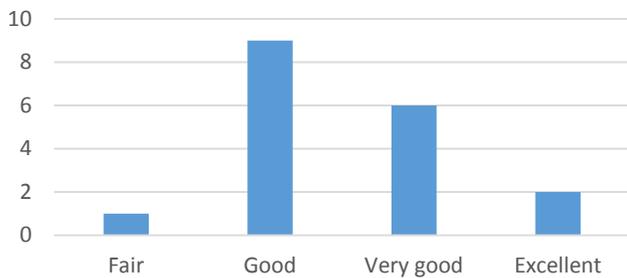
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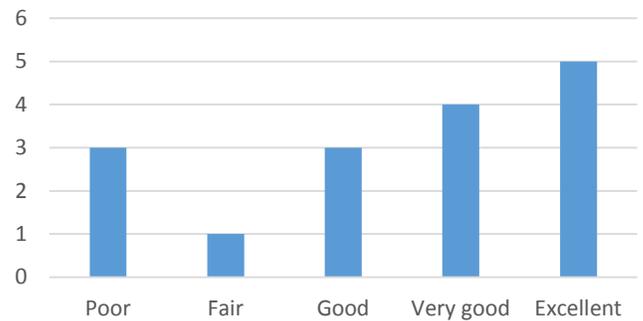
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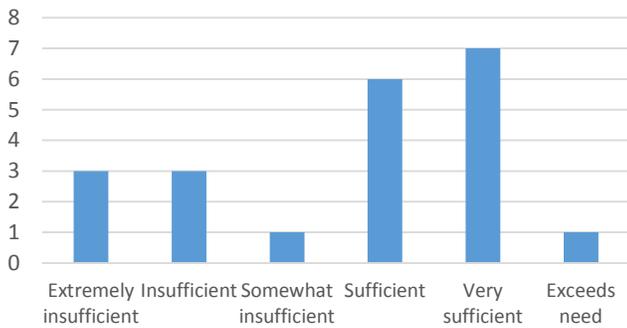
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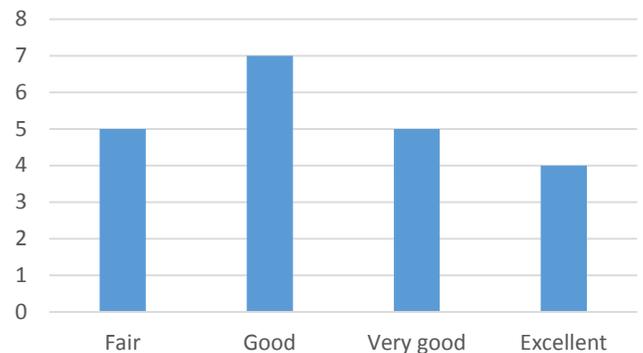
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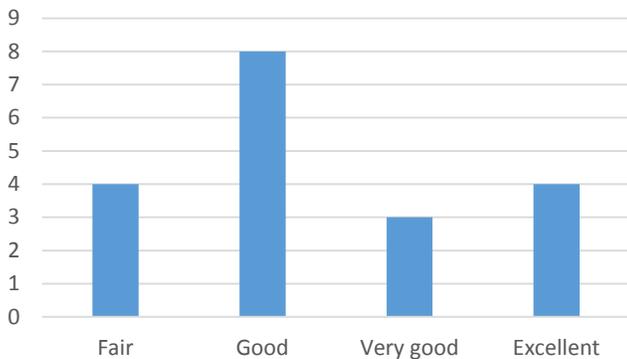
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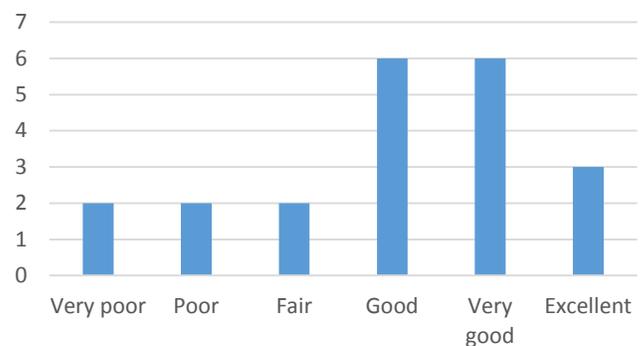
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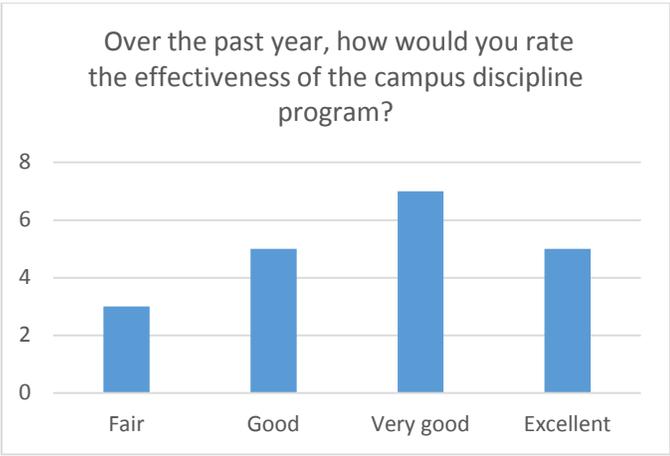


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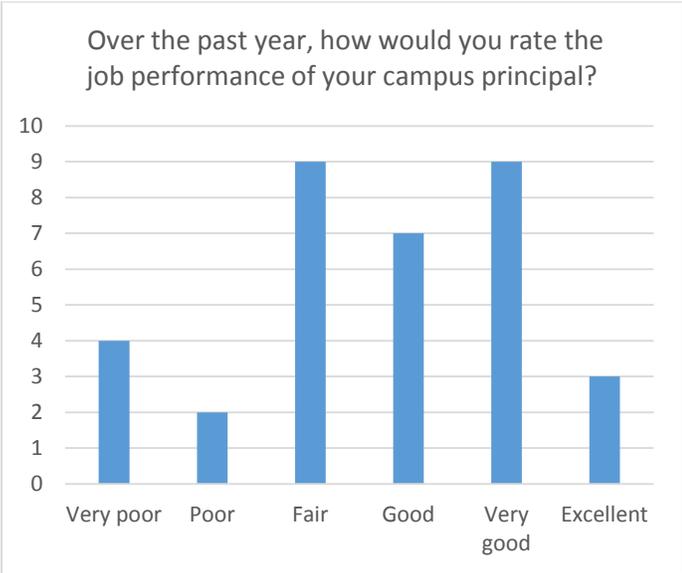


How is the overall morale at your campus or work site?

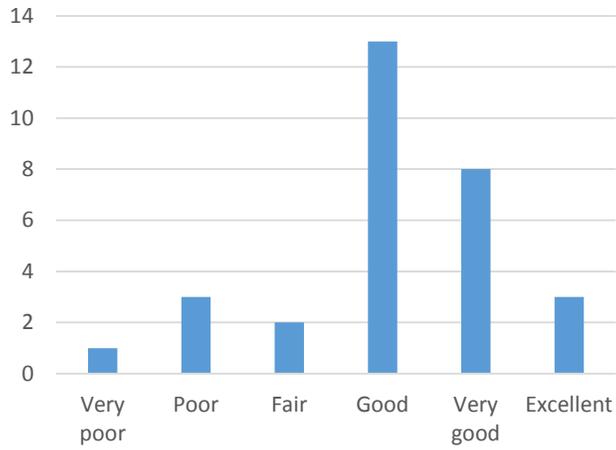




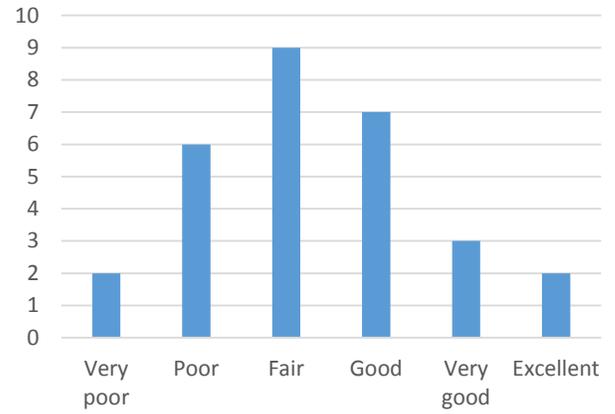
EMILE ELEMENTARY



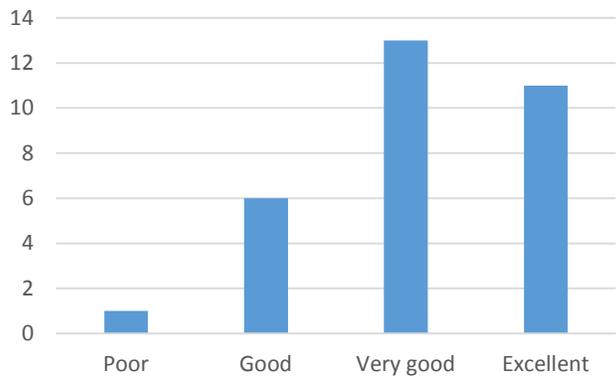
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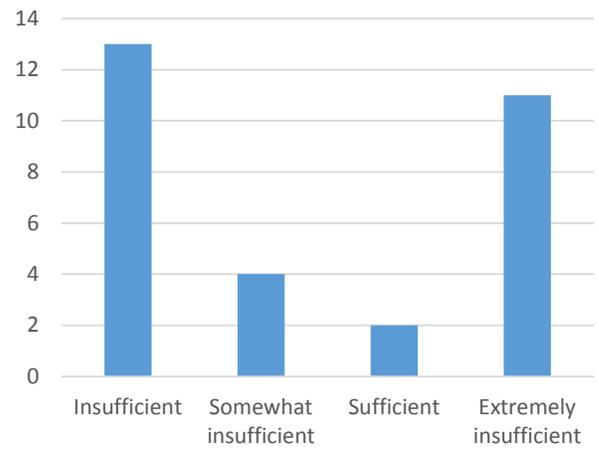
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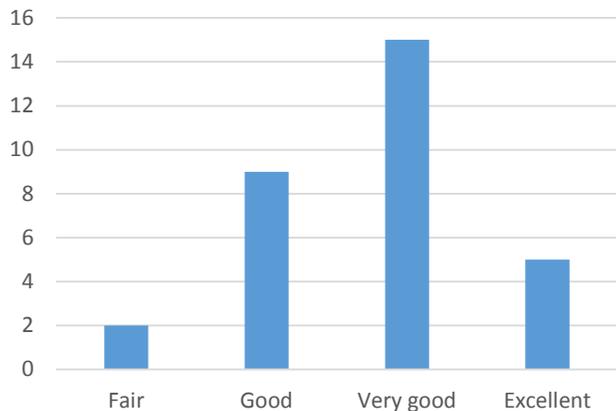
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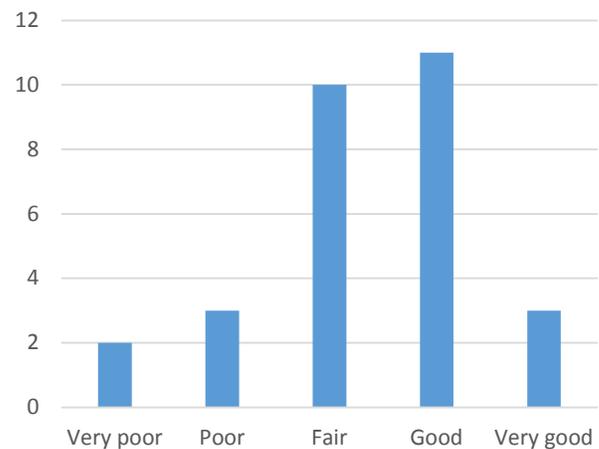
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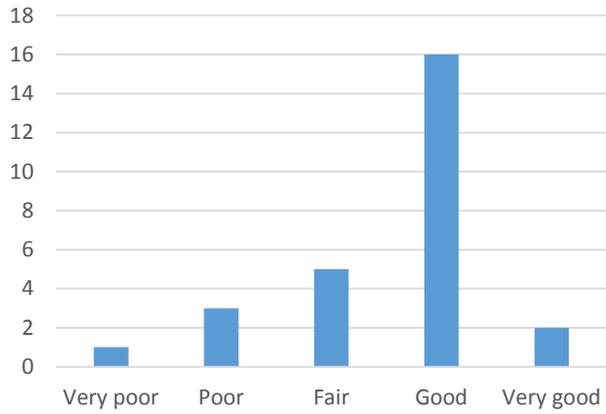
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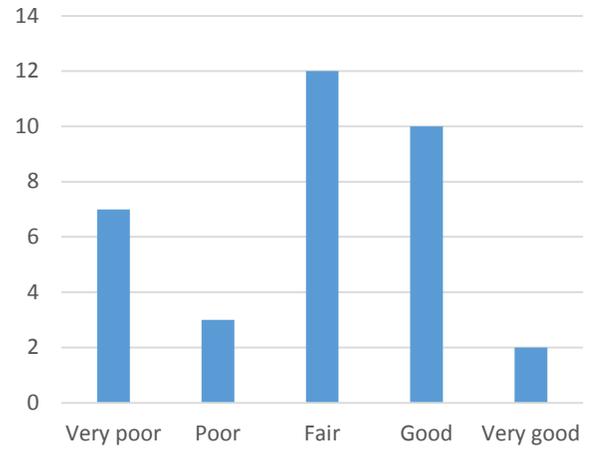
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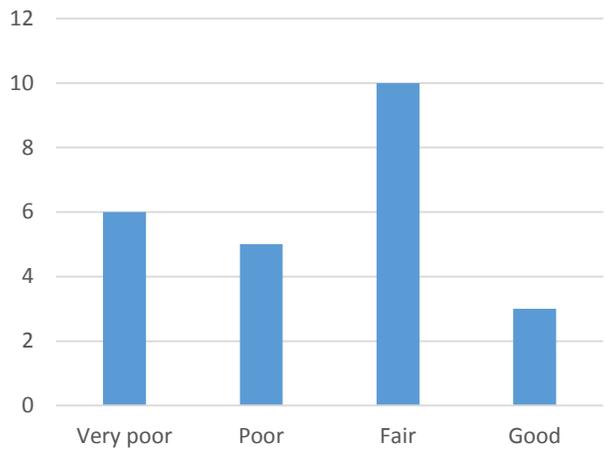
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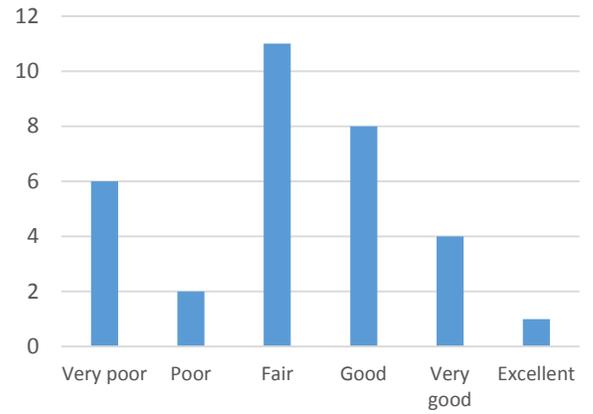
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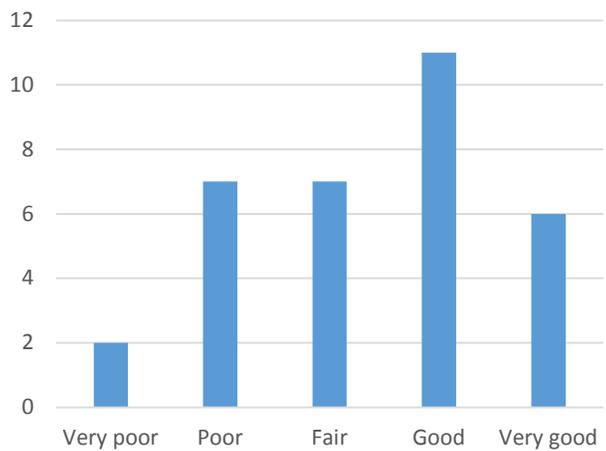
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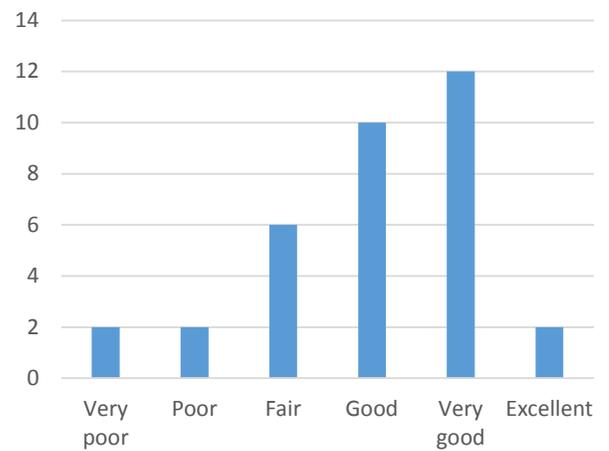
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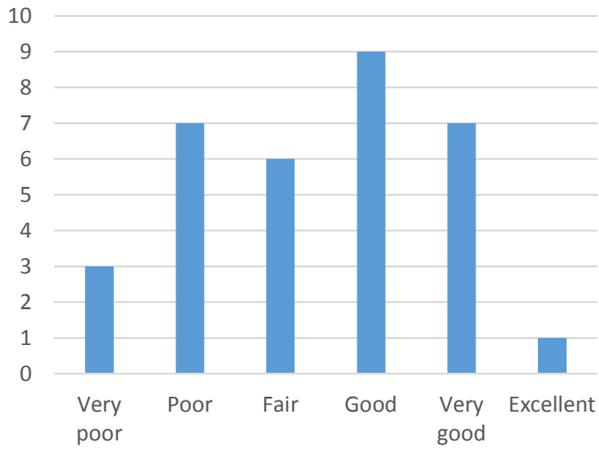
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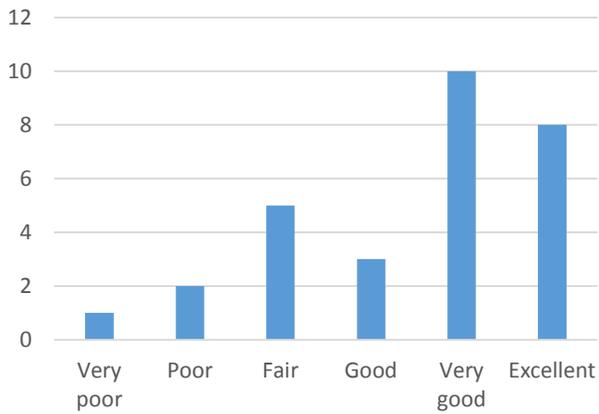


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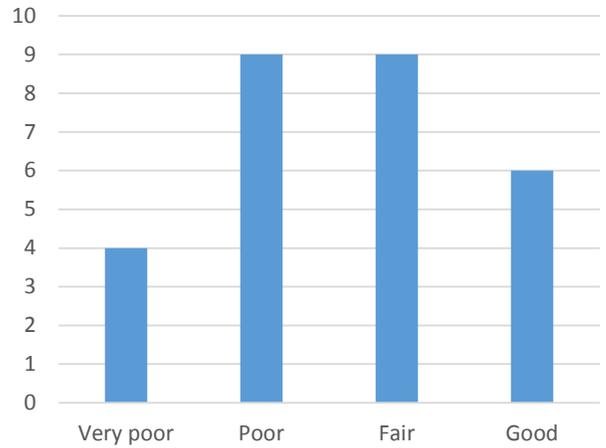


LOST PINES ELEMENTARY

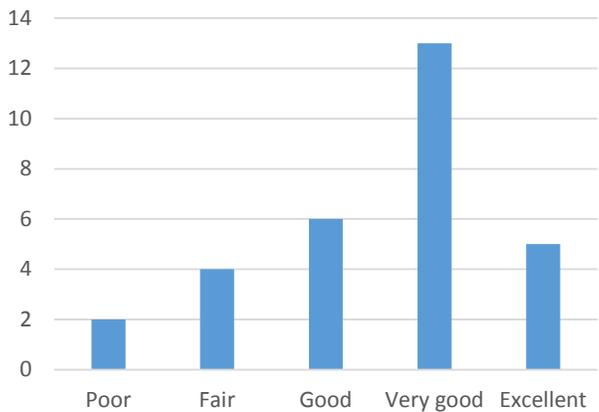
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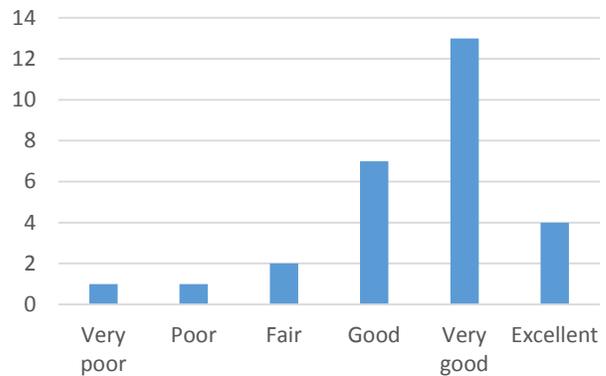
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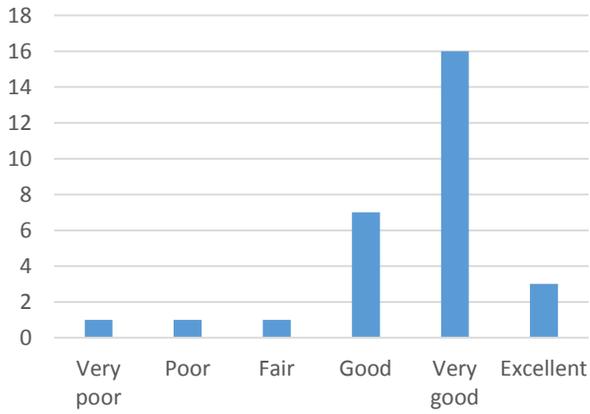
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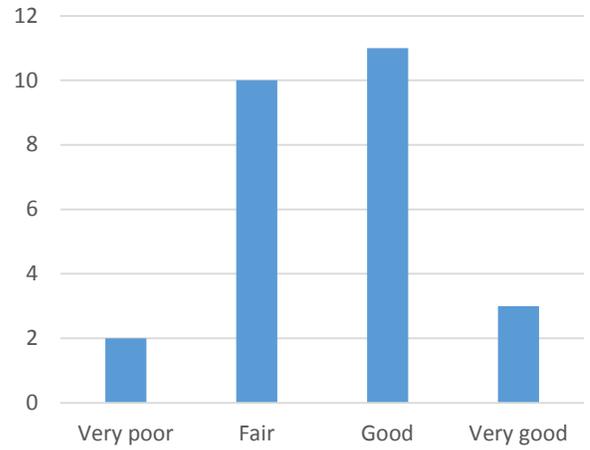
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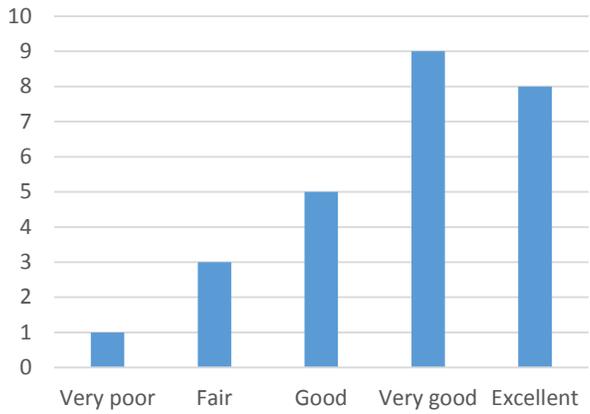
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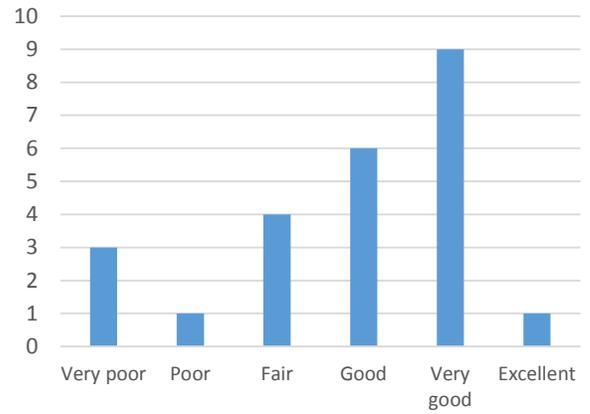
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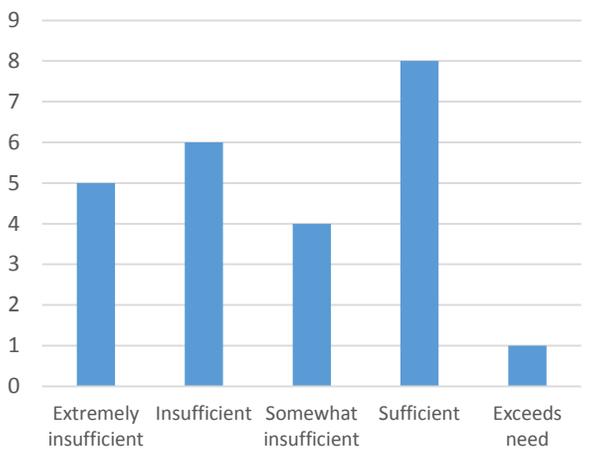
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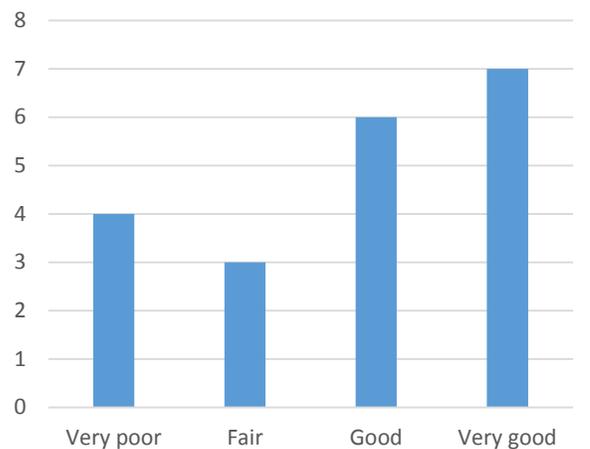
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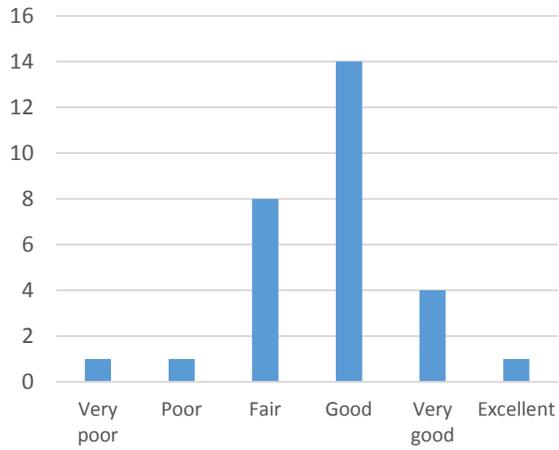
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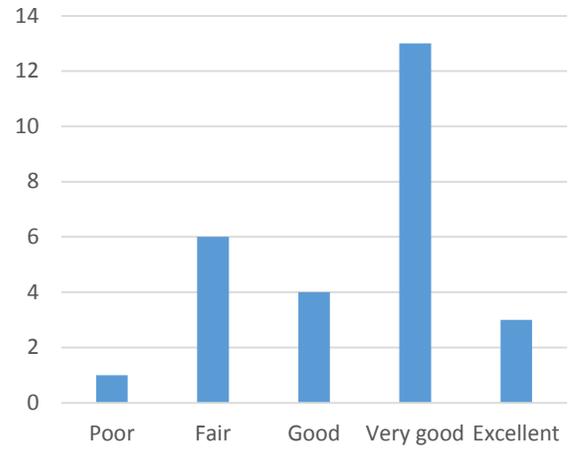
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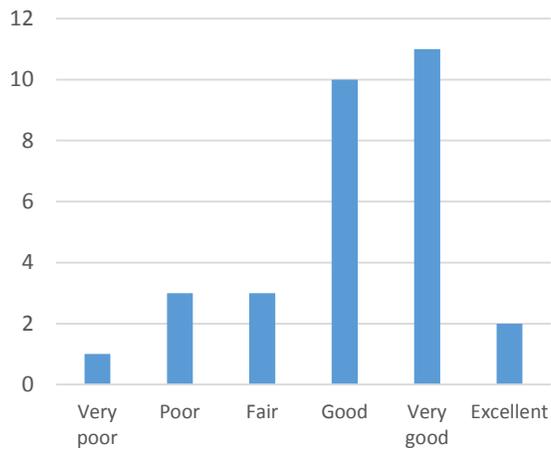
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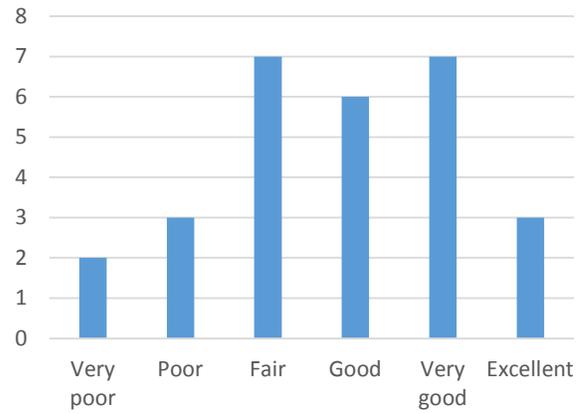
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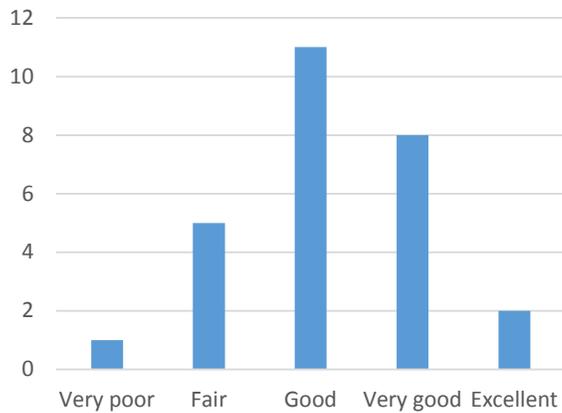
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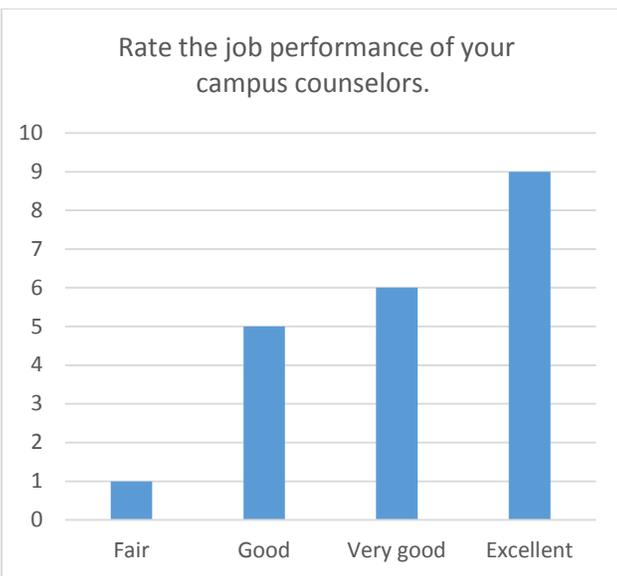
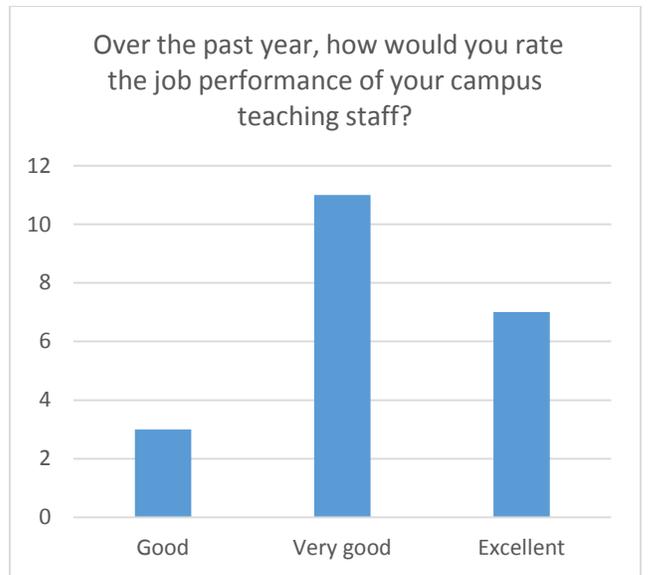
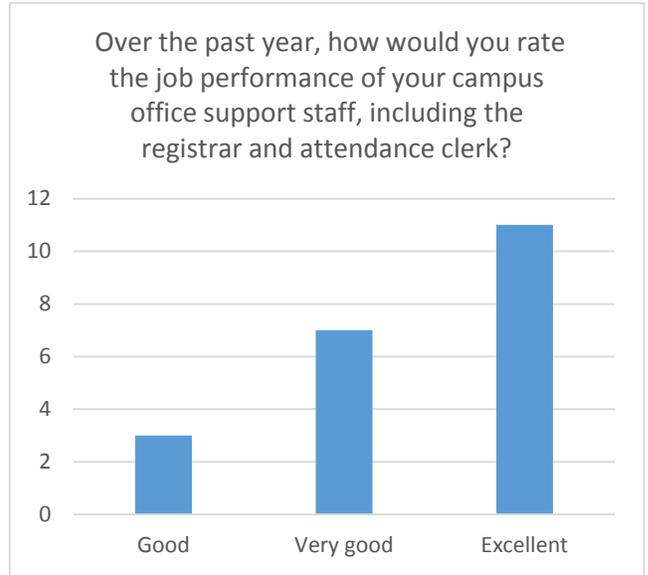
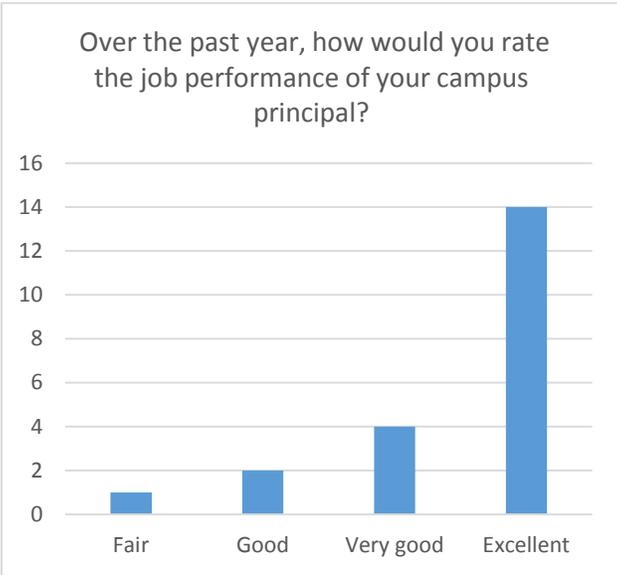
Rate the managerial support you receive to improve your own job performance.

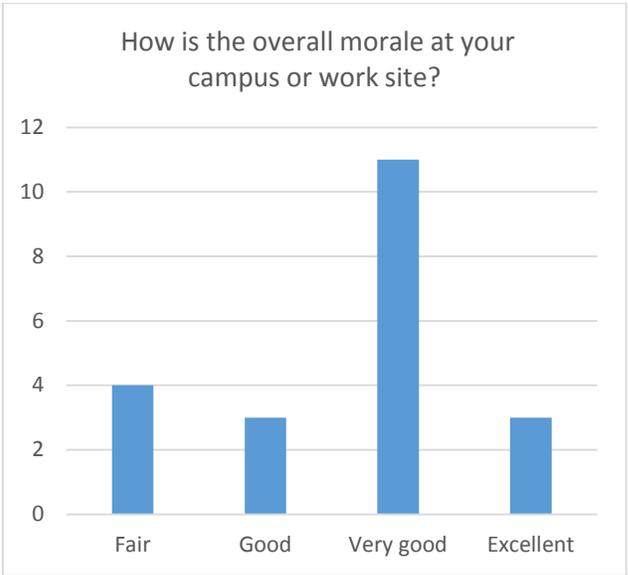
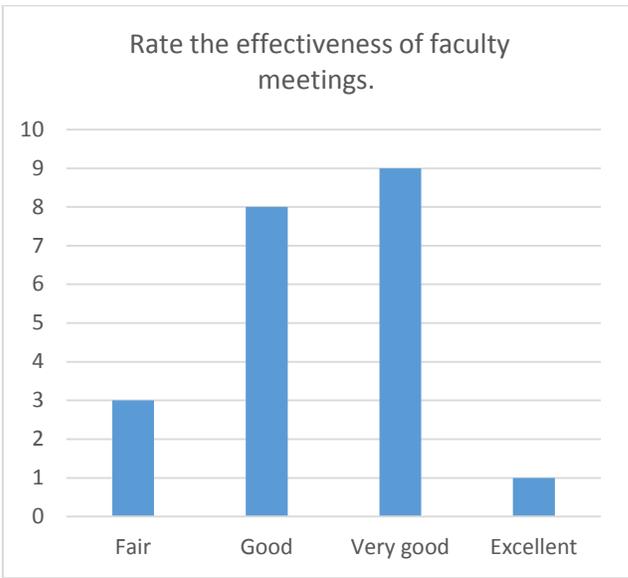
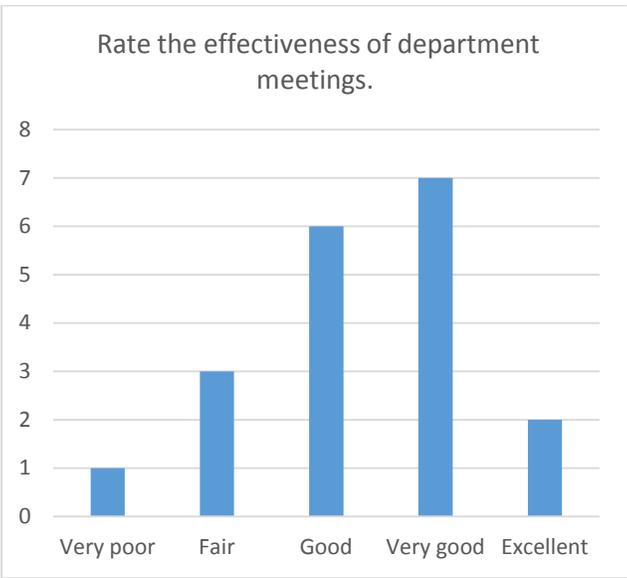
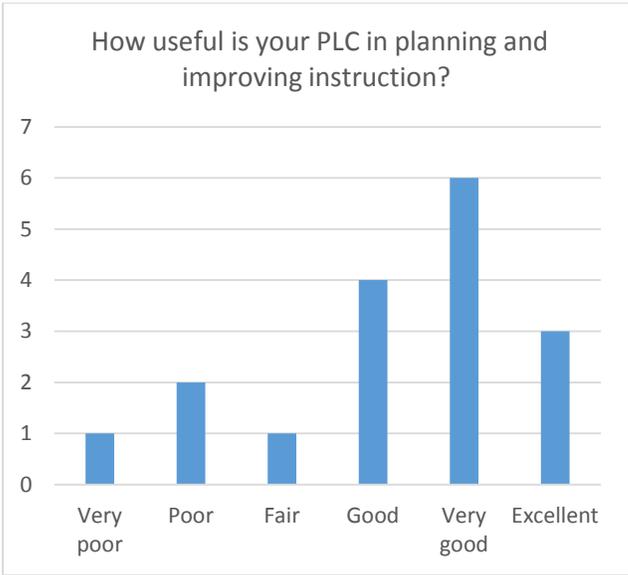
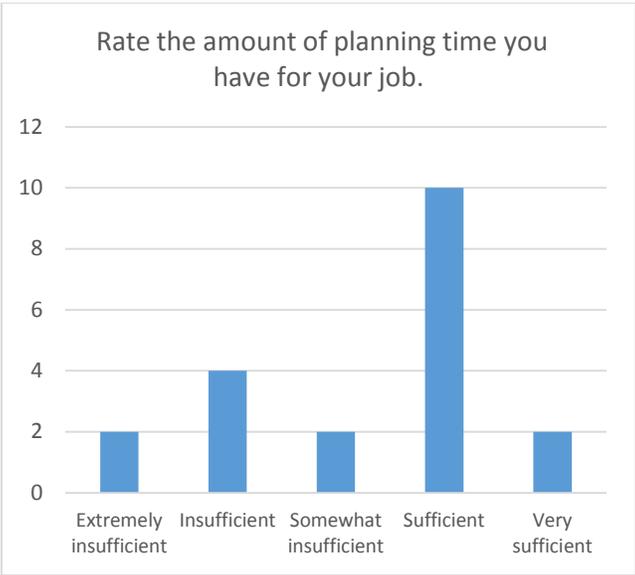


Over the past year, how would you rate the effectiveness of the campus discipline program?

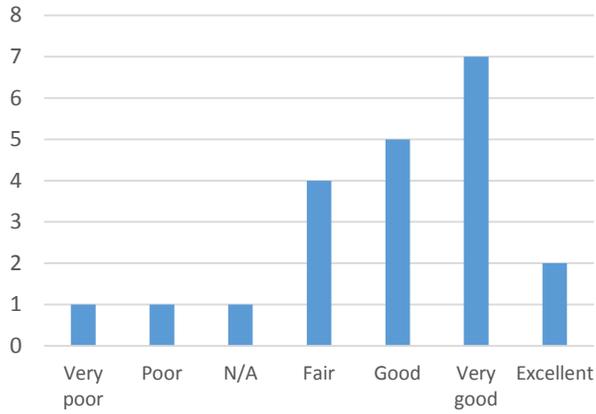


MINA ELEMENTARY

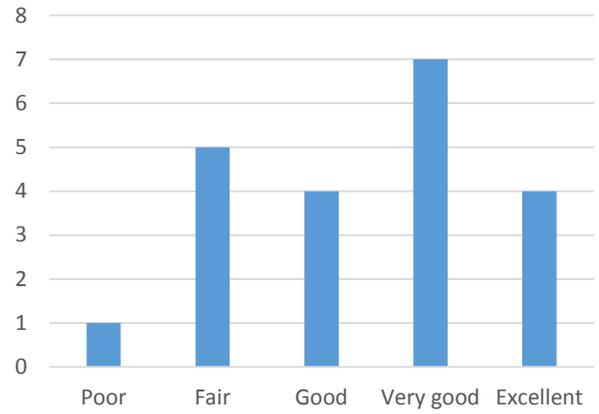




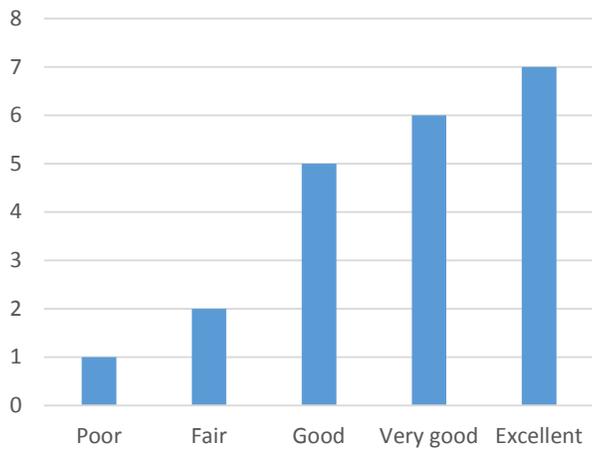
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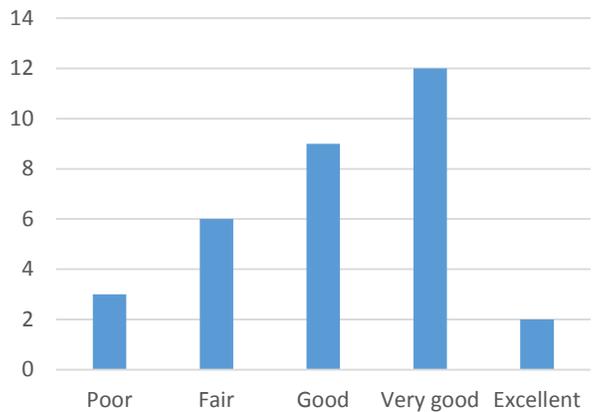


Rate the job performance of your supervisor.

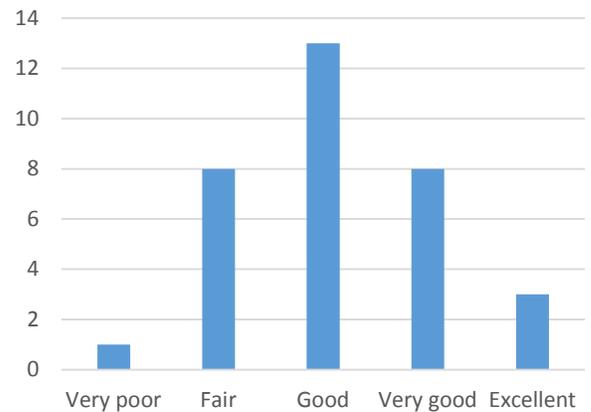


BASTROP HIGH SCHOOL

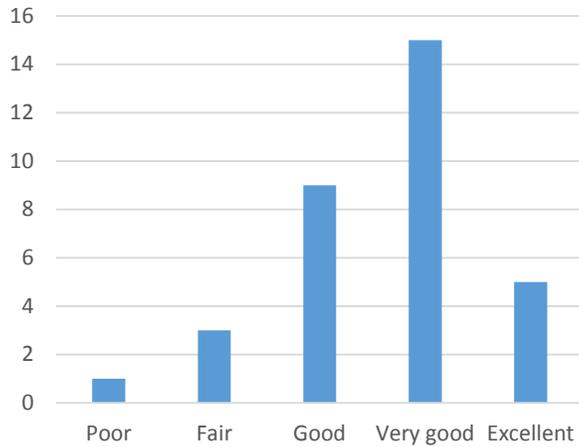
Over the past year, how would you rate the job performance of your campus principal?



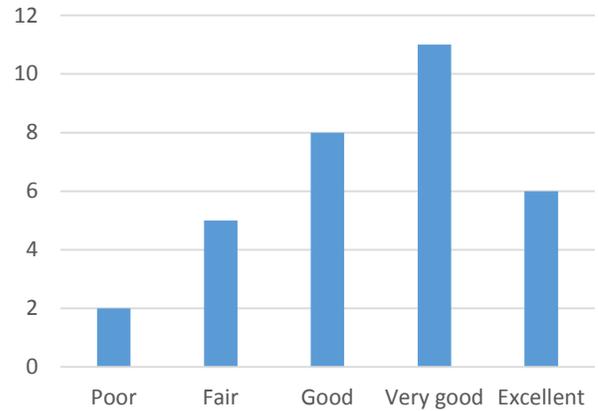
Rate your satisfaction with the job performance of your campus assistant principals.



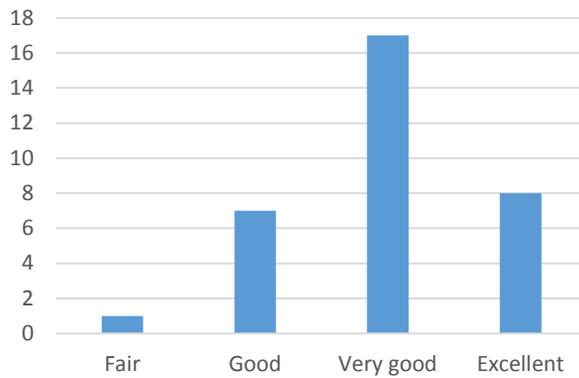
Rate the job performance of your campus counselors.



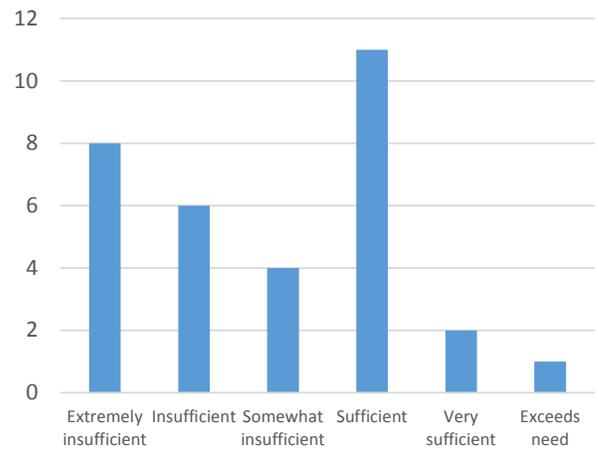
Rate your satisfaction with the support you received from the Special Education staff for your students.



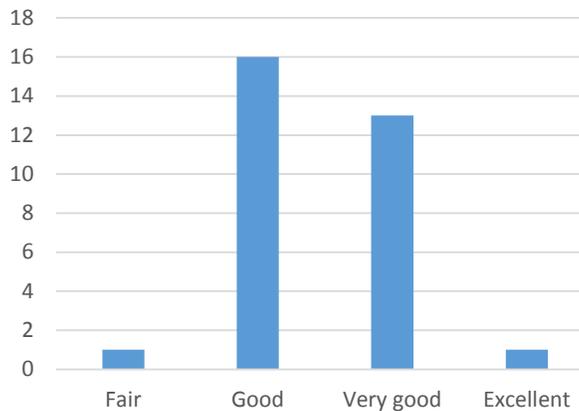
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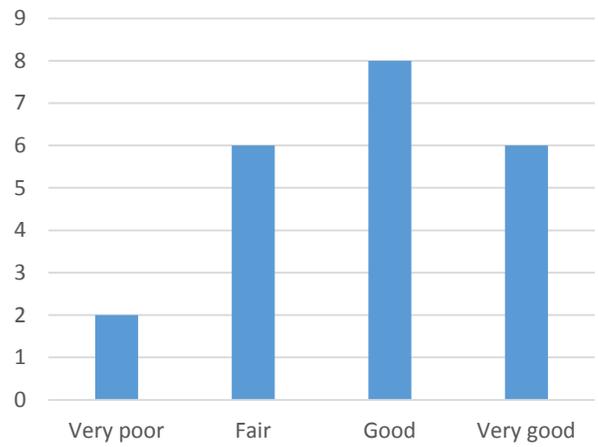
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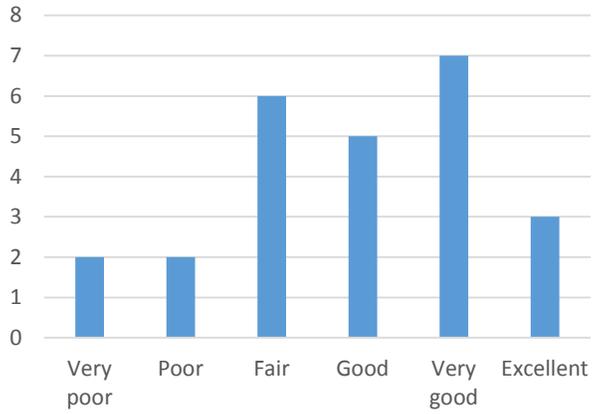
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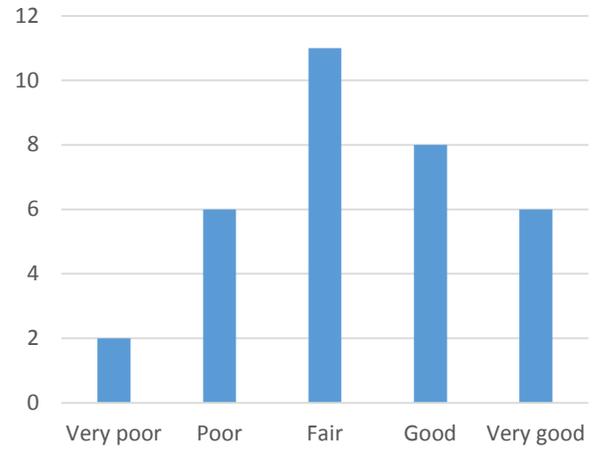
Rate the effectiveness of department meetings.



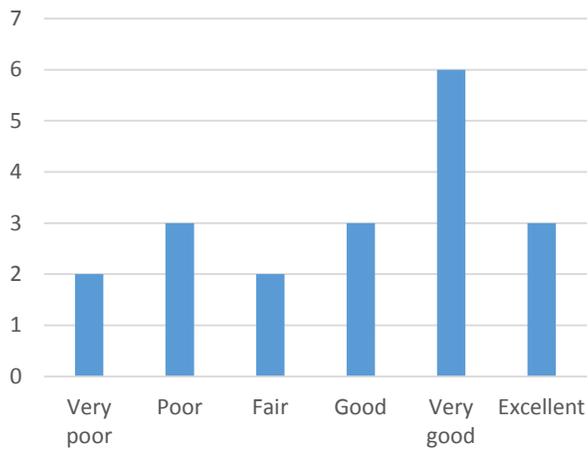
Rate your satisfaction with your Instructional Coach, Curriculum Specialist or Facilitator.



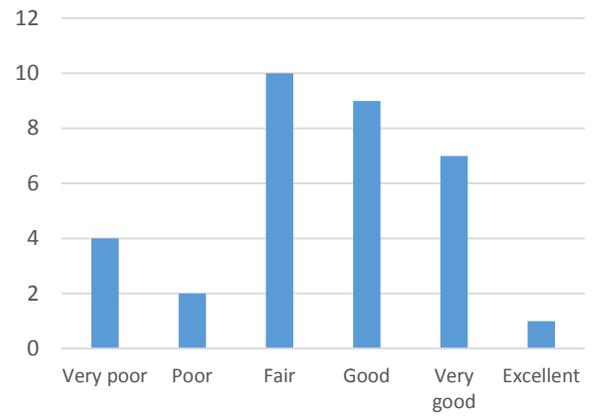
How is the overall morale at your campus or work site?



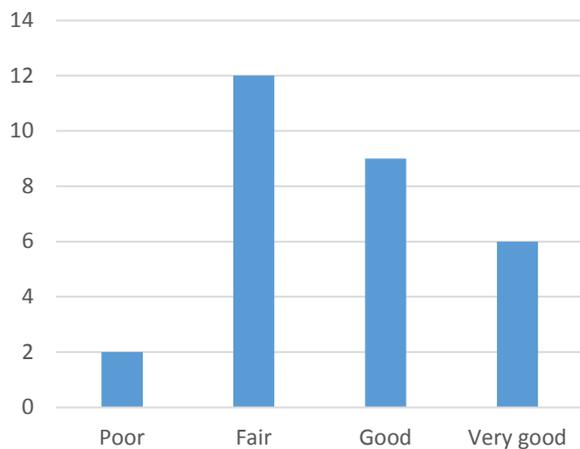
How useful is your PLC in planning and improving instruction?



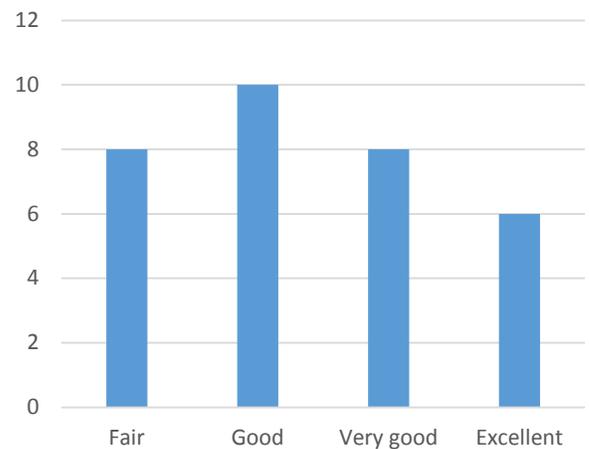
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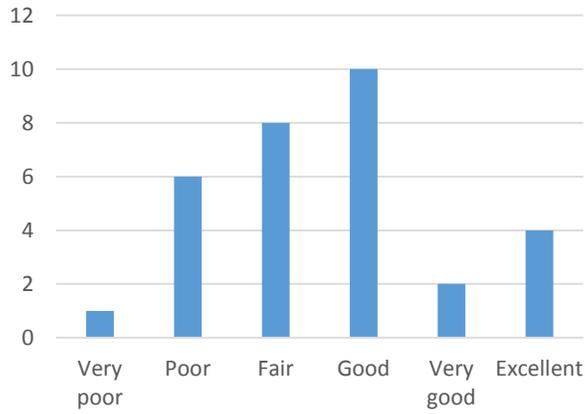
Rate the effectiveness of faculty meetings.



Rate the job performance of your supervisor.

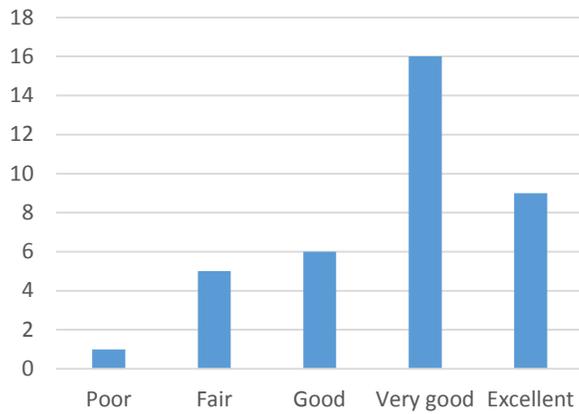


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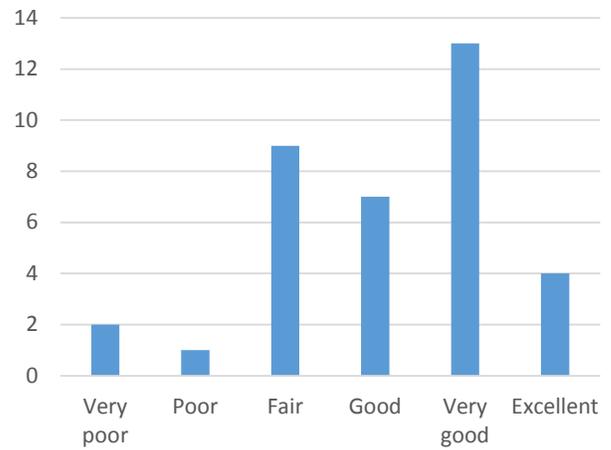


CEDAR CREEK HIGH SCHOOL

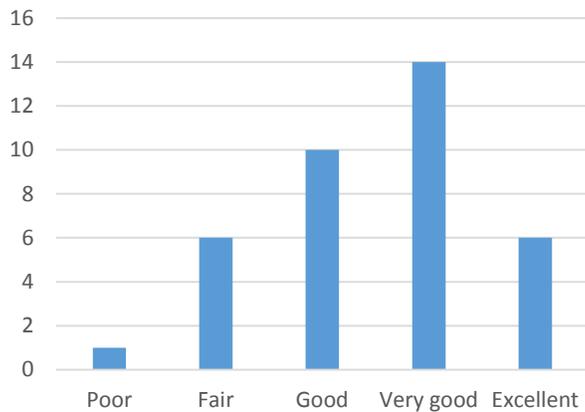
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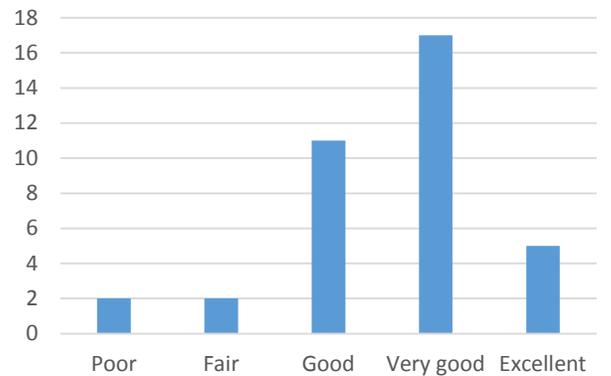
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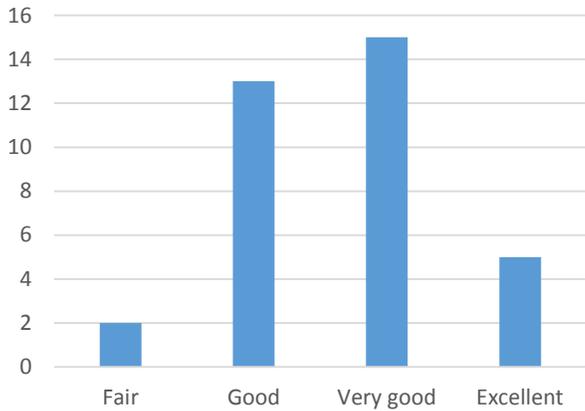
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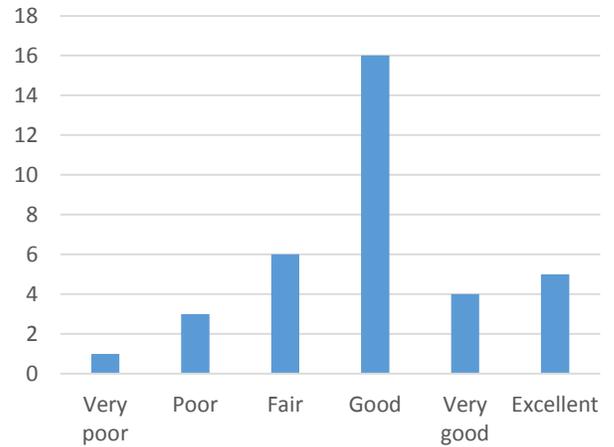
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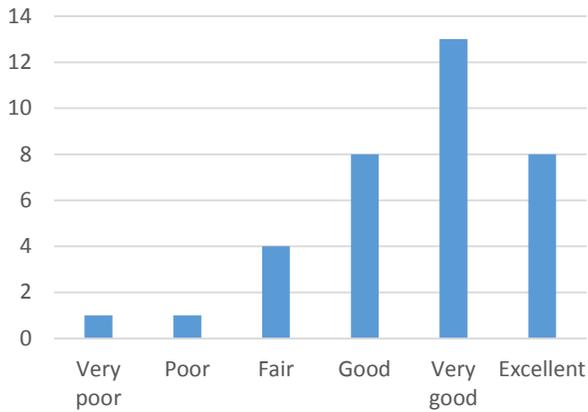
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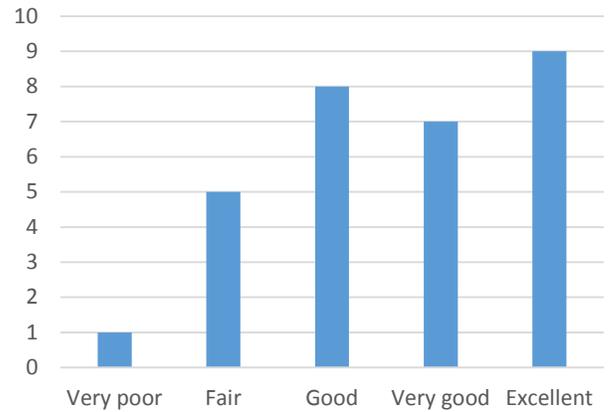
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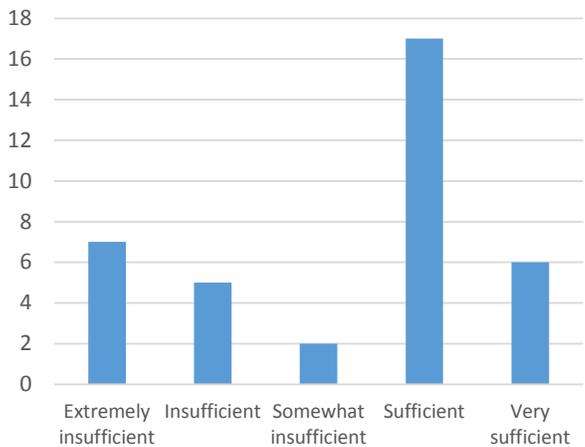
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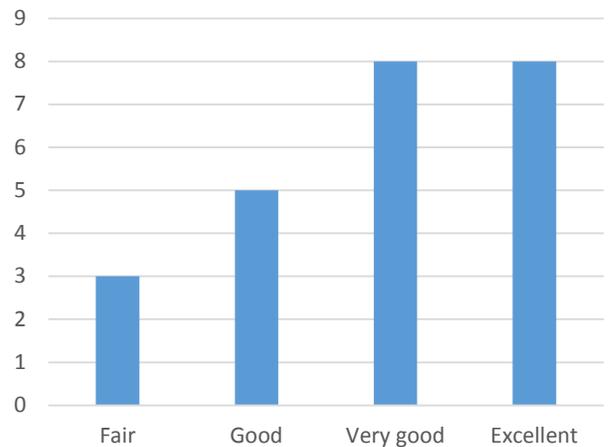
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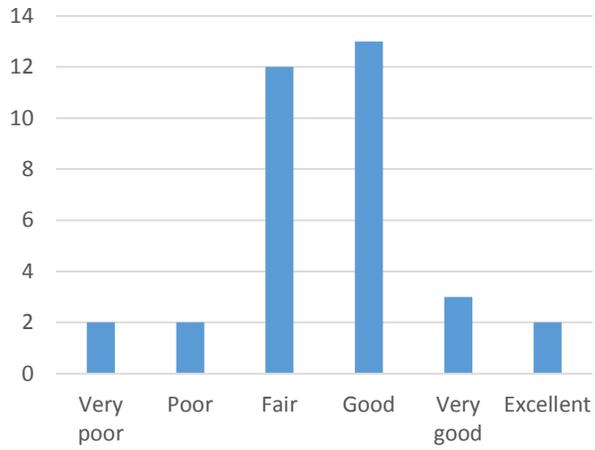
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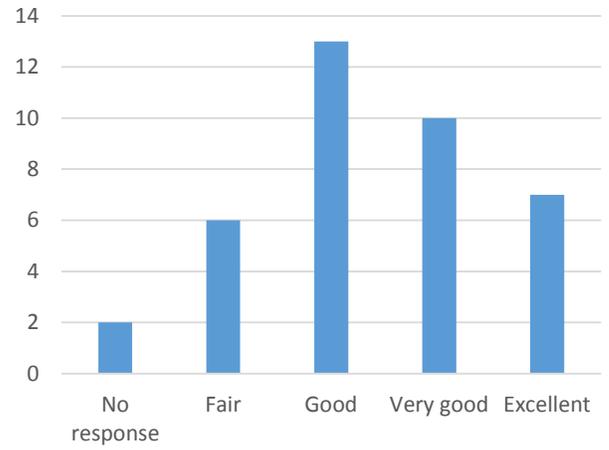
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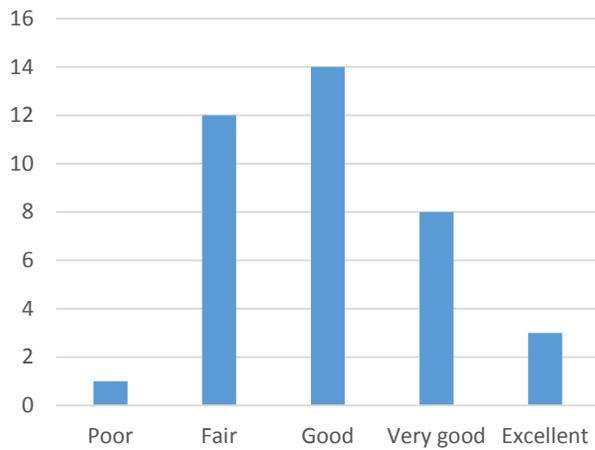
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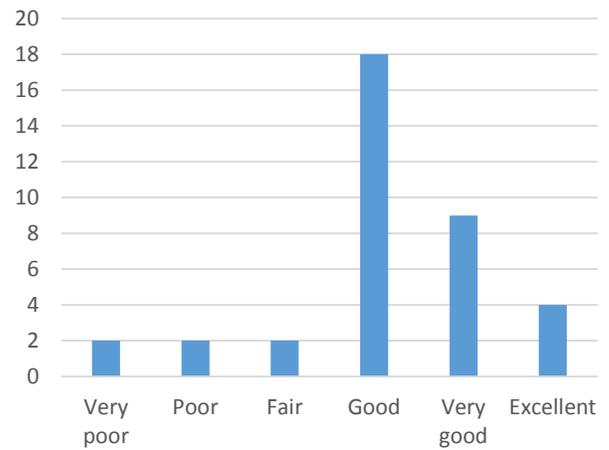
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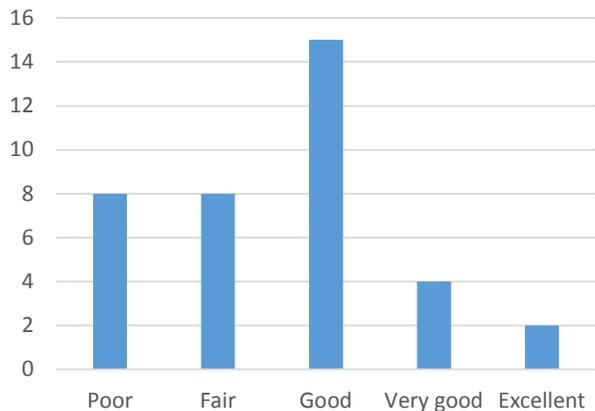
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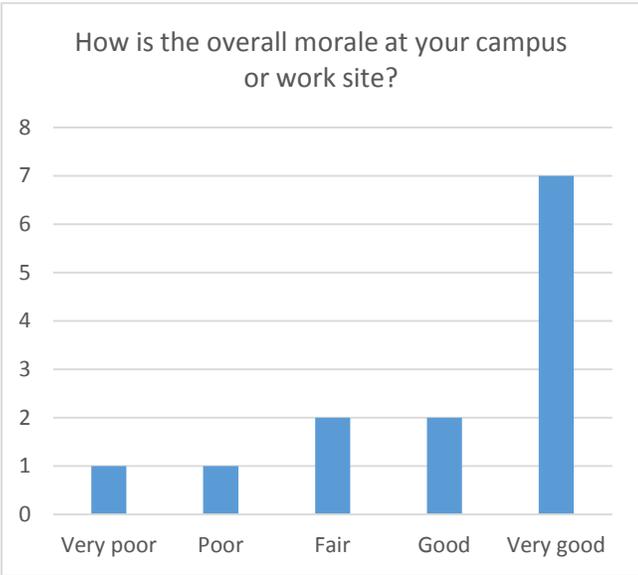
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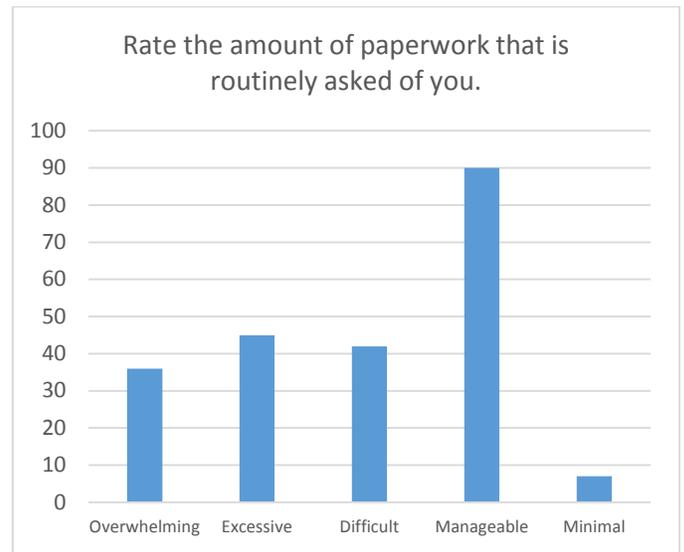
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CENTRAL OFFICE



TEACHERS AND COACHES



COMMENTS

Please explain your rating of how much planning time you have:

- I wish there was more dedicated PLC time for purely planning.
- Have opportunity to plan during weekly PLC as well as much needed 1/2 day
- I use eduphoria to write my lesson plans. Being the GT teacher for BIS and CCIS I try to plan according to what the science/math/language arts teachers are covering. In most cases, the department's lessons are planned well in advance, with one exception. This allows me to plan several weeks in advance as well as coordinate my projects to extend what is being taught.
- Having two AP positions makes a world of difference! I worked at a campus (at a different district) and having someone else to help is phenomenal. BISD is a fantastic place to work at. Love it!
- We have an agenda. It is called PLC. We HAVE to plan as a team. All of our teaching styles and Students are different. After we complete our PLCs, then we have to go back and write our own lesson plan to teach OUR own kids. It seems as though it is targeting the new teacher that doesn't know how to plan, but is hurting the seasoned teacher.
- Time will always be on everyone's wish list.
- ARDs, professional development, and PLCs take up too much time.
- What planning? With who?? Vertical alignment???
- Most weeks I only lose 1 planning period but it's first planning with my team, which is time well spent. Occasionally I'll have an ARD or 504 but I'm never scheduled unnecessary meetings or trainings during my planning time.
- I have students from the time I clock in until the time I clock out.
- PLC is used for data digging, meetings with principals, meetings with ELL specialist, etc. it is rare that we have a full 50 minute period to plan with our team.
- I teach two subjects and have one conference period with which I am to use for PLC and planning. All others have one conference period and a separate PLC.
- It gets busy in waves. Right now I have sufficient time. First two months were overwhelming.
- There are too many "required" meetings. Any team that is "inclusion" has TOO MANY meetings (ARDs, 504, staffings, etc.). These cut into planned PLC's making it extremely difficult to plan for the coming weeks. Many of these meetings occur on PLC days even though we were told they wouldn't be scheduled on the same days. (In the past 6 weeks, we have not had our entire department at our PLC due to meetings.)
- While more time would be optimal, I am able to do most of what I need to get done at work
- Often asked to attend meetings.
- Teachers have too many meetings or interruptions and are unable to effectively plan, for example weekly team meetings, then team meeting to plan after school, faculty meetings after school, PLC meetings & PLC meetings again after school to finish whatever was not completed. This takes up 2 planning periods where nothing gets accomplished, and 3 days after school. It's exhausting.
- There is always room for improvement.
- Meetings, PLC, ARDs during conference and too many late meetings after school.
- No set conference or lunch periods in cbs
- Using conference periods to plan rather than a data PLC would be better. I still don't have much respect for the PLC. I just want to plan my lessons and talk to my team about issues as they arise.
- I am the instructional media specialist for 2 campuses.
- One conference period to plan for many (especially brand new) class preps makes it very difficult to keep up with even the minimum requirements for entering information into eduphoria or getting lessons mapped out in detail weeks in advance or grading and returning items to students in the most efficient manner. Having a PLC, even with others of various contents, would be a great aide in both planning but also collaboration for sharing strategies to increase student engagement and success.
- The PLC time each week is very helpful; however, it is still not enough due to our curriculum not being stream lined and user friendly. It takes entirely too much time to sort through it all in order to plan. I'd like to see ONE document that is cohesive for Language Arts. This needs to include Reading, Word Work, and Writing all aligned and easy to plan with. We have seen other districts do this, so we know it is possible.
- I am having to work every evening, weekends and holidays to do everything that is expected of me. More and more keeps getting pushed onto classroom teachers, with much less support.

- Conference times are usually filled with meetings or other requirements
- It will never be enough time for planning until the legislature stop adding to the plate of educators...
- Seem to be many new things for campus to do....and these things do take time away from planning in PLC time or just my own time. Feels like a lot of micromanaging.
- I am the only person to create the curriculum for my class, and it is a high level class. Poor planning is not an option. I also have coaching responsibilities. I am not willing to sacrifice 75% my out of school hours/personal time from my family to dedicate solely with the academics/athletic curriculum. If schools are going to be effective and maintain a high level of teachers, they need to start acting and molding their services after the business world, where a 50hr work week is the norm and then the rest of the time is yours-not spent grading papers or driving the school bus.
- The planning time for AP courses has not been taken seriously. We are being asked to increase the rigor and to increase the expectations of our students, but we are not given specific time to plan for a separate course. Instead, AP teachers are being asked to utilize their conference period to plan for AP courses and activities. This does not make sense because it is often the parents of the AP students who required extra contact and extra time because they are the parents who are pushing their students and staying on top of the progress being made. Moreover, AP course activities and grading takes more time than other courses because the rigor is expected to prepare the students for the AP exams. Teachers are also being asked to plan and attend activities on Saturdays for AP students. This is how the AP students are meeting the requirements for the AP Exam scholarship (after school tutorial sessions do not count towards this, only Saturday sessions). While AP teachers are being paid the base rate for their time on Saturdays, the commitment to Saturdays is expected and when teachers cannot commit to Saturdays then it is viewed as if they are not doing everything they can to prepare the students for their exams.
- There is not enough time to carry out expectations from the district.
- We have only 1 (50) min prep period that is often taken due to substitute teaching absent teachers classes or scheduled meetings at that time. There are no breaks any other time of the day except for a 30 min lunch that I usually have to work through for additional planning time
- My PLC was taken away. Either everyone has it or no one should. Needs to be equal across the board.
- Mounting requirements (additional grading requirements, reports, RTI, Flipped PLC prep) have made higher demand on time that I would normally spend preparing for actual lessons or tutoring students.
- Planning is never done. There is always a need for more time.
- The level of work, caliber, and expertise expected from a teacher is in complete opposition to the time allotted for planning. How can a teacher expect to be at his or her absolute best, and meet the expectations of the administrator when there is virtually a tiny window of planning time each day? Not only that, but often that tiny window is compromised by other required meetings. A wise person told me recently "the public school system will eat you up and spit you out, if you let it." I began to realize that in order to live a life in which I can enjoy my own family, I will not be the perfect teacher that I had so hoped I would be. I do believe things will continue to get better as time moves forward, but in the mean time, I must be comfortable and satisfied that I am doing the best I can at this time.
- We have a PLC period to plan and a conference period to contact parents and do all the other myriad tasks involved in teaching. Having that PLC is a life saver.
- One conference period is not enough to plan for two class periods, especially when it is used for meetings as well.
- all meetings, no team planning time
- Data over rides planning. I know my students' levels by this time of year and know their main challenges. Data on a 10 question test with limited testing time (must do kids who do not finish before or after school or Sat. school. Have had to do tests not finished during lunch. My point is that the data will not be accurate if there are several TEKS and only 2 questions per TEK plus factor in reading problems and we are not testing the TEKS reliably so data should not be the main focus of the majority of our PLCs.
- Too many meetings (including PLCs and 504/ARD), as well as parent conferences. I end up spending at least 8 hours each weekend preparing for the upcoming week and grading papers.
- We have dedicated PLC time, however we do not use that time to plan; we are usually discussing data, listening to others speak from the University of Texas someone else brought in to discuss something with us. There is no planning, or collaboration.
- We are encouraged to host a club in our area--usually after school.
I do lunch duty and afternoon duty 3-4x a week.
I am pulled into ARD's at inopportune times.
I am interrupted when I do have planning time.

I make lots of parent phone calls and documentation on behaviors

I have to do grades for 16 classes every 3.5-4 weeks

EAFK ceremony decor and bling

- I spend almost every day after school until 10pm trying to prepare for the next day or grading or planning. I have no time during the week for anything else other than work related tasks. My weekends consists of grading and planning.
- At this time the campus is in compliance with state laws. However, the work load is too heavy to be able to complete in the time given.
- We have too many meetings during conference periods and after school and not nearly enough time for team planning with all that is expected of us.
- I feel that in order to do my job justice Science and Social Studies need to have another Teacher teaching them. It is very difficult to try and juggle the times to teach both of those subjects. I understand that they are not tested but they are still important and are tested in the 5th grade and we are doing a disservice to the kiddos by not having ample time to teach the subjects. More focus and attention throughout the day could be given to Math facts and problem solving skills that the students are so desperately behind in if I had more time to teacher JUST Math and every facet of Math at that.
- I don't have enough time to set up before the students arrive because I have multiple computers to sign on and papers for tardies and student IDs to prep.
- PLC's every week is redundant. We need time to plan good quality lessons!! Sitting through data and helping these Instructional Coaches come up with what we could be doing differently in the room is a waste of time!! Teachers need their conference time to plan lessons, run materials, and meet or conference with parents. Team meetings every week, PLC's every week, faculty meetings EVERY week. This is all at the expense of our students.
- Not enough time to complete all the task required
- I am assigned 5 co teaching classes, a case manager and a coach... I have one conference that happens to be my planning period also. It is IMPOSSIBLE to be SUCCESSFUL at CO TEACHING FIVE classes, two different grade levels, (Two 7th grade and three 8th grade) that I have no time to PLAN with the general ed teachers on modifications and accommodations for my sped students, be a CASE MANAGER and a COACH of THREE sports with ONE conference that "just so happen" to be my PLC.
- Having a planning period really helps with preparation. I worked at a campus in the past where I did not have a planning period, which made it difficult to prepare materials for the next day. I am very grateful that my department has one here at CCHS.
- We are required to teach multiple subjects (more than three). Many times these different subjects are to be taught in the same class period. We also deal with many behavioral issues that require certain paperwork. Our campus also has many meetings after school. We are required to serve on multiple committees since we have few staff. We need more planning time!
- We have a conference period and a PLC.
- Fine arts is the only department that does not get a PLC planning period and most of the fine art teachers direct a team or organization and could really use that extra instructional hour. Even CATE receives a PLC period now.
- I have one conference period because I teach an elective. At least once a week I have an ARD to attend that exceeds the conference period. Then I also have a PLC (there are 2 of us that teach this elective). We actually meet and plan the lessons together. It would be great to have two conference periods but I do understand the reasoning behind the one conference period for elective teachers. So, I am not really complaining just explaining my answer.
- With all of the documentation responsibilities and the protocols for team I feel overwhelmed most of the time and my classroom preparation has suffered. I understand the need to plan but it has stopped my creativity and most of my best teaching strategies from being implemented.
- Every spare moment is filled with some sort of data manipulation or other staff business in PLCs. At the beginning of the school year, we spent about 10% of PLC time planning lessons and 90% discussing school business/data, etc. I feel the data manipulation should be handled by the Literacy Coach and RTI Coach, then simply given to each teacher to utilize for their lessons.
- We have a lot of support from the admin at CCE. The PLC time has included time to plan and enhance our plans. Our coaches and admin are there to support our needs.
- I think it is awesome that here at CCE we have ample time to plan with our PLC time that our administrators have given us.

- Because I am an instructional coach I have time in my day to plan model lessons and create resources for teachers and students.
- As a team, we are able to plan, but sometimes there are interruptions that take away from the planning time. Unfinished planning are completed outside of the PLC time.
- Our PLC is always cut short due to faculty meetings. We usually only get an hour to plan as a team once a week.
- Being a sped teacher I teach multiple subjects. Between PLC and planning I generally have enough time to plan for my classes.
- I have only 1 planning period, yet I have to prep/plan for 7 different courses. We also do not have PLCs on campus. While we usually get a full hour each day for planning, the fact that we are planning for multiple courses instead of just one course takes a lot more time.
- Juggling all the required duties for my campus and doing them efficiently and effectively to the best of my ability can be a challenge at times.
- I'm learning to juggle responsibilities as the Instructional Leader. It is very easy to get caught in the web of parental concerns, parental wants and teacher wants VS. student needs. I make deliberate efforts to keep student needs (academic, social and emotional) first in all conversations and decisions. As a result, I sometimes make unpopular decisions that ultimately require more time as people request explanations. In the end, we all want what's best for students. Progress is made with communication.
- There is so much other business to do during the conference periods that ACTUALLY planning has to be done at another time.
- I teach at multiple campuses, my planning time is used to travel, I get no PLC.
- We have some of our PLC days to plan, while others are dedicated to data, technology pd's, sheltered instruction pd, etc.
- We've had so many meetings/sessions this year on campus, both during our planning period and after school. Basically leaves me working outside of my work day to plan and get things done. I've stayed until 5-7 after work far more days than I haven't, sometimes even as late as 8:30..only to come back the next day and do it all over again.
- I spend many extra hours at home doing paperwork, documentation, planning, etc.
- PLC Plus conference
- We have a weekly PLC that helps my team work together!
- There's never enough time in the day. If we were to be given 3 hours we would take 6 at least.
- I have two preps but only one PLC. It would be nice to have a second PLC to get with the other teachers who teach my second subject to make sure we're all on the same page.
- I love having an incorporated PLC time during the school day. Having that designated planning time helps get me home at a normal time instead of using my personal time to plan.
- The administration keeps piling more and more responsibilities on teachers, requiring more and more paperwork (most of which is against Education Code), and never takes anything away. Many redundant tasks and documents.
- I work at least 12 hours a day Monday-Friday with an additional 10-12 hours between Saturday and Sunday. My team has yet to officially meet and plan because we are just trying to survive at this point.
- Lack of time in between classes for proper dismissal and receiving next class.
- I have no conference period so the only time to prepare is during PLC which is great but it is definitely not enough for me.
- As nurses we don't have duty free lunches or time to attend ARD's due to the complexity of the kids we serve.
- Training is great! But you need time to prep and implement the things that are taught. Too much time is taken with meetings; especially PLC. If we are going to spend an hour on PLC it should be 30 minutes to plan and 30 minutes to look at data.
- My prep time is constantly taken away to do small miniscule tasks
- Being new to the campus and district, there is so much to become familiar with, that there never seems to be enough time. I am sure this will pass ;)
- With all that I have to do after school I can't seem to find the time to work on my planning during work hours. So, I have to plan during my weekend (family time). Sometimes I wonder if this is just the nature of our job. Yet, I continue to love what I do.
- Most of the planning is done on our own time because of so many meetings, including PLCs that take up our conference period and after school time. In my opinion the PLCs should be for actually learning teaching strategies,

creating engaging lessons and dealing with day to day managing or differentiation of content for the different levels of learners in our classrooms.

- I work a lot of extra time due to a lot of things still needing to be done and think my position should be salary.
- No time to collect data for instruction, students come first.
- PLCs/coaching etc. take away conference periods, the more time spent in those meetings the less time spent preparing for class.
- Continual interruptions in PLC time.
- There is NEVER enough time!
- Good amount of planning time and also very high expectations for lesson plans, etc.
- Lunch duty two or three times per week means I must use one-half of my conference time to eat lunch. Also, lunch time is 25 min., and I believe 30 min. is state law.
- As a new teacher, I am extremely overwhelmed and work approximately 10-11hrs a day to just keep up. A PLC would be nice.
- There needs to be more opportunities for planning and completing paperwork. There is not enough time to efficiently complete all the demands of the job.
- Most of my conference times are filled up with meetings or other things that are required by admin during PLC time. I don't always have the time to stay after school to plan, so I do a lot of planning at home. I would rather do it with my team but time does not always allow. When we do plan together we are trying to make sense of what curriculum has for us instead of digging deep to plan good questions and activities.
- Great use of PLC and Conference time.
- Planning time is taken by ARDs, and other meetings that do not meet the needs of my classroom.
- I appreciate having both PLC time and conference time.
- There have been instances where projects were assigned to one team, with weeks or months in between, then the project is handed down to another team with the deadline coming up within two weeks or so and it gives almost no time to plan on working around it so the teams have to drop what is being done in order to finish the project. it puts everyone behind. no real plan is really ever made once the project is handed down, which causes the inability to complete the project as intended.
- A single conference period is not sufficient time to do all the things that need to be done to prepare and teach classes and to build a program that requires interacting with the community.
- I only have one day a week for planning
- We are constantly asked to complete more and more required tasks, but we never receive extra time to complete them. I only receive one conference period and one PLC, yet they constantly raise expectations.
- Because I do not teach a core class, I have SIX different (English elective) preps and only one 50-minute plan period per day (No PLC), which is frequently consumed by meetings or other non-planning functions. I would appreciate a monthly (or {{gasp!!}} weekly!) time dedicated to planning alongside other teachers in the English department or even on my own.
- The demands that are placed on us require more planning time than we have time for.
- A large chunk of my planning time is spent in required meetings and conferences.
- I get pulled for other meetings many times. I plan a lot at home.
- Not enough time in the day!!! :-{
- I have a sufficient amount of planning - but much of it occurs after school time on Wednesday and Thursday as we need to plan as a grade level and share ideas. Planning is often used for 504 and ARD meetings.
- I work as a behavior coach, planning is done on a day to day basis and is dependent on how the students are behaving.
- Meetings take up too much time. The lower the grade, the more physical prep time is necessary but allowances are not made to allow for this consideration. No additional support help is offered either.
- Too many meetings!
- I don't have planning time I'm office staff
- WE are held accountable for too many meetings during and after school with a deadline to turn in our lesson plans .Since we team plan this leaves us little time to prepare and plan and run copy, etc.
- There are constantly meetings during my planning period, so I'm always staying late (past 5-6pm everyday) to plan. It would just be nice if we were able to use more of our planning period for actual planning time.
- Things are told to us last minute

- Because of having to do morning and afternoon duty, I do not have enough time to go over lesson plans for the day in class and prepare to interpret into ASL what the instructional staff will teach.
- I have 2 conferences times, one for PLC (which is an essential piece on planning), and the other for athletics (which I have 6th, right before athletics, to be prepared for practice). I also come early if I need to get more done.
- Planning time is taken away for too many other meetings.
- Most conference times are taken up by planning meetings. Planning and preparation time must be in the evenings and weekends.
- Caseload is more than can be addressed in actual work hours.
- Some weeks it is enough and some not.
- I receive a single period daily for planning. As a result, a majority of planning takes place outside of the school day.
- we work 10 hour days, need to make lesson plans , site them, explain our plans then print them and file them in a correct binder, we have NO assistants ,children with special need and behavioral problems, we are required to have our class in "show quality" at ALL times , have to clean our playgrounds and leave them in "show quality" when we leave, have to wipe down tables up to 6x a day with a 4 step process, some children aren't potty trained so we have to clean them while watching 8-10 other students but we are not supposed to leave them unattended, when we need to have our bathroom breaks we have to call someone from another room or ask our other teacher to come stand in between classes. We can't work on lesson plans during the day or we could be written up because we should be interacting with the students.
- I often use my planning time to perform other job duties outside of planning.
- Just a note - I think "Somewhat insufficient" should come after "Insufficient" so it goes: Extremely insufficient, insufficient, somewhat insufficient, sufficient... etc.
- Conference time is very invaluable. I completely understand that time is for parent conferences, PLCs, planning, grading, scanning tests, meetings and all other things required of us. What is not fair is that some teachers get an extra conference time just because they teach two subjects. This was NEVER done in the past! If we taught two subjects, oh well, we just dealt with it. I am very sure it has to do with rules apply to some and not all. There are many weeks when I do not get a conference time because I take the bulk of the workload of the department and everyone else just gets handed the information. It's ok because that's my job and it comes with the territory. But if "I" am handed everything, and I work and grade during meetings including faculty meetings instead of being on task and listening to the presenter, then why would I need another conference when the rest of my colleagues are working hard with intervention while I have my conference? Something is wrong with this picture.
- I have 3 preps. One of which is AP level. Although PLC helps with 1 class, I never have time to work on planning any other time. Even if PLC is done I am supposed to work ahead for the 1 class instead of take time to work on my other classes. No other person teaches my subjects.
- Time is taken up with too much paperwork to complete. Finish with one set of paperwork from one entity, department and another set is expected to be completed. Would prefer to have this time to focus on lessons and planning more effective delivery. No need for redundant paperwork, over and over again. If we already know a child is failing, we do not have to complete 10 documents outlining the same outcome.
- Too much computer input. Too detailed Not important for actually teaching. Planning time is used for unnecessary required work that takes meaningful Planning time away
- We need a half day scheduled so that we can meet with all of our parents for conferences.
- Planning time is usually spent dealing with ARD's, 504's, coaches agendas, etc. I typically get one planning period per week to actually lesson plan. Most of my planning, grading, and preparation must be done at home.
- So many planning periods are taken up by Coaches, ARDs, 504s, etc. so the department must meet at other times just to do lesson plans. Most of my planning takes place after hours.
- My situation is different from other teachers due to what I teach. I do not have a 1 hr block like other teachers. It is broken into 2 different times that adds up to 1 hr. Once we finally get planning going and on a roll, its time to get the kids.
- Campus special education staff works very hard, under staffed. Special Education department's support is very poor
- I have a meeting every day after school, so I stay late 2 days a week and use that for planning time and getting materials together. I am a Sped. teacher so I plan with more than one team after school. i cannot meet and plan with them during their planning period because I am teaching another grade level.
- Pulled multiple directions and don't always have sufficient lead time to get projects done as well as they could be if more time was available

- I have a lot of extracurricular activities, and while I do have some additional time, I have been unsuccessful in giving some of the activities to new advisors. In addition, I was unexpectedly given an extra prep to teach in August.
- It takes many hours to plan quality lessons for multiple subject areas. Information/resources need to be streamlined in Eduphoria or in binders so that we are not having to flip back and forth wasting valuable time comparing documents, calendars, etc.
- Although I have an adequate amount of time set aside for planning in my schedule, due to meetings/testing/other administrative duties as an SPS (SPED) employee, a lot of that time disappears.
- For the amount of subjects we teach, the time to prepare properly is insufficient. I spend hours of my own time on weekends and after school catching up to just be prepared for the following week.
- I have the time but due to scheduling am not able to meet with PLC for either of the courses I coteach in.
- I am given enough time to plan.
- Prep-work is essential in my grade level and as a whole campus assistance from volunteers is always greatly appreciated.
- We are utilizing our PLC time for some planning. We are also give a full day's planning once a nine weeks. Very grateful for those!
- Meetings, ARDs, 504s, and conferences use up planning period too often, lesson plans and expected supporting documentation requires several hours each week spent after normal school hours, making copies of needed materials also has to happen after normal hours because one copy machine is not always sufficient for needs
- PLC time really makes a difference in the level of education and creativity we can put into our lessons
- PLC makes it possible to plan
- Planning time is taken up with meetings
- We have a PLC period every day that is used primarily for planning our lessons. Perhaps two or three times a semester we will have to do a PD, but mostly it is for planning.
- I go for weeks without a conference period - there's always an ARD, 504, PLC, or other meeting....and nothing gets done during the day. I either stay late or bring a lot of work home to do, and sometimes have to come on weekends.
- PLC time is used to do what others want you to do, plan the way others want you to plan. We need time to plan how it works best for teachers. Not all planning should look the same.
- Our PLCs are often packed with extras that make it necessary to do most planning at home. Things like running minutes force me to finish my planning alone instead of with my team.
- PLC meets twice a week. Meetings are inefficient. We are still coming in every morning scrambling to make a quality lesson for the day.
- Due to so many meetings and interruptions our required planning time is taken away from us.
- Planning time is taken up by various meetings (504/ARDS, team planning). I would love a planning day to collaborate with the team.
- My planning times are being taken away, often several times a week for ARDs, 504's and staffings. I know that I should be telling my Principal I but I don't want to be labeled as the squeaky wheel. I feel like ALL of the district staff that are connected with these meetings should be aware of the LAW and plan our meetings accordingly, w/out teachers having to complain
- Always something to do
- Difficult to plan well with 1) limited bilingual resources that are readily available, 2) copy restrictions needed for leveled reading materials, and 3) minimal support for assistance with planning.
- Too many meetings are taking up planning times before and after school. Between SPED, 504, staffing, and other meetings, I am not receiving sufficient time to plan.
- Planning time taken up with other tasks such as meetings.
- There is always something else we could look for to make lessons better, different resources.

Please explain how useful your PLC is in planning and improving instruction:

- There still seems to be a lot of other things that take precedence over planning.
- You cannot lump coach, specialists and facilitator all together. The fact that this question is worded this way shows that the survey maker does not understand the current system- the system that has been in place for the last 5 years. The Instructional coaches work with particular campuses or grade levels. They are assigned to a campus. The curriculum specialists deal with campuses on the district level. There are currently no "facilitators" and have not had

any facilitators for over ten years.

As far as PLC- As a district we are all over the map about what should be happening in PLC. In some cases each PLC functions differently on campuses.

- We are able to plan with ease and effectiveness
- The other elementary GT teachers have been very helpful with the logistics of the GT program. However, the elementary program operates in a very different manner than the Intermediate course.
- The only time we are able to get together and plan
- PLC in CRCA are highly effective.
- We just look at data and calendars; there is no time for planning.
- There isn't a PLC for electives
- We don't have much time to plan/improve instruction as previously stated. Short cycle assessments have taken over our PLC.
- I would like to see PLC's included for all disciplines.
- Creates more work
- PLC's are a big waste of time for the following reasons: no set goals, coaches are disorganized and lack focus, not enough time to accomplish what needs to be done, lack of support or leadership, lack of experience or knowledge of responsibilities.
- CBS/SBC cohort is new, quarterly and adequate
- PLC's are still an issue although I can perceive an attempt to improve. I appreciate the efforts to minimize wasted time. I think it is simply unavoidable when you are trying to force different shaped pegs into the same hole.
- I do not have a PLC this year.
- I am very thankful for PLC time given each week.
- No planning gets done during PLC's. It is a waste of my time. It's an even bigger time waster when we are assigned homework.
- Gateway Teachers visit other campuses.
- New texts and ancillary materials are not meshing well with previous planning. Also, the online access to the new materials has not been very user friendly or accessible.
- There are new hires that are complete jokes when trying to plan a classroom lesson with. They might as well be dedicated to Facebook or have their Hudl account open at all times. They scare the students into submissions as opposed to effectively communicating with them.
- My PLC (this year) works as a cohesive team and divides tasks up extremely well. The communication of the PLC is excellent, and it is a PLC I would not want to lose.
- our department does not get PLC planning time
- B/C I do not have one.
- Flipped PLCs intent was to allow us to take a closer look at the unit that we are teaching. In actuality, we are looking forward to future units and planning for instruction. This can be done in team meetings. PLCs should look at our students where they ARE and plan to help them move forward. It should be DATA DRIVEN AND NOT SCOPE AND SEQUENCE DRIVEN.
- It's too frequent. Monthly meetings, or meetings every few weeks would be more useful and allow me more time to plan specifically for my students and lessons.
- The team works together with efficiency and everyone contributes ideas and collaborates.
- made up things for us to do; no true planning is actually done
- Since we do not plan enough, we can't improve instruction very well.
- The PLC process helps with the work load. However, too often we are required to do other things in the PLC by our instructional coach other than planning upcoming lessons.
- We have yet to make the connection between our students' performance and the lessons and material we teach them. It seems as though we are working on two completely different levels.
- we are supposed to all meet officially on Dec. 10
- Don't attend PLC'S so I have no opinion
- I feel that the same amount of work is not assigned to everyone. Some care and some don't. The ones that care end up doing most of the work. A lot of times things are done poorly just so that they can be finished.
- The plc meetings are not very helpful in the actual writing of lesson plans. While there are many housekeeping items taken care of during the meetings, the planning and writing of lessons happen outside of plc meetings. The

coaches are very good about helping us keep on track with the instructional calendar and the performance indicator schedule. Documents that are available in eduphoria are explained and other documents are distributed and explained. Testing materials are prepared and distributed and are available when needed. The coaches are respectful and value teacher input; I would like to see plc's become more teacher led. It is the teachers, not the instructional coaches that work directly with the curriculum. It is the teachers that see the impact the curriculum is having in the classroom. The teachers also know how far lessons have already been planned and what needs to be addressed. The coach's role could be to provide guidance when input is needed as to what needs to be done to meet district and state requirements. The coaches could also help locate resources and have those materials available.

- We do not plan in PLC because our principal has an agenda that does not include planning time for us.
- I truly enjoy and benefit from our PLC time. It is very beneficial for me to be able to break down data and see what my students are weak in and how I can better serve them! It is nice to have that time to look at tests and how we can make our instruction more rigorous for our students!!
- The specialist is amazing
- We are not given any daily nor weekly PLC time.
- Anytime you can work with a group of motivated teachers it makes planning much easier and efficient. Plus the ideas that come from PLC are priceless.
- With new teachers we need the structure to be able to pick the correct resources and document what is working and not working.
- We spend most of our time in PLC manipulating data, listening to speeches, etc., not actually planning lessons. Lesson planning is completed after school and on weekends.
- PLC time is vital in ensuring that all students are exposed to the correct material in a manner that will enhance learning and promote success.
- Our PLC time is all about planning. We go into the TEKS and then use our knowledge from that to plan.
- PLC at CCE is extremely helpful and good for our team regarding instruction.
- PLCs use data to inform our instruction and help us focus on where we need improvement and what we're already doing well with. They help us to set goals and then allow us the time and space to work together to reach those goals. Understanding of TEKS has dramatically improved since the full implementation of PLCs.
- PLC has made it possible to plan and implement ideas that work better for the students. Modeling an activity helps to work out the issues that could arise when completed by the student.
- It would be better with more time
- Our PLC works excellently to plan and create lessons. We have been planned out several weeks in advance at several points. We work well together and focus on making or revising existing lessons to fit the needs of our students and curriculum.
- We do not have PLCs on our campus.
- Our PLC's are very organized with specific goals and objectives. Teachers and Instructional Coaches come prepared and use data to plan their instructional goals.
- Teachers are learning how to read data and make instructional decisions with it. Teachers are provided time to digest skills and objectives. For those teachers that are willing to grow and push their limits, PLCs are phenomenal. On the other hand, we have teachers that are content with mediocre; these are the teachers that have their minds made up that PLCs are not productive or beneficial. We adjust our PLCs the same as a teacher would adjust instruction for children...it's all about differentiation.
- No PLC
- PLC is an awesome time to collaborate with my fellow team members. We each bring something different and unique to the table that can benefit our students, so having the adequate amount of time to plan has been and continues to be essential.
- We spend the entire time reading TEKS but I don't feel that we are actually able to plan or discuss planning as a team, in spite of requesting more time to actually plan and discuss strategies to teach upcoming lessons.
- Planning is geared to one size fits all for the most part. Stations merely consist of paperwork, not enough technology use.
- Everyone is together
- It is a great time to share instructional strategies and resources.

- We really use this time to plan out what we need to look at to improve our teaching and the learning process of the children.
- The lead is very knowledgeable & helpful.
- It is a wonderful opportunity to hear how experienced teachers on your team have taught the curriculum in a successful way.
- We don't get to do any actual lesson planning. We are just dissecting TEKS and other educational jargon.
- Most of the time we get what we need done in a timely manner but the team has some people on it that cause problems for no reason other than to bicker.
- I think that there is a need for these meetings but I am unsure if (at times) they require the entire hour or whether the information gained could have been given to us through a different avenue. On the flip side, when our work is productive I am SOOOOOO grateful for PLC because I gained so much!
We are all so limited with our time and I would appreciate any help in condensing the time away from my classroom.
- I basically answered it above in the previous explanation. I would like to say that our coaches have given me personally a lot of support mentally, emotionally and sometimes in the academic area, but I have also been extremely frustrated by the lack of follow through with requested help.
- we are our own center over here so we are not involved with meetings at Emile
- no time for PLC
- PLCs/coaching etc. take away conference periods, the more time spent in those meetings the less time spent preparing for class.
- Collaboration with co-workers improves teaching and instructional performance.
- Sharing ideas and knowledge is always helpful.
- Too much time is wasted on creating timelines that are already in place through the district. There is no need to create more work for teachers. Coaches do not have a clear agenda for PLC time.
- Good to have time every day but difficult with a PLC that is all new to the district
- The principal helped us to develop a daily routine, which we follow. Also, he helped us to focus all effort on the single overriding objective for the current unit.
- I have no PLC
- I love walking away with ideas and strategies to implement for the upcoming unit.
- Great team planning and time to collaborate and prepare.
- The planning time is used for other things and for the regular students. My students are not regular students, so I have to plan at other times.
- It is not easy to take a chunk out of your day but our instructor and team always get a lot accomplished.
- I don't have a PLC
- I do not have PLC planning time for my classes
- My PLC works at a higher caliber when the instructional coach is not involved. When the coach is in the PLC with us, she distracts and deters thought, innovation, and collaboration.
- I have no PLC.
- PLCs are going better than last year.
- I would be lost without PLC time. It is very helpful to plan together and stay on targeted goals. However, some of the paperwork is redundant.
- This is a time we look at objectives and create our unit tests. We need this time.
- Too many meetings
- I don't have PLC's I am office staff
- When we get to plan during this time it is effective use of time, but we do not get to make real lesson plans in these meetings
- As a Spanish department, we plan together, ask questions about planning and lesson ideas, we ask each other grammar questions (both native and non), and we create common assessments and analyze data.
- Not much planning is completed - too much time is spent on evaluating data.
- we are given time to collaborate and reflect on teaching strategies but our team is not on the same page and this time is often left with frustration levels high and confusion within the team
- PLC gives us a chance to share what works in our classes with our peers and focus on TEKS that students still need more help and how to help.
- PLC do not really relate to DAEP. And are not very accessible.

- Because some of us care for our department more than others, and our consciences and morals do not allow for the department NOR our students to suffer, we do our best to produce amazing quality lessons. Looking at data and asking "What else could we do?" is a slap to our faces and undermines our professionalism. We plan, we search, we work late, we come early, we intervene, we reteach, we get up and walk around, we monitor, we make connections, we establish relationships, we do and we do and yet it is not enough. So when the outside "resources" come in, it is not necessary.
- Being together helps us to be on the same page, bring ideas to the table and have assistance when needed from our instructional coach, principal and outside support staff. Reviewing, and unpacking the TEKS as well as data assists us to have more grounded instruction.
- Very little planning happens in our PLC's. Most department members come unprepared or are not actively present. It is frustrating when only a couple of members come to the meeting prepared.
- Usually our coach has information to share and we have to meet later in the week to plan.
- The instructional coaches are very helpful. They help keep us on task and really make us think about what we are teaching and how we are teaching.
- During PLC meetings I wish we would spend time preparing lessons that focus on the TEKS rather than continuously breaking down the TEKS. I feel that a PLC should be a time to plan, not recreate a scope and sequence. I would love to see peers modeling lessons to help each other and critiquing one another to improve as professionals. If the PLC meetings felt like a "Safe place" with an approachable coach this would work. They don't feel like that now.
- During our PLC our reading coach is there and she has great ideas, she listens to what we need as far as resources and she gets them to us in a timely manner. We look at data at our PLC meetings and that drives our teaching and re-teaching, so we are more effective. Our Math coach is also effective.
- Our PLC time is useful for planning, but not long enough especially if we have assessment data that we need to discuss also. I would like to see additional time built back into the school day for PLC so we were not having to spend so much of our own time after school.
- We don't use the time to plan lessons. The time is allocated to breaking down TEKS, going over calendars (which change on a daily basis so its wasted time), and usually spent talking about upcoming tests.
- I do not attend, I get the info from eduphoria and from my co-teacher
- Gives me a direction and great clarification in reading.
- For my department we do not get to meet for PLC time across schools i.e. elementary, music, art, coaches,. In the past it has been on our own time after school.
- Pre-K does not have PLC's this school year. I believe that our team feels neutral about having or not having PLC's.
- We use this time to dig deeper into what the TEK is actually asking the Ss to learn/do. This allows us to plan
- We discuss great ideas during PLC, but there is rarely time to implement them in the classroom due to all the other demands of instructional time as well as planning time
- We do a great job of balancing each other. We bounce ideas off one another while staying on track. We push each other to be better.
- Our specialist is there to help us meet the needs of our students. She makes sure our copies are made, that we have the materials and supplies we need, and she makes helpful suggestions when we need help coming up with ideas for lessons. She also provides question banks for our common assessments, listens and responds to our input/concerns about District Assessments and advocates for any changes we suggest. She also makes department meetings short and sweet. She sticks to her agenda, communicates the admin expectations and brings great treats.
- We tend to have different opinions on how to teach certain concepts to the children, and we spend a lot of time making decisions. We almost always have to meet up again on Fridays so we can finish what we didn't get to on Wednesday.
- PLC time is used to do what others want you to do, plan the way others want you to plan. We need time to plan how it works best for teachers. Not all planning should look the same.
- Again, if we weren't working so hard at proving we are working, the time could be well spent.
- There is not sufficient time to plan quality lessons. Too much time is wasted in PLC discussing topics that are irrelevant to our needs/
- Mrs. Walker is very knowledgeable and provides us with step by step instruction and support. She does a fantastic job for our team.

- I have really benefited from PLCs. I only wish that they were NOT during school hours. I would prefer after school meetings.
- We can share ideas.
- I feel if I had more time to actually sit and grade my tests and papers in depth, I would not need the data that we pour over constantly. The data tells me what TEK was missed but it does NOT tell me WHY. Me having that (PLC) hour to actually sit and go over each of my students answers and form my own data would be more beneficial.
- Mrs. Walker is a very nice coach
- PLC planning time is used as efficiently as possible, but there are different components within ELA and SLA that make it difficult to address all areas with fidelity.
- The literacy coach is wonderful in helping to facilitate our analysis of data. She also provides strategies that we can use to help improve student mastery. We also have a strong team that shares resources and ideas with each other. Our PLC time is never wasted and always on track.
- We get to plan and share our activities and previous experiences. We learn from each other.
- Sometimes it is very helpful and sometimes it is not.

Please explain your rating the amount of paperwork that is routinely asked of you.

- I'm not overwhelmed with paperwork. I am overwhelmed with videos and other responsibilities.
- Being a first time GT teacher, I find the paperwork and testing necessary to be arduous. With no training or explanation of how the paper work/testing should be done I have been trying the best that I am able.
- What is the network Services Department I see it on the survey but I don't see anywhere in Bastrop ISD we have a network services department
- Lesson planning, TEKs, district expectations, campus expectations, MCP, guided reading, RTI, IEPs, etc... Gets overwhelming.
- The amount of paperwork is totally understood, especially when it has to do with documentation of our students' progress. When it is excessive is when teachers are asked to complete secretarial work that the front office could complete. Example is ordering necessary teaching supplies. Also we are given one ream of paper a month to complete all of our copying needs. Mass punishment is not sitting very well for those of us that follow all of the copying rules.
- It gets done so it is manageable.
- ARDS, 504s, nominations, surveys, trainings, parent contacts, emails, etc.
- Providing 504 on a weekly basis, feedback for ELLs, and short cycle assessments.
- To be expected in special Ed.
- The amount of paperwork we are asked to do seems to have decreased since last year.
- Never ending paperwork
- Teachers are asked to repeat the same tasks too many times. For example, teachers have to write student data and provided at BOY, MOY & EOY, and provided it to the person requesting it. They are then asked to rewrite it for the Rtl department at BOY, MOY & EOY & each time they need to recommend testing or support for the student. Finally, they are asked by the Special Ed. department, or a committee, etc., when teacher asks for support, etc. There should be one form or software location such as Eduphoria, that is then shared among the staff who needs that information to support that student's education. The document should be a "living" or "growing" document so as changes are made regarding a student, than everyone who needs it can see it.
- Lesson plans too detailed. Recently changed. Reports duplicated.
- Data entry is manageable only because there are 2 of us
- RTI paperwork on top of special education paperwork, on top of bilingual paperwork is just massive. Special populations such as sped and bilingual should be exempt from RTI paperwork due to the already over documented nature of these populations.
- Not excessive
- Most is manageable, though electronic paperwork (like lesson plans) can be difficult to juggle for new classes when there is only a conference period to try to enter all data, create assessments and lesson plans, fill out student information for 504 and SpEd, and complete any other additional forms.
- Paperwork including grading?? Grading is difficult for the younger grades, like First grade, especially when expected to have 9 per subject area.

- Much of the paperwork that is required of me is redundant.
- District workloads are based on legislative/ TEA demands.
- Some deadlines for paperwork is right on top of other dates....more pressure to have it all done at the same time. Turning stuff into the classroom when paperwork is due students/grades.
- Grading papers is the bane of the existence. Now we have to have extra major grade assessments. AP is a college course; therefore the course should be completely designed differently.
- In addition to the creating of lesson plans, the development and modification of notes, practice work, hands on laboratory activities, grading papers and turning them back to students in accordance with the handbook, and keeping up with a 24 hour response (see Teacher Handbook) to parent contacts, and also student emails, teachers are expected to run and print reports that can be accessed by students/parents via Skyward. Teachers are expected to run weekly grade reports, missing assignment reports, and to utilize Eagle Time to make sure students are working on missing assignments and re-doing any work that meets the criteria for the Mastery Learning that is being implemented across the district.
- Takes away valuable instruction time or planning time.
- excessive documentation
- At times it seems we are double dipping or filling out the same thing for a different protocol.
- Mounting requirements (additional grading requirements, reports, RTI, Flipped PLC prep) have made higher demand on time that I would normally spend preparing for actual lessons or tutoring students.
- Paperwork is a necessary part of the work. It would be wonderful to be able to accomplish all that needs to be done without paperwork, but that is unrealistic. The choice was not offered, but I would have chosen appropriate.
- Data data and more data... attendance reports, grade sheet reports, RTI reports...it seems that other staff could be utilized to print/fill these things out...
- Mostly ARD paperwork is what is routinely asked of me.
- Again data and compiling kids scores from test to test to see if they improved and have it charted takes up extra time that I need to prepare for the many levels in my class.
- From 504 and SPED evaluations to inputting lesson plans into a Google Doc that is then put into Eduphoria - I find I spend quite a bit of time filling out forms, in addition to discipline forms (which should be entered electronically so that we can save money and track their status) to the forms in triplicate we have to fill out to let a student go to the library or nurse - it's not cost effective or very efficient.
- Lots of SPED and behaviorally challenged students at our school.
- I only use Eduphoria for my position and it provides me with the information I need.
- There is too much sped paperwork that I need to check that constantly changes throughout the year and papers that I need to fill out to make sure the accommodations are being followed. Too many surveys and questions that I find useless when one executive decision could be made because we all know what is wrong. Instead of all the questions and surveys we should come to a vote and make a decision. Too much data analysis paperwork and too much paperwork to do during PLC's.
- Lesson plan requirements have been heavy. Expectations seem to have been lightened lately, but no clear directions have been given as to what the new requirements are.
- It is never-ending and in third grade there seems to be a lot more paperwork involved in day-to-day activities.
- I know that there is always paperwork when teaching is involved and I have worked at other campuses in my teaching career. The paperwork that I am required to do here at Bluebonnet is totally manageable and understandable, especially compared to other districts!
- Some of the items requiring paperwork is information available on the computer. This is true especially at the beginning of the year. There is no consistency in the information that is being used or asked for.
- Not enough time to complete tasks required
- Manageable when I MAKE time to do my special education paperwork... (by make time I mean have to miss classes)
- We are required to fill out a lot of redundant paperwork.
- What happened to teaching? We have to complete lesson plans in Forethought, tests and data analysis in Eduphoria, Sped paperwork, communication logs, ELA monitoring forms, and many other forms.
- As I said before, I have only one conference period. I try to get it all done in that 50 minutes but that's not always the case. Most of my time after school is spent trying to stay caught up with the paperwork.

- I don't ever get to everything and I am sure that my evaluation will suffer. There are not enough minutes and opportunities in the day to document at the level mandated by the state and to reflect properly. I am rushed every second of the day. That does not allow enough discussion to find the best solutions to problems just the first.
 - "Paperwork" is not always on paper. Now, it is computer work, but it is still time consuming compilations to be completed by certain deadlines. Specifically, entering data, printing data, manipulating that data for instruction. This data includes ARDS, BIPS, 504 information, and lesson planning.
 - We only do the required paperwork.
 - The only paperwork that is difficult to complete in regards to amount is the required documentation for TLI- DIP (primarily) and purchasing paperwork.
 - It is not the paperwork, but the MCP videos that we are required to watch by the end of the year
 - I have Sped paperwork as a case manager that comes and goes. The end of each six weeks has a lot of paperwork, but in between it is not too bad. Beyond that I just have grading and planning which is manageable.
 - Many of our campus processes can be streamlined through an email system, google docs or evernote. While we do need documentation, much of our required paperwork is already recorded digitally. For much of our documentation we are being required to provide digital copies, as well as filling out different hard copy forms for the same processes. Why can we not provide a digital copy and print it out?
 - Although there are a lot of demands to my position, I understand the need to meet deadlines, complete reports and accurate record keeping. Most of the required paperwork I am responsible for is required by law so therefore see it as a necessity of my job.
 - Data analysis we write down is done in more than one way. It seems it is more to prove how the kids are doing on assessments than on helping me to know what they need.
 - We are required to submit writing samples every other week.
 - Excessive, due to all the documentation required of student's performance. Numerous papers to grade.
 - I do not find myself overwhelmed by the paperwork.
 - Not as bad as last year but there's still a lot especially with grading social studies and science. We teach social studies 1 day a week but are still expected to provide at least 9 daily grades and 3 major grades. Science is the same but we get more time in the week, 3 days, to get the grades.
 - I seem to only fill out documents that are imperative to my students and position.
 - We're required to submit myriad unnecessary documents in violation of the education code. Administration publicly shames teachers who fail to turn in paperwork on time. There is NO time to learn, grow or improve. ALL our time is spend jumping through hoops and documenting that we've jumped.
 - I still feel like a first year teacher when it comes to understanding the RTI paperwork.
 - The extent of my paperwork amounts to lesson plans, grade reports, awards.
 - I don't feel like paperwork is an issue for me at all currently.
 - Again, there seems to be a lot, but part of that is just becoming familiar with everything. I am sure it will become less difficult with time.
 - Again, we are all so limited with our time and I would appreciate any help in condensing the time away from my classroom.
 - we work really well with each other here and usually don't have any issues with paperwork
 - Must do on own time to be with students. No teamwork.
 - There are times that it is very stressful with the amount of paperwork that is due. Other times things run smoothly, so over all I'd say it is manageable.
 - There is a lot of lesson planning and behavior, specials documentation but that is part of the job! Adjusting to new district too!
 - Lesson plan requirements follow state law. When data is analyzed, the data is supplied to the teachers.
 - As a first year teacher, I constantly feel overwhelmed.
 - I feel that the RTI process could be streamlined more, maybe even made to be digital. That would help the paperwork process a lot!
- On another note, I do not understand why we muse rewrite Tier 1 interventions on a separate document. I feel that our lesson plans are sufficient for this.
- Not enough time to complete everything!
 - Although it is excessive it is necessary to meet the required TEA deadlines. My paperwork begins with district wide and it takes until after January to catch up.

- I am used to the paperwork by now and can handle it. Many on our campus get overwhelmed but a few of us are able to help a little extra here and there. I wish we were more available to help each other. We do have to get our own paperwork done and usually do not have much extra time to help others.
- Extra projects that require a lot of time and effort as well as paperwork that is not essential for my day to day teaching assignment.
- We are constantly asked to complete more and more paperwork, but we don't receive time to complete them in the school day. Either give us less paperwork or more time!
- Much of the paperwork has gone electronic, so I am able to complete and/or manage it from my laptop with ease and efficiency (and timeliness).
- I am feeling so overwhelmed in this job and I feel like it gets worse every year. We are asked to do so much but we are not getting paid as much as we should for the amount of work we have to do.
- Paperwork is an accountability facet of our jobs in education regardless of what part of the district we work. In my duties, much of the paperwork is required either by the state or federal governmental agencies. As those accountability demands grow, so does the demand for us to prove how we do our work, and how we make good decisions for kids. Most jobs in and out of education require accountability, and varying degrees of paperwork. BISD is not unlike many school districts, in that while we would like to reduce the load, we are public servants, and are accountable for what we do for kids.
- There are moments that are difficult - this seems to be at the beginning of the year and at DRA times.
- I'm a TA, we have basic forms we fill out daily
- Paperwork is a part of my job it's expected.
- Herein lies the problem...not enough time to complete the paperwork
- Way too much paper work
- Submitting on ESPED form a day is quick and easy.
- It has gotten better with more forms being available electronically.
- There is too much paperwork to refer a student for academic or behavioral needs.
- Sometimes there is more than enough
- Most of the paperwork is kept to a minimum.
- We have multiple check lists. The incident reports are like writing a college paper. we need to include everything about the child, parent, and their doctor, write what happened how it happened, who saw it, why were in the situation, what we did, was doc called. We have to do daily reports on children to include when they potty. we have 9-10 kids in class and most are potty trained. Most parents have asked NOT to do daily sheets for their child but it REQUIRED.
- Too much to do-not enough hours in the day to do it.
- Feel like every week there is more paperwork required from various entities. This paperwork takes away from quality time planning and preparing for class. I feel more time needs to be focused on working on the needs of classroom and lesson delivery, less on redundant paperwork.
- RTI paperwork is very time consuming.
- Not enough time in the day!
- I have extra paperwork due to ARDs, some weeks are more hectic than others. I usually do some of my work at home, so that I do not have to stay at school so late. I also have other committees that require extra paperwork that does not pertain to the normal paperwork of grades and reports that are just part of my job.
- Pulled from multiple offices to do projects and without communication between them I am caught many times with multiple projects due at the same time, and conflicts in scheduling. The job continues to expand but the position title and pay does not reflect the work.
- Still too much repetitive paperwork especially in Rtl documentation.
- Testing, Medicaid notes, session notes, evaluations, IEPs, progress notes...all of that can pile up from time to time.
- I feel like it's a never ending pile of paperwork. Once I have something turned in (for example Rtl paperwork), the next thing comes. It goes on and on. Examples: grade proof sheets, attendance proof sheets, Rtl paperwork, PD homework, Referrals, GT requests, and the list goes on.
- Any special education teacher has additional paperwork along with preparing for classes.
- I have less paperwork than a homeroom teacher might have. My demands are on other preps and extra duties that create time constraints/deadlines difficult and stressful. Paperwork is sometimes turned in late but not regularly.

- Paperwork is and always will be part of this career. That is perfectly understood. However, our supervisors try their very best to provide us with deadlines days, if not weeks, in advance. This is a huge plus because nobody likes to be told to turn in paperwork a day or hours in advance. Our supervisors and peers are very good when it comes to providing reminders in reference to paperwork deadlines, and that is greatly appreciated.
- It seems that we are often transferring data from one place to the other.
- It feels like we are expected to document every action we take. We have to keep track of RTI instruction for every encounter/student, every parent contact is to be logged. We are not allowed to grade student work when students are in the room, so we regularly take home hours of papers to grade and still cannot keep up with the 4 day expectation of turn around.
- Lots of unnecessary paper comes through classrooms. We're too caught up in always being so politically correct with everything and documenting everything. What happened to teachers who could come to school, have fun and just teach? Now, it is scary to be a teacher... forget to document something? You're in trouble. Discipline the wrong kid? You're fired. Have a test? We'll be prepared for half of your class to have accommodations.
- The amount of paperwork required has greatly reduced over the past few years. We have to provide attendance reports, grade sheet reports and feedback for Special Ed students, but even that has gone paperless. The administration seems to be aware of and respectful of the time it takes to maintain certain records. They don't make us do redundant paperwork that was required in the past and at other campuses.
- Since I'm almost never given a conference period in which to do paperwork, it's hard to get it done on a timely basis, on top of correcting tests, daily work, getting planning done, copying papers, etc.
- Repetition, repetition, repletion.
- Share teacher call logs; write lesson plans detailed enough that a first year teacher could teach from them; indicate differentiation for ELL/Sped/Pre AP; provide a list of ELL and Sped students and which specific modifications/accommodations they receive; keep running minutes proving we're following protocols in PLC; data and artifact digs; turning in "assignments" to coach and associate principal on Google Classroom and receiving a "grade" for them.
- Teachers are still being asked to copy data from eduphoria on to a spreadsheet.
- Forethought is extremely user UN-friendly! I cannot lesson plan effectively using that program.
- The paper work asked at the beginning of the year is very repetitive.
- Some redundant.
- More so at the beginning of the year, but the RTI documentation is excessive year round
- I love my job
- Deadlines given with sufficient notice.
- All of the documentation is overwhelming. I also feel as though new things to document are asked of us weekly, and it is becoming too much. We need to get back to having more time to teach, and less time dealing with data and paperwork.
- Not enough time to do it. We have to do it during our personal time.
- It is not constant.

Please explain your rating of your overall level of satisfaction.

- I am happy with the things that the district is able to provide. The specific things that I would change are campus level.
- I feel that, in order to serve the GT students in two different schools, there should be a dedicated GT teacher, with their OWN class room at each school. Trying to teach in a cafeteria for 2 periods is not conducive to learning.
- Love my job that's why I stay!
- I love my job and schools.
- The opportunity for advancement is up to me, not anyone else.
- Elective classes are too large. Budgets and salaries are not keeping pace. Excessive amounts of paperwork is tied to large class sizes.
- Benefits keep changing so hard to count on things.
- Very satisfied. You're expected to work hard, but if it gets overwhelming supervisor is helpful as well as most staff. I enjoy this team approach.

- Although I am grateful for the pay raise we received this year, I am actually making less money this year than I was last year. (None of my benefits changed from the previous year.)
- Everything okay, except:
 - 1) salary- you would think after 27 years I would make enough money to live on my own- nope
 - 2) I have applied many times for an office position, but because I only speak English, I am not considered. What?
- Lots of hours spent on weekend and nights. Comp time would be appreciated
- Not enough advancement opportunities for bilingual teachers.
- Slight salary increase did not cover increase in insurance premiums. Workday getting longer with too many meetings going later after school. Little opportunity for advancement.
- Salary fair, benefits becoming poor, advancement NA, hours too long, work environment very good to excellent
- Our library program has been severely handicapped by the current lack of support in our district.
- Insurance premiums are high, district should contribute more. Our raise did not cover rate increase. Did you know that some school district give their teachers bonuses and pay for un-used sick days? Why can't Bastrop?
- Points implied to me this year by administration regarding my new position, as well as those regarding expectations that students should never fail an elective (but should also not just be given passing grades), plus the ease with students are allowed to drop AP courses and are not held accountable for completing work, have caused me to lose some faith in the ethical and curricular functions of education. My colleagues, however, are a joy to work with and provide extensive support and a professional atmosphere, along with several assistant principals, and I really love working with my students and on my campus.
- not having any to advocate for my position not offer any direction to our program
- Of course salary for teachers is always something we strive to improve! Even with a Masters, it does not compare to other career fields with the same level of education. Non educated fields often make more money...
- We are given a paper driven curriculum (Reading A-Z, Writing A-Z, Fountas & Pinnell, etc.), yet we are very limited on how many copies we can make. For years, including this year, we went without some textbooks and workbooks for students sometimes for the entire year, sometimes only until mid-year. I almost never have enough textbooks or workbooks for all of my students. We are expected to do more than ever with less support and materials than ever. The amount of money that I have to spend from my own pocket is ridiculous!! We always have to stay late and take work home, and still feel behind. If a school district wants the students to succeed, you have to listen to and support the teachers, NOT give them more work.
- Health insurance is too high.
- If you work 25+ years in the business world, are an effective and moral contributor to your company; you retire without much too financially worry about. The teachers' retirement is a joke compared to the rest of the world.
- The salary of teachers is decreased by the number of hours outside of the classroom that have to be put in so that all the requirements of the job are met to a satisfactory level. Moreover, for some reason, my health insurance prescription coverage was terminated in the middle of October. I still had health insurance, and my pay check was still being deducted, but the insurance was terminated and it is difficult to resolve the issue. This is unhelpful because of the medications I require to remain healthy.
- Campus principal has unrealistic expectations and demands such as: mandatory book club meetings, learning walks, and assigning teachers to attend district CRAM sessions. Also, faculty meetings, literacy night, and other events were scheduled during parent conference weeks. She has been overheard speaking unkindly of teachers and parents. I find it difficult to trust that she has good intentions since she has mislead us on a few occasions and failed to admit her mistakes. Thankfully, BFT has helped voice our questions and concerns in an effective manner. (Clarification regarding PLCs, lesson plans, and print shop orders). I do not feel valued, respected, nor appreciated for all the time, effort, and heart that I put in each day. I continue to give teaching my all for the sake of my students.
- Exhausted. No time to teach anything well. I am constantly pulled from my students.
- Due to lack of prep time we put in excessive extra hours
- Could be better. I stipend needs to be given to ANYONE in a fab 5 subject.
- I love my job, hours, and benefits so I decided to go back to pursue my teacher certification online through iteachTEXAS, and it has been a definite financial struggle plus I wish I had a mentor or support group to get through the process, thanks for the survey.
- Bastrop is not competitive in their pay scale. Let's increase teachers' salaries so that we can retain good educators & open doors for improving our recruiting practices.

- I enjoy working with my students. The politics, paperwork, interruptions by others, learning walks, and constant meetings are the problem and a time-sucker.
- The planning time is the biggest factor in my level of satisfaction with my work because it makes me feel like it's possible to do a good job without giving up every other commitment or relationship in my life to do so. The salary is fair and competitive with Austin. Opportunities for advancement are available. The benefits are okay.
- There is very little support offered. It is only offered when I ask for it.
- I feel drained and strained from having to get all done and I get to school at least an hour early and stay at least an hour later.
- Insurance is too expensive. Pay raises are only reflective of insurance premium increases and therefore there isn't a "raise" reflected on the paycheck. Glad to have the salary schedule back at BISD.
- I spend at least 2-4 additional hours a day grading assignments and planning lessons.
- the work is intense for certain periods of time, many benefits of time off, lots of principal and asst. principal support, good benefits, reasonable hours (more than 40 per week but that's okay)
- I feel that I am being overworked and not paid for the amount of worked involved. The benefits are poor and the payments for them are too high. Opportunity of advancement is nonexistent.
- The teaching profession as a whole has been under attack for several years by the media, the federal and state legislatures etc.... Propaganda is levied against the schools accusing us of failing to do our jobs and failing the children in our care. Yet when you examine what students are being taught now compared to what students were taught 20 years ago, it is clear that the schools have made tremendous gains and that the schools are demanding a great deal more from students and educators. Time and time again teachers and students have risen up to new challenges and reached higher and higher benchmarks. It is time for bisd to acknowledge that teachers have been run ragged and give us a break. We need time to catch our breath and to reconnect with our families. Requiring so much from employees and constantly sending the message that no matter how hard we work we will always need to make major improvements is beginning to backfire. Teachers and students are becoming disillusioned and weary. We need time to stop, enjoy the successes we have had and take some time to just enjoy that our work has been worth the sacrifice.
- Putting in way too many hours in order to keep up with what our principal expects of us.
- I am very happy to be at Bastrop ISD. I am at the BEST campus I believe. I feel loved and appreciated every day and that is hard to come by now a days and I am truly blessed!!
- Lots of responsibility based on salary. Little advancement advantage. Good benefits
- Bastrop ISD offers no opportunities for teachers to tutor. Last year I was asked to tutor during my lunch or conference time FREE. Every year I see students who would benefit from tutoring but, I have been told the school cannot afford to pay teachers and cannot afford to pay for buses for students to get home after school or on Saturdays. I come from a district that always provided tutoring and provided snacks for students who came. It started as early as Sept.-all through March including 4 hours on Saturday.
- Dental insurance is not very good this year.
- I am not satisfied at all! The hours I put in for coaching on top of the hours I have to spend at HOME doing special education paperwork due to not being allotted the time at work makes this job difficult and stressful!!!
- As it pertains to salary, hours, opportunity for advancement, and benefits, I would say that CCHS is adequate for the stated criteria. I certainly feel that I earn my pay on a daily basis. Hours are reasonable.
- As teachers, we do not get paid very much and the insurance we receive should be exceptional to balance the salary. If you have a family and have to carry family on your insurance, the costs are outrageous.
- I feel as though most stipends for coaches/directors are not up to par with other districts for the amount of time they put in to rehearsals/games.
- Life skills is a very difficult position to be in. We get hit and kicked and spit on daily. Kids come to school sick or not because parents need a break from their special needs kids. Therefore, we also get sick more often. The amount of sick days should increase for the personnel of self-contained classrooms. Also, we make a lot less money than teachers, however, there is only health plans for the district. These benefits aren't affordable for those with 1/4 of the pay.
- I wish there was not as much emphasis on testing students.
- I like the compensation and the kids but do not like the one way nature of interaction with the administration.
- No job is worth the trouble if there is constant negativity coming from an evaluator. There should be some positive feedback, especially when invited specialists come in and can find nothing wrong with the lessons.

- Salary is not on par with other districts. I was looking at moving and would get a 10,000\$ raise by doing so. If you want to keep good teachers, you have to pay them as if they are worth it.
- CCE is a great place to work with great support from our admin.
- I have the opportunity to do what I love every day. I am able to support teachers and help increase student achievement. My job is extremely rewarding. Of course, a raise is always appreciated, but I don't feel my compensation is unfair. Benefits are sufficient and there are not only opportunities for advancement, but also many opportunities for extra compensation if desired, i.e. cohorts, UIL coaching, CRAM sessions, etc.
- My work load seems greater in this district than in my previous district. I like Bastrop, but don't feel I am ever a fully prepared teacher
- The pay is decent, it was nice to get a sped stipend this year for the first time. I do not often take work home, which is good and often I stay here for the sporting events rather than due to work. The benefits are always confusing. They pay out decently, but it feels like I am always trying to figure them out. It does not help when they change every year and I have to learn it all again.
- At a district level I feel very supported in my growth and development as a teacher; however, the top down methodologies and approaches to curriculum, student discipline and other factors are not serving the best interests of our students and their families. At the campus level I have a lot of extra duties which adds to my workload, I also feel like there is not much room for advancement or growth on my campus.
- Teacher insurance is expensive. I feel advancement opportunities are great within our district and I have many opportunities to get the experience I need to advance in my career. Hours can be long, but can see this as a requirement of my job and what's best for students and teachers.
- Salary is not equal to the amount of work this district asks of us to perform when compared to what upper-level salaries and raises.
- Salary lower than average for equivalent position of equal sized organizations.
- Coming from a different school district, I have been very pleased with my overall experience thus far in Bastrop ISD! Another raise would be great too!
- I love teaching. I enjoy the actual teaching and impacting children's lives part of the job. However, it seems that this year has been so exhausting with the late nights at work then coming home to cook for my family then going back to the work that I've brought home. I feel like I'm not always my best due to physical and mental fatigue. Then throwing meeting on top of meeting and spur of the moment meetings and all the calendar alerts and hugely ridiculous amounts of emails all day and night (seriously I've gotten emails as late as 11:30 and on Saturday nights and Sunday mornings), all this impacts my level of satisfaction.
- It is what it is.
- Great place to work!
- I am hoping to make BISD my new professional home, but have not explored opportunities to advance yet. I am hoping BISD is a place I can do that in the coming years!
- I love my job, where I work, and who I work with.
- I am happy with my salary. I come from a district where I made \$13,000 less. I am very satisfied with my current pay.
- Too many responsibilities, not enough time to do anything well. Pay is stagnant. There seems to be an emphasis on pushing good teachers out.
- Health Benefits could be better.
- The public school system is starting to care far too much for the psychological wellbeing of the student and is completely dismissing the psychological wellbeing of the teachers. Too many discipline problems, too many kids getting away with doing and saying horrendous things in the classroom. The system has allowed for these students to walk all over the teachers with little consequence. Teacher stress is incredibly high and we are starting to feel hopeless. So many teachers speak of quitting teaching completely because of the mental toll. Discipline needs to return so teachers can teach.
- I honestly don't plan to return to teaching after this year. I am officially burned out.
- The benefits are pretty poor, advancement is only possible if you want to be administrator, no real incentive to get a post grad degree, lots of hours with very few stipends.
- I am very grateful for what I have. I enjoy my job and students lack for nothing. My colleagues are hardworking and committed to student success.
- My satisfaction level is below where I'd like mostly because I feel I'm not appreciated for what I do at this time. I work routinely 12 hour days and sometimes longer due to coaching responsibilities and that is almost never

addressed when it comes to the classroom. I have had to do my job on top of doing other staff members jobs most of the year and nobody even knows or cares to show any appreciation for it. I'm not asking to be praised just think it would be nice for someone to take notice or help me out when I need it. Salary is good compared to those around and advancement opportunities will be looked into this year.

- Insurance cost has increased, yet the quality has decreased and the deductible has increased. :(
- As nurses there is not much room for advancement. I would like to see our LVN's to be able to get their RN and stay with the district.

Issues with salary came up last year and were handled poorly. This year there were secondary financial issues that were resolved very poorly and unevenly in the district and no opportunity to try and advance into two open positions, one was never opened to interviewing and the second had qualifications attached that were not ultimately used for the candidate who got the position.

- I am thrilled to be a part of BISD!
- As a teacher I believe with all my heart we are a vital necessity for our country, and we have the responsibility to teach the future generation of children who will one day run this country. With that said it amazes me how little a teacher makes. I would like to see a pay increase for all teachers. This would help balance the hours that we have to put in and feel the benefits of being an educator.
- When I first began a little over 3 years ago, I was never given a mentor teacher. I believe that it would have been very beneficial to my development as a teacher as well as my emotional well-being. I have asked for one multiple times and the last time, I was told that there was no money for the stipend that a mentor teacher receives. I doubt that it is a large stipend, but I believe that a good mentor teacher is beneficial for new teachers and their students.
- I am happy with everything I just think this position would be better if it were salary based and not hourly
- Insurance is not a good program. The changing of company's on parts is not fair to employees. The employees should have a say in what is being offered or a choice of companies.
- Current raise did not cover increase of insurance cost. I make less on my check than I did last year. I deeply dislike having to print out insurance cards due to district decision to not have insurance company mail to individuals,
- The salary is comparable or better than other districts. Teachers overall are poorly paid though!
- All excellent, except salary is a little lower than other nearby districts.
- I love working for BISD. I have never worked for a school district and was very surprised at how encouraging my supervisor is and how supportive they are for learning new technology. The benefits are great and the salary is comparable to other IT jobs in Austin.
- When did teachers become the bad guys? Satisfaction is down only due to the negative light that has been cast on teachers. Example: Teachers are the problem for failed schools. Tunnel thinking on tying student scores to teacher performance. Consequently, the state does not want to fund public education and is looking for ways to eliminate pensions.
- I love my position, my principal and my coworkers. I would have rated excellent except I'm disappointed in some of our benefits this year. I believe the district should pitch in a little more towards our health insurance and our new dental insurance plan stinks.
- I feel that BISD does not pay competitively with other districts. When brand new teachers, can make the same or more as a teacher that has been working for 15 years, there is a huge problem. I love BISD, but even with our salary increase, due to insurance and/or daycare increasing, I have not make more money the last 5 years. For the last 3 years, I have actually made less money. This would be the reason that I would have to leave the district. This has led me to look for other positions in other districts.
- Feel supported by campus administrators.
- Because I am a retired teacher, 13% of my salary is taken from me and I get no benefit from it. I am not allowed to participate in the school benefit programs.
- It's about what I expected coming in to this school district from other school districts.
- I am self-motivated and have a good understanding of what is expected of me. I am comfortable in being self-directed and making sure I am doing the very best job I can. I know who and when to ask for assistance and information.
- I had to take a significant pay cut when my previous job in the district was no longer funded.
- Over all, I feel that my campus offers little respect, a lack of freedom to be creative in the classroom, and minimal support with tedious minutia.

- I am frustrated this year, but am working with my principal and instructional specialist to increase satisfaction in the coming years with programs currently being set into place.
- I love my job, I love kids, I love teaching. However the demands that are being put on us are making me dislike my job. I am contemplating leaving this profession due to the stress, demands, and long work hours. We don't have to be here past 3:45 but many of us are here at 8:00 at night instead of at home with our families. Our weekends are not spent relaxing but instead, we are writing lesson plans. Teaching isn't as enjoyable as it once was and that makes me sad. I don't get paid very much, insurance goes up every year so when we get "raises" it only ends up evening out. I work my rear off and still am told that I am not making my lessons rigorous enough, that I am not challenging kids enough. But then I have kids in my class who still can't read and get no support at home. I am doing the best I know how and it doesn't seem to be enough. It is extremely frustrating.
- I truly enjoy my job!
- Support and supervisors are good. I do feel like the MCP strategies are very controlling over the teachers.
- I am in my second year of this position, which makes it better than last year. Teachers put in many, many hours. I believe many at our campus are learning to teach at a higher level and this causing growing pains. Many seem grumpy with this new level, but it is what needs to be done. I work hard at trying to share positive thoughts, but it often gets tiring.
- Paras are not included in staff meetings, social committees.... It takes a village to improve students score.
- Benefits and hours are perfect for what I need. I would like a higher hourly pay for the amount of physical strain on my body.
- Hours are great.
Salary is appropriate for position (although I think there should be an opportunity for a raise based on job performance and not an annual blanket raise with everyone else).
We're lucky to have decent benefits but I don't like that we have to pay so much for them.
There's really no opportunity for advancement in this position unless someone leaves or retires.
- The raise that took effect this new school year in my opinion makes BISD a desirable place to work.
- Teachers are underpaid always!
- I love my job at my campus and the hours are great. The salary, however, is lacking, the last few years I keep making less and less due to the increase in insurance, the raise is not even enough to cover the increase in the cost of insurance over the last few years. The office and support staff in the district don't make that much anyway.
- Supplemental insurance was changed again and the dental insurance is really bad. We have had small raises but the insurance increase negated the raise.
- I work harder than I am getting paid to do this job for BISD
- Para's are not paid enough for the amount of work that is expected.
- Pay is low for amount of work/ paperwork we are required. Insurance is the worst ever!
- I really couldn't ask for more in a job, I believe the hours are reasonable and the salary is adequate.
- This is a much better year. My workload is more manageable and moral at the high school is better. Coming from Ohio, I think our salary could be increased due to the amount of hours required. I also think that benefits should be more reasonable. The price is too high per family compared to our salary. It is too much per paycheck.
- Teachers are worth much more than they are paid.
- 2. Benefit costs keep increasing for teachers.
- 3. Everything that is required of us cannot be completed during working hours, so we spend too much of our own time working.
- My salary is significantly lower than the district that I worked at before and I work more hours planning lessons due to lack of collaboration of teammates. My benefits cost more and I have less coverage.
- I attend and do extra meetings that are not accounted for in my pay.
- My stipend is well below the area's average for my position. And averages out to below minimum wage with regard to the extra hours expected of me by superiors. Any increase in salary is counterbalanced with an increase in insurance costs, with no additional assistance from the district. My salary has increased less than 7% in the previous nine years combined, despite a promotion and substantial increase in duties.
- We are open 11.5 hours, 5 days a week some of us have college and get paid very little. We go home and put in another 6 hours of work because of lesson planning then spend about \$50 on our own supplies for class because our supply request doesn't ever get back to us for 2 months after we put it in. We have asked that is on staff development day if we could close at least 2 hours early to give us time to work in our class room we were told NO because we are support.

- I feel working in the behavior units should yield more pay than average due to the stress, violence of kids, and hardship of job
- There are many things that could be done differently which would result in a "Very good" or "Excellent" rating for overall level of satisfaction, but even though I occasionally peruse other job possibilities, I continue to remain here due to working with many great people (both at the service center and on campuses), a decent salary, and a feeling of being valued by those that I work with and for. Also, this year more than last school year, I feel like higher ranked people are listening to me more and taking my department's opinion into consideration before making big decisions, which is an improvement.
- Many starting teachers' salaries are beginning at \$50K; Insurance is abominable - too high of deductibles and nothing is covered
- If I didn't spend so much time outside of work to get my work accomplished.
Another conference period would help.
- Unacceptable to have to choose supplemental benefits before you know your salary or the cost of health insurance. Insurance changes every year without appreciable benefit. This means that because not all providers accept Cigna, I have to have a new dentist. This hopping around from provider to provider is not good continuity of care. Can't the HR dept. poll the providers of the area to see who takes our insurance and who does not? Use this is helping decide who to go with,
Salary is sad. I make only 2000/yr more than when I started here 8 years ago and I have 3 times as much responsibility.
Money for school to provide for department budgets is well below just a needed level. It borders on negligence. Students do not have the experiences or lab practice they need as our equipment is out of date or non-existent. I am expected to buy whatever I need.
Lack of support for first year teachers.
- I love working at CCE and the population I serve. I am happy working here and satisfaction would be excellent if I did not have as much paperwork to complete and could focus on instruction. I understand the need for data and am in agreement with that. However, I feel that with support comes more paperwork and less time to concentrate on the lessons at hand.
- Teachers who have worked 4-6 years make what I make and I have worked twice as long 13 years Something is wrong when I can't afford the dentist even though I have dental insurance
- I usually feel very unappreciated.
- Subs get paid more especially when working long term.
- I have been teaching for many years so I have seen a lot of improvement and with that comes added responsibility and accountability, it is a tradeoff.
- I think bilingual front office staff who have to translate besides the attendance, reception job description should also receive extra money stipend or pay; I think the school district should have WAY BETTER AFFORDABLE HEALTH INSURANCE SOMETHING LIKE STATE EMPLOYEES DO
- Again, due to job expansion and covering more duties with multiple offices and seeing others having had their job descriptions adjusted and pay scales changed as well as pay increased this year I feel that this campus is not trying hard enough to keep fairness in the workplace. Job descriptions were discussed in group meetings at beginning of this academic year and we submitted our additional job duties and changes months ago and they were to be forwarded to the district for review. But other positions were reviewed before school started that were similar in nature and hours, duties and pay were adjusted at beginning of school year even though similar positions/job titles were not discussed or adjusted. Since we have turned in the job descriptions we have had no further communication with school management or where the process is at. Just looking for equality and fairness in the workplace
- I love what I do, but I wish I was able to devote more time to specific parts of my job to create and sustain excellent programs instead of just good ones.
- I know I picked a great district in which to work. Despite all of the paperwork, meetings, and other duties, I know I it's all worth it.
- I feel like I can never get ahead with anything...lesson planning, grading, parent communication, testing, running records, and so much more. I'm often here till after 5 when school is out at 3:30. I routinely take home work on weekends and its interfering with my home life. I feel like they ask a lot out of us and it's not overwhelming until it is all added up. Independently, I could handle it. I just feel like it's a take, take, take relationship without any relief.
- The salary is low compare to other districts in TX

- It is what I signed up for. I am ok with it. Cost of Insurance is horrid for the services received, but is at most places.
- The pay scale for an experienced teacher is not very different from a new teacher salary.
- Everything good...overall..... These past few years have been more than satisfactory.
- Beginning teacher's salary compared to mine, having taught for 17 years, is fairly close.
- The only reason I come to school every day is because the students seem to appreciate me and the work I do for them. Otherwise, I do not feel like I am a trusted professional to do what is expected without having documented proof that something is done. I do not feel like I am trusted to teach what and how is best for my students success.
- Salary for the work we do should be increased.
- I would like to see that the day care workers are able to use the teachers' workroom.
- I would like to have better health insurance and not have the cost keep climbing upward. I really don't understand why we can't receive the same type of insurance the state officials receive. It seems like we receive increases in salary, but it always goes to the rising health insurance costs. I can't complain about the hours.
- I can spend 10-12 hours a day working and still not get everything I need done. I even come in on weekends sometimes. Sometimes I wonder why I bothered to sign up for benefits when I never have time to make an appointment for the dr., dentist, etc....
- The stress placed on teachers to do the same thing no matter what grade they teach is unreasonable. This district needs someone who knows what is developmentally appropriate for young learners. Lesson plans should not look the same for primary and early primary grades.
- I work so hard and all I seem to achieve are falling "scores" on PDAS; reprimanding emails that are copied to my principal and associate principal; being told no to my requests and then having them change their mind and give me what I asked for (as if it has to be their idea for it to matter); being treated negatively for asking questions when I'm just trying to make sure I understand the task put before me. And more.
- The stipend for bilingual teachers needs to increase substantially. If the district wants to recruit and/or retain quality bilingual teachers the stipend needs to increase significantly and increase ASAP.
- I love my job and love this campus.
- Insurance for families is way too expensive compared to other districts.
- I am ESL certified and not receiving a stipend. This is being required and then no ESL children were given to me.
- I feel that my job is very important and we need better (insurance) low rates for us.
- At the very least, I would like to see more curriculum and planning support. I am very discouraged by school district policies that limit teachers with copy quotas, fewer resources, non-productive meetings, and increased workloads.
- I am rating that my overall satisfaction as "good", due to the fact that the building hours are not conducive to helping me get everything completed. I would really like to see the school being open at least one day out of every weekend, so that we can get things, like the overwhelming paperwork, completed. Also, due to the fact that there are so many meetings each week, it is difficult to keep the classroom neat and organized, when we cannot enter the school during the weekend hours.
- Little compensation compared to the actual time spent in the job. We spend too much time before and after our duty times and little recognition for the "good" we do but lots of negative feedback from the mistakes we do.
- I would like the opportunity to access more professional development regarding my grade level.

If you have any other comments, feedback, or suggestions you would like included in this survey's findings, please use this box.

- Maybe I should have placed the question here Yes to rate the network services department but to my knowledge Bastrop does not have a network services department
- There needs to be more consistency with the Bilingual program. It seems that central office staff make changes that are not communicated to teachers, Instructional Coaches, Principals or APs. The Bilingual Strategists appear to be more evaluative and do not provide enough support to classroom teachers. We are having more students go through our Bilingual program that do not master either language because the structure of our program changes frequently. We do not support a program long enough to really see the benefits. I don't understand why we opt to call it dual language when it is not a true language model (we do not accept monolingual English-only students to learn Spanish). The increase in work for bilingual teachers has also increased since more "monitoring" is being implemented (via Ellevation), however, the amount of support from the strategists has decreased.

- Come out on Campuses more for informal discussion sessions. Make an anonymous suggestion "box". Publish the comments. Allow teachers to give some form of yearly evaluation (PDAS) of administration so that it counts as on site feedback.
- More supports would be appreciated
- The bilingual department needs more funding and personal. Bilingual teachers feel they are working too hard and every year they have to recreate what is expected based on new models. There are not enough resources or mentor support to help bilingual teachers.
- District adm and board seem to have little knowledge of what really goes on campuses on a daily basis. Too much reviewing of data and not enough time spent actually teaching. Too many interruptions in daily schedule. Book study is great but it feels drawn out and some in redundant busy work. Love the enthusiasm of our principal. Would like to see less micromanaging and allow teachers take on more decision making roles pertaining to what is best for students.
- Appreciate efforts and advocacy of BFT in building collaborative approach to problem solving and improving conditions. Appreciate S. Murray's speaking to the truth of lack of govt support for public education. Love my school!
- I would love to see a feedback section for the library program, the library media specialist effectiveness, and a comment section to get feedback to help us improve our program and services, as well as for any possible advocacy we could do to get librarians reinstated at each campus.
- This campus is awesome! Our leadership is very supportive. The Service Center, not so much.
- We would appreciate if the district would consider a full time certified librarian and GT teacher. This lack of consistency is not most effective for student achievement. Also, it is across the board that teachers are overwhelmed with planning. Our curriculum and Instruction department should investigate what other school districts do to meet the TEKS, yet focus and narrow teaching goals and activities. We need a more user friendly system than what is currently given.
- With a paper driven curriculum, we need more copies available to us. Reading and math coaches should be able to help teachers with printing, making and providing resources that students can immediately use. They are mostly just test makers. We have book after book given to us or recommended for us to read, but do not have the time to read them. The week before school starts should be a time for teachers to prepare, not be stuck in meetings all day. We get way too many emails, and it takes an hour to catch up just on emails. Students seem to be rewarded for bad behavior. When we have an ARD or a 504 meeting, we are still expected to go to other meetings including PLC's which cuts into our 450 minutes every two weeks. We are still expected to print out a hard copy of our plans and turn them in.
- Compared to other districts, this district allows more staff input than any district I know of. The district listens to staff feedback and then the leaders make necessary informed decisions. People truly unhappy with the BISD district should consider other places of employment. It is a difference in compliance and complainers. Some staff share, question and or make request because of sincere desire to ensure BISD is in compliance while some are just complainers and no matter what we do, they complain. Leaders must stay focused on the mission and united...the complainers will grow or go.
- SAFETY! Please get central office to spend some money on cleaning up the mold in the field house at CCHS. Also, the lack of supervision on the south side CCHS of the campus. There needs to be more security and supervision on all parts of the campus. Parents are spending through walk zones and students are hiding in the trees selling drugs.
- If the school is going to require AP teachers to devote Saturdays, it would be nice if *all* of the AP teachers had a say in whether or not this was truly equitable to all of the students we are trying to reach. It seems that the purpose of the Saturday sessions is to help prepare students for the AP Exams, and that we are encouraging the students to attend by attaching their AP Exam Scholarship to their Saturday Attendance. The students who really need the financial assistance, however, are often the students who have parents who cannot afford to drive them to school on a non-school day. Or, perhaps, they or their parents have to work on Saturdays. Moreover, some of our students have to stay home and take care of younger siblings while their parents work on Saturdays. Either way, many of our very bright students have weekend obligations that cannot be put on hold without putting some type of stress on their families. By attaching scholarship monies to Saturday attendance, we are inevitably only offering the scholarship to those students who are financially and socially capable of attending Saturday sessions. Therefore, in the schools "attempt" to reach out to our disadvantaged students, we have inevitably skewed the population of who can/cannot receive the scholarship monies for the AP Exams. AP classes, like all classes, should prepare students in

a fair and equitable manner. The preparation time should be within the hours of school. As it is, many AP teachers block off 3-4 weeks before the AP Exam to prepare students for the actual exam.

- This has been one of the worst years I have spent at BHS!
- The district assessments that are begin given to the students are worthless. The assessments are supposed to be measuring progress, however, we've given 2 tests that are assessing different TEKS and are about to give an academic target that is measuring additional TEKS - progress isn't being measured at all. It is a waste of time and money for the students and teachers. Less emphasis needs to be made on testing, and more on teaching.
- As a salaried employee who routinely takes work home and works anywhere from 55 to 70 hours per week I am bewildered as to why we have set work hours. It makes sense that we need to be on campus during the time students are here or during a time we are required to be at a meeting, but why must we stay on campus if there is not a meeting or required after school activity? Teachers take work home. It would be nice to be able to leave, run errands or take care of personal responsibilities before getting home to resume school work. An hourly employee must punch a clock. A salaried employee is supposed to be an employee that is hired to complete a certain task. Making this adjustment would be a perk that would help teachers feel that bisd values and trusts teachers to do their jobs.
- I LOVE BLUEBONNET and all of the administrative staff!! They are so supportive and loving!!!
- Learning to team teach, not having my own classroom (floating), and larger class sizes than my previous assignment have been the biggest challenges for me at CCHS.
- There is a lack of consistency in student discipline. This affects the overall attitude of students and creates more issues in the long run.

The front office has fostered an environment of division and is not student centered. It is more "front office centered".

A lot is expected from the teachers above and beyond their job descriptions. Yet there is no compensation.

- If a student is assigned to a staff personnel, the district should train the staff member according to the disabilities of the student. I've asked for training for years, yet what we get are things TEA will not allow paraprofessionals to do, such as modifying work for students. We are not experts or trained teachers, we shouldn't have to modify work for students since we may or may not know the correct answers.
Paraprofessionals should not have to report two days earlier than teachers for the school year either. We are all contracted for a certain number of work days. Just because there is now thanksgiving week off, paras have to work two more days than teachers since teachers go to training in the summer. That's what we have been asking for. Or possibly given a chance to work a couple of Saturday school days in order to have the two days off.
- I wish that the district policy makers had a good understanding of using points to grade versus percentages. I hate that this option has been taken away from us. If everyone understood how well it works, EVERYONE would grade using points vs percentages.
- The student behavior does seem better this year. And I do like the support one of our APs gives us in that field. The other AP tells us that student misbehaviors are our fault as teachers.
- Of course there are things that could be improved about our district, but overall, I feel like 95% of the district's employees from the campus-level all the way to the top are working their very hardest and doing their very best. We may not always love every decision that is made, but I do believe that everyone is making decisions with students in mind. I am hopeful that this survey will be used to share some of the positive things about our district instead of being used to stir up negativity.
- Our librarian/media specialist is awesome. She does great work on getting us resources any time we need them. More computers for the students to use would be good so that departments are not having to fight over cart days. While BYOD is good for simple things, student phones are not effective for all research and writing that students need to do. And not all students have a phone/tablet.
- Student discipline districtwide and how the county deals with juvenile offenders is atrocious. Student discipline and family involvement have to be priorities.
- Instructional coaches on our campus are irreplaceable. Their experience and expertise has been an integral part of our campus climate. Their knowledge is utilized by all teachers. They are readily available to answer, assist, and model teach for any teacher.

The district is very supportive in all aspects of my job. I can always make a call to get support or questions answered when I need too. I never feel alone in my job and appreciate the team that I work with in this district.

- Great district. I've enjoyed this community. Looking forward to many, many years in BISD!
- I would like to see better communication, safety and security training, and for the schools to be repaired.

- Lower class sizes would be helpful; there are too many off task/disruptive students in several classes that it's difficult to teach effectively. I would like to have a Co-teacher in my classroom on a daily basis for the entire class time. I would like to do more activities using technology, but am limited because of the lack of computers in my classroom. So far, things have been better at this campus than the previous year; that's encouraging.
 - I would like to see the results of this survey
 - I would like the board to know that their goal of improving teacher workload has not trickled down to the campuses. The principal's may nod their heads and say they are improving things, but they are not. They just keep doing what they've been doing, which is overburdening teachers with unnecessary and redundant paperwork.
 - We really need a CTE curriculum specialist at CCHS. Additionally, CATE classes need to be treated as important as core classes with the implementation of the pathways. We need PLC's and need to have our classes respected.
 - I would like more transparency from the district when it comes to planning for restructuring to become a k-5, 6-8 district.
 - Teachers need help in dealing with so many constant behavior problems. We need a daily in school suspension teacher.
 - In my opinion turnover in key positions will continue to be an issue at CCHS as long as the perception continues to exist that the two high schools and their feeder patterns are treated differently by people in any significant position of authority.
 - I really appreciate the teacher recognition that is happening in our district like the innovative teacher award. In behalf of those who have won the award and those who will win in the future, thank you.
 - Teachers should not let student out of class until bell rings. Students walking around campus disrupting classes not acceptable. Students backtalk teachers.
 - I love it here at BISD!
 - BMS was very fortunate to have received such a positive, supportive, pedagogically knowledgeable principal.
 - The survey, in my opinion, should have been tailored to each specific department as some of these questions were irrelevant to our department.
 - Communications are often in a silo. The lack of an effective orientation program for onboarding new teachers is needed to help reduce teacher burnout and turnover.
 - I don't have the answer...I wish I did. Teachers need help, we don't need someone telling us everything we are doing wrong, and we need more positives.
 - I feel the district needs to have full time GT teachers on each campus. We currently share our GT teacher and she is not able to do all that could be done if she was here full time. Her home campus often gets to experience things we don't due to all her supplies being at her home campus. She doesn't have time to fully meet the needs of the kids. It becomes frustrating for her, the kids, and the cluster teachers as we really need more time to make a difference. I would appreciate any help in showing the district how important this program is to our students, parents and staff.
 - Our school board and superintendent still do not recognize the need for full time librarians/media specialists on each campus. Our elementary, intermediate and middle school librarians suffer greatly from over work and as a result the students and teachers suffer.
 - Find a better way to get insurance for teachers. Not fair. We are a very large number, so there should be a better formula for us.
 - Get us a different insurance!
 - It would be nice to have an in-depth Skyward training during our orientation and have a faster start in getting our accounts set up because I have had much difficulty with the program.
 - There is also a lack professional development opportunities, within the district and outside of the district. For a district this size, there should be professional developments offered to teachers after school throughout the district to collaborate and aligned vertically (other than the four CRAM sessions provided). There are many questions as to where professional development funds are allocated.
- I feel the district does not value what is best for kids in the classroom setting. They refuse to identify early childhood behaviors that require support in the classroom due to lack of support staff. Parents are upset with the lack of services provided for their child because the school will not acknowledge outside physician diagnosis. I have been told by several members from the special education and behavior staff/faculty that these students "need time to adjust to school" and will not identify students with special needs or behavior needs because "we do not have the staffing" to service them.

- This year we have had the worst turn around on employees. When I first came to this job I enjoyed it and loved the family feeling, NOW its feels like you're supposed to show up, shut up, do your work, don't ask question, and go home. If things don't change I myself will be leaving. BISD used to be a joy to work for.
- I don't like how our group (BFT) creates an "us versus them" mentality with the service center professionals. I'm constantly in this really awkward position of wanting to support our union in our ventures, but often feeling like I'm being attacked by the same organization I pay dues to, not because of my job, the work that I do, or the decisions that I make, but simply because I'm part of "Central" and thus am, by default, the enemy. I am both "us" and "them". I find myself questioning why I remain in a group that's constantly attacking me even though I'm on their side and (generally) stand behind their frustrations.
I'm often nervous to even participate in these surveys because I'm afraid of how my responses might be taken out of context to once again put me in an awkward "us and them" position, but I really do appreciate the opportunity to provide feedback.
- My classroom is too small and most importantly it has a constant flow of traffic from the counselor's office which is basically inside my classroom. Not acceptable but what choice do i have? Interruptions are never ending! And no windows.
- SPED has problems. Somebody needs to fix it
- Many successful districts in Central Texas no longer use DRA testing for students reading due to the excessive loss of instruction time. Bastrop should follow their lead.
- Most days I feel overwhelmed, and underappreciated.
- The PD offered in our district is fabulous! I always take away valuable tools to help me grow as a professional!
- I think on my campus overall things are going well, there is always room for improvement. We have new staff and a new Principal, new counselor, so with that comes change and time to get use to each other. Our reading coach is awesome she works very hard and she is very efficient and knowledgeable. Our Math facilitator is new and learning as she goes, but she is trying very hard to meet our needs. We are a large campus and we have outgrown our school, and everyone is flexible and helping each other.
- Do not use my name if it shows up to bring forward to school management as do not want any negative feedback/consequences.
- I was very comfortable and had a very high level of confidence in our previous administrators. Almost all are new this year. I believe they're on the right track, so it's nothing specifically they're at fault for, but it just takes time to build up a similar level of trust and confidence with new people in charge. Things are going more smoothly now than they were at the beginning of the year, which is natural.
I think a lot of good people work here, specifically at CCHS, but I worry that they'll leave for other opportunities within the next year or two (as many did this past summer). I want to stay, but only if I can work with people I like and trust.
- Our current principal is doing a great job of focusing on what is really important for our campus to improve. She is open to suggestions and constructive conversations. She is very supportive and positive in her approach.
- Need better communication between admin and staff. Fewer changes in meetings because of over booking. Last year Site based meetings were cancelled and changed at the last minute so that the committee is no longer functioning.
Was volunteered to be the Junior class sponsor, I receive no help from other teachers who were also volunteered (and were already overbooked) I have received a lot of help from the office staff and would not be able to do it without their help (Jennifer Adare) I have difficulty getting answers ie: was trying to plan for prom, collected information on locations and dates, ask what the next step was and could not get straight answers, frustrating. The office picked the date to have it and therefore the location when I get pushy about the whole thing.
- Thanks!
- I regularly contemplate not returning each year, but cannot find any other job that I feel like I would enjoy doing. I love my job because I get to work with children and help them grow and develop, but I hate my job because the bureaucracy makes me dread coming to work every day--what form did I forget to fill out, what documentation is due? It is just so frustrating!
- My overall satisfaction has greatly increased due to the change in campus admin. I appreciate our new principal because she is personable, but maintains her expectations. You know where she stands and you don't feel like your job is constantly in jeopardy. I also don't feel like she is talking out of both sides of her mouth either. This admin team is maintaining a positive and supportive atmosphere as opposed to the 'gotcha' type atmosphere that has been here for the past three years.

One other thing that is very clear this year is this principal is all about the kids, where the last one was more about her record and ambitions. It is truly a breath of fresh air.

- I think it's ridiculous that our math workbooks didn't show up till October, and because we had to make due, we overextended our copies on the Riso. It was shut down without warning, and now we are limited to 2 reams of paper and 900 copies per month. I feel like this situation could've been dealt with a lot better. Workbooks should be in by the first week of school, or else we should use textbooks. The Go Math! workbooks are not completely aligned with our district tests (or vice versa), and we have to scramble to get other materials in order to teach certain concepts. Also, the workbook does not match the rigor of the tests, either. We have awesome Science workbooks (Fusion) but the lessons sometimes don't align with the district tests, either. Also the book doesn't follow our pacing guide, either, so lessons are out of order. District tests should be automatically copied and printed and teachers should not have to request copies. That should be a given.
- There seems to be a cloud of distrust and private goals hanging over BHS. The principal and associate principal want things their way, even if people higher in district overrule those things. My instructional coach will not trust us to do our jobs like the seasoned professionals we are. Teachers feel put upon and do not have a safe outlet for expressing genuine concerns. Anything not positive is negative, and therefore against the administration. Teachers fear retaliation for their actions (like being honest in this survey). We are given mandates and not choices. It's a lovely district and a lovely town. It's a shame BHS employees feel so oppressed. It leads to high turnover from people who want to stay; it's hard to stay when morale is so low. But there are good things too: our SpEd dept is top notch; most teachers seem to be at the top of their games professionally and content area-wise; the library staff and counselors do a great job. The APs work hard; the custodial staff is great; the parents are nice; the kids have good hearts; the CATE, yearbook and newspaper programs, the college and career center are amazing. The coaches are wonderful.
- The discipline on our campus had not improved in the last three years. "Restorative discipline" has not been effective. Our campus does not need to be a pilot campus for any behavior programs. It appears as if our campus has intentionally been set up to fail again. Our principal is supportive of teachers in disciplinary issues however, our assistant principals look for every excuse not to handle discipline. These excuses range from deleting office referrals, countering the office referral in spite of documentation. Any time we approach them with concerns. Our concerns fall on deaf ears. What needs to happen in order for them to listen to us? Our campus has a lack of basic supplies. Our copy machines and printers are consistently breaking down. Teachers were not provided with any basic supplies at the beginning of the year and there is no system in place for ordering supplies for classrooms. Our assistant principal's solution was to have the students bring their own supplies. Only in a perfect universe will students have their own supplies. Nearly half the teaching staff is new this year and the morale is still pathetic. I love teaching, I just don't know how much more nonsense I can take.
- I feel testing is very excessive at this point. I would love to opt out of district mandated tests. We lost the flexibility to adjust to our class needs when we must meet district timelines. I do not agree with giving the mock STAAR in December and in February. It is demoralizing to give students a test over items which have not been covered yet. What the students know is not accurately on these tests. I do not find the data from them helpful at all. I am very happy with our campus created assessments and timeline.
- I feel like the process to get a child SPED services is unknown or vaguely explained to most teachers. Why is it that something that is so very essential to certain students' success is almost secret and so hard to do?
- Bilingual Dep, we need to know the amount of money for each school or a teacher, we need things in our classroom.
- Limited technology in classrooms also makes teaching 21st century learners very difficult for teachers that would like to use more interactive learning games and activities.
- I feel that we have an amazing Reading Coach. As well as campus administrators. We have become a very large school. We are all just under so much stress with test scores.